



## Pupil Premium Strategy 2019-2022

### Overview

The Pupil Premium Grant (PPG) is used to improve the academic outcomes of disadvantaged students and close the attainment gap between our disadvantaged students and the national average for non-disadvantaged students.

The School wishes to raise the attainment and progress of disadvantaged students of all abilities and give them the opportunity to reach their potential.

The School receives the PPG allocation directly from the Education, Skills and Funding Agency (ESFA). Although the PPG is allocated for the financial year, Bourne Grammar School converts the allocation to match the academic year, which coincides with the whole-school budget and reporting cycles.

Schools also receive funding for students with parents in the regular Armed Forces. The DfE states that the Service Premium a school receives may be used to contribute towards the pastoral support of students and this is a key aim for the School.

**Schools determine how their allocation is spent** and students/parents do not receive an individual allocation. The only exception is for a Looked-after Child, where the Virtual School Head (from the Local Authority) receives the allocation.

The School's three-year Pupil Premium strategy is focused on closing the achievement gap between disadvantaged and non-disadvantaged students. Therefore, the School does not routinely use the allocation to pay for items such as School uniform or transport.

This three-year Pupil Premium strategy was reviewed by Governors on 16-10-19 and the **next review will be in October 2020.**

The **Designated Person** for disadvantaged students (including Looked after children and previously looked after children) is **Mr M A Brunker (Deputy Headteacher – Pastoral)**. Please contact the School on [pastoral@bourne-grammar.lincs.sch.uk](mailto:pastoral@bourne-grammar.lincs.sch.uk) if you require any further information.

### Eligibility and funding

Eligible Pupils	Pupil Premium Grant per pupil
Pupils in Years 7-11 recorded as <b>Ever 6 FSM</b> (in receipt of Free School Meals in the last 6 years)	<b>£935 (PP)</b>
<b>Looked-after Children (LAC)</b> defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local Authority	<b>£2,300 (PP+)</b>
<b>Previously Looked-after Children</b> have ceased to be looked after by a Local Authority in England and Wales because of adoption, a Special Guardianship Order, or a Child Arrangements Order	<b>£2,300 (PP+)</b>
Pupils in Years 7-11 recorded as <b>Ever 6 Service Child</b> (a child of a parent in the Armed Forces over the last 6 years or in receipt of a child pension from the Ministry of Defence)	<b>£300 (SP)</b>



## Current Position (2019) - Expenditure

In 2018-19, 6.47% of students were disadvantaged and the School received a PPG of £69,592 for the academic year. The PPG expenditure can be seen below:

	PP Disadvantaged
<b>Staffing</b>	£21,639.20
<b>Interventions</b>	£38,805.99
	<b>£60,445.19</b>

## Current Position (2019) - Impact

	Attainment and Progress					
	2018-19			2017-18		
	Pupil Premium Students	Non-Pupil Premium Students	Gap	Pupil Premium Students	Non-Pupil Premium Students	Gap
<b>Attainment 8</b>	67	69	-2.0	60 (National 37)	67.27 (National 50.1)	-7.27 (National -12.8)
<b>Progress 8</b>	+1.07	+0.78	+0.29	+0.12 (National -0.4)	+0.68 (National+0.13)	-0.56 (National -0.51)

	Attendance					
	2018-19			2017-18		
	Pupil Premium Students	Non-Pupil Premium Students	Gap	Pupil Premium Students	Non-Pupil Premium Students	Gap
Attendance	96.43%	96.73%	-0.3%	97.84%	96.67%	+1.17%

	Behaviour and Achievement					
	2018-19			2017-18		
	Pupil Premium Students	Non-Pupil Premium Students	Gap	Pupil Premium Students	Non-Pupil Premium Students	Gap
Average Achievement Points minus Behaviour Points	189	181	+8	134	147	-13



## Main Barriers to Learning for Pupil Premium Students at BGS

At BGS, we constantly strive to remove the barriers to learning to ensure positive outcomes for all of our disadvantaged students. We recognise that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed. The list below is not exhaustive and will not apply to every student in receipt of the Pupil Premium, but the main barriers are:

- Ability to study effectively in and out of lessons
- Confidence and self-esteem
- Resilience in challenging situations, both academically and socially
- Motivation
- Mental Health
- Family Support and Transition
- Development of social and emotional skills

### Intended Outcomes and Success Criteria

	Intended Outcomes	Success Criteria
A	The attainment gap between PP students and non-PP students to be reduced	<ul style="list-style-type: none"> <li>➤ Attainment 8 and Progress 8 of BGS PP students to be greater than non-PP students nationally</li> <li>➤ Positive Progress 8 for at least 75% of BGS PP students</li> <li>➤ In-school Attainment 8 gap between PP students and non-PP students to be reduced over three years</li> </ul>
B	PP students to be more engaged, motivated and proactive in lessons	<ul style="list-style-type: none"> <li>➤ Average engagement grade of PP students to increase over three years</li> <li>➤ Engagement grade gap between PP students and non-PP students to be reduced over three years</li> </ul>
C	PP students to develop enhanced independent learning skills and be more responsible as learners (e.g. regularly reviewing their own work, greater resilience)	<ul style="list-style-type: none"> <li>➤ All PP students to respond positively to the 'Building Better Learners' programme</li> <li>➤ Increased number of achievement points for positive learning behaviours (e.g. Contribution points)</li> <li>➤ Reduction in behaviour points for homework</li> <li>➤ All Year 7 and 8 students who are eligible for the PP receive at least a Bronze Merit Badge</li> <li>➤ Book sampling indicates the work of PP students is more accurate and feedback is of high quality</li> </ul>
D	Students who are eligible for the PP receive the required additional care, resources, pastoral support and guidance they need	<ul style="list-style-type: none"> <li>➤ PP students provide positive feedback about the pastoral support they receive, including sessions with the School Counsellor</li> <li>➤ Improved Strengths and Difficulties Questionnaire scores</li> <li>➤ No significant difference in behaviour, measured by average achievement minus behaviour points. Attendance gap between PP and non-PP students to be closed</li> <li>➤ PP students use a greater range of positive coping strategies to support their mental health</li> </ul>
E	Students who are eligible for the PP have opportunities to develop their social and emotional skills through enrichment activities	<ul style="list-style-type: none"> <li>➤ All Year 7 PP students to participate in the Bushcraft residential trip</li> <li>➤ All PP students to have the opportunity to attend curriculum enrichment trips and other trips that enhance personal development (e.g. DofE)</li> <li>➤ All PP students to regularly participate in at least one extra-curricular activity</li> </ul>



## Implementation and progress

BGS recognises the tiered approach to Pupil Premium spending as outlined in the 'EEF Guide to the Pupil Premium'

### i. Teaching quality

Action	Intended outcome	Evidence and rationale behind strategy	Monitoring and ensuring effective implementation	Progress
Provide additional Maths, English and Science sets in KS4	A, B	Reduction in class size +3 months additional progress (Sutton Trust/EEF) Increased feedback +8 months additional progress (Sutton Trust/EEF)	<ul style="list-style-type: none"> <li>➤ LT Learning walks and lesson observations will assess quality of teaching and feedback</li> <li>➤ Termly analysis of data to monitor PP progress</li> </ul>	Additional sets created. Learning walks indicate high quality feedback is provided. <b>2018-2019 results:</b> PP Attainment 8 = 67 Non-PP Attainment 8 = 69 Gap = -2 (2018 gap was -7.27) PP Progress 8 = +1.07 Non-PP Progress 8 = +0.78 Gap = +0.29 (2018 gap was -0.56)
PP student progress and engagement tracked and monitored by Inclusion Manager/HOY. Underperformance identified and strategies to improve shared with teaching staff	A, B, C	Teachers benefit from understanding personal circumstances and areas of concern as it allows them to adapt their teaching and cater for the needs of PP students	<ul style="list-style-type: none"> <li>➤ DHT (Pastoral) to review progress every term</li> <li>➤ DHT (Pastoral) to present summary of progress and engagement to the Pastoral and Community Committee</li> <li>➤ LT Line Management</li> </ul>	Yr 11 PP Average Engagement = 3.1 Yr 11 Non-PP Average Engagement = 3.0 Yr 10 PP Average Engagement = 2.1 Yr 10 Non-PP Engagement = 2.2 Yr 9 PP Average Engagement = 2.8 Yr 9 Non-PP Average Engagement = 3.0 Yr 8 PP Average Engagement = 3.8 Yr 8 Non-PP Engagement = 2.3 Yr 7 PP Average Engagement = 3.8 Yr 7 Non-PP Engagement = 5.4



Teachers have regular opportunities for high quality continued professional development	A, B, C	The EEF states the following: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	<ul style="list-style-type: none"> <li>➤ DHT (T&amp;L) to coordinate the weekly CPD programme</li> <li>➤ Peer-peer lesson observations to take place across the School</li> <li>➤ Staff survey to evaluate effectiveness</li> </ul>	Percentage of staff attending lunchtime CPD sessions 64%
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**ii. Targeted academic support**

<b>Action</b>	<b>Intended outcome</b>	<b>Evidence and rationale behind strategy</b>	<b>Monitoring and ensuring effective implementation</b>	<b>Progress</b>
Selected PP students receive high quality 1-1 and small group subject specific tutoring	A, B, C	1-1 tuition +5 months additional progress (Sutton Trust/EEF) Small group tuition +4 months additional progress (Sutton Trust/EEF) Feedback +8 months additional progress (Sutton Trust/EEF)	<ul style="list-style-type: none"> <li>➤ Students identified and schedule set after mocks</li> <li>➤ HOY 11 to meet with DHT (Pastoral) to provide regular updates</li> <li>➤ Student voice</li> <li>➤ 1-1 session drop-ins</li> </ul>	PP students identified as underachieving after the Year 11 Mock Exams received 16 hours of individual subject specific tuition Feedback from these students was highly positive and the PP results demonstrate that the tuition was beneficial
Literacy coordinator to implement reading comprehension strategies across the School, with a focus on disadvantaged students	A, B, C	Reading comprehension strategies +5 months additional progress (Sutton Trust/EEF)	<ul style="list-style-type: none"> <li>➤ Literacy coordinator to launch programme via assemblies in Term 1</li> <li>➤ Literacy coordinator to provide resources to tutors</li> <li>➤ Student reading targets set and reviewed</li> </ul>	Literacy coordinator completed assemblies and set reading targets Literacy reward assemblies held at end of year for Year 7 and 8. LT Learning Walks observed effective Literacy sessions delivered in PSHE



Selected PP students receive regular mentoring	C	Mentoring +1 month additional progress (Sutton Trust/EEF) Meta-cognition and self-regulation +8 months additional progress (Sutton Trust/EEF)	<ul style="list-style-type: none"> <li>➤ Training provided for mentors with Inclusion Manager and DHOY7</li> <li>➤ Student voice</li> <li>➤ Mentoring supervision</li> </ul>	Inclusion Manager attended train the trainer mentoring CPD Mentors received training All Year 7 Form groups had assigned mentors and student feedback was positive
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### iii. Wider strategies

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Progress
PP students who require additional support with mental health receive high quality counselling as a priority	D	Mental Health issues have been identified as a common barrier for BGS PP students. Supporting students with their mental health will promote personal development and learning	<ul style="list-style-type: none"> <li>➤ Student Manager and DHT (Pastoral) meet monthly to discuss waiting list</li> <li>➤ Student feedback via questionnaire after counselling</li> </ul>	Regular meetings taking place between Student Manager and DHT (Pastoral) <b>2018-19:</b> 13% of PP students received counselling 5% of non-PP students have received counselling 85% of students receiving counselling feel that it has directly improved their situation
PP students who require additional pastoral care receive support from the Student Manager as a priority	D	The DfE recognises the benefits of providing high quality pastoral care for PP students – it allows them to cope more effectively	<ul style="list-style-type: none"> <li>➤ Student Manager line management meetings</li> <li>➤ Student Manager aware of all PP students</li> </ul>	The Student Manager meets weekly with the DHT (Pastoral) to discuss individual student concerns
PP students get priority on School trips and receive financial contributions when necessary	E	There is sound evidence that a good level of personal development can help with academic attainment. Cultural capital is widely accepted as an important part of a person's readiness for life as an adult and building it is an integral part of the Pupil Premium's purpose	<ul style="list-style-type: none"> <li>➤ Trips and Payments Officer checks PP register before allocating trip places</li> <li>➤ Student Manager collates all requests for financial support and discusses with DHT (Pastoral)</li> </ul>	A new electronic trips system is now in use and this will enable the School to track PP trip attendance. PP priority placing will be in place after the 2019 Strategy Review  70% of PP students in Year 7 attended Bushcraft (Sept 2019)



All students eligible for PP to have access to <i>MILK</i> and revision support software. PP students have priority careers guidance meetings	C, D	Digital technologies +4 months additional progress (Sutton Trust/EEF)	<ul style="list-style-type: none"> <li>➤ <i>MILK</i> homework reports reviewed regularly to assess the quantity and quality of homework set</li> <li>➤ Behaviour points for homework monitored</li> </ul>	Homework reports indicate there is a good homework completion rate of PP students, however, on average PP students miss a greater number of homework deadlines <b>2018-19</b> Average homework behaviour points PP = 3.33 Non PP = 2.35
Selected PP students to complete exam stress and anxiety management workshops	D	One of the main barriers for PP students at BGS is that many could benefit from greater resilience in challenging situations. Providing coping strategies will be beneficial	<ul style="list-style-type: none"> <li>➤ Inclusion Manager to liaise with HOY to select students who would benefit from the workshops</li> <li>➤ Student voice</li> </ul>	Four anxiety management workshops took place in 2018-19. Two have already taken place in Sept/Oct 2019. Anecdotal feedback indicates that these sessions are well received
Behaviour and attendance of PP students monitored closely by Inclusion Manager/HOY to allow for swift and effective interventions	D	Behaviour interventions seek to improve attainment by reducing challenging behaviour. Behaviour interventions +4 months additional progress (Sutton Trust/EEF)	<ul style="list-style-type: none"> <li>➤ Behaviour analysis completed termly through SIMS and scrutinised by HOY and DHT (Pastoral)</li> <li>➤ Behaviour interventions triggered at earliest opportunity when concerns are identified</li> </ul>	<b>2018-19</b> Average Attendance PP = 96.43% Non PP = 96.73% Gap = -0.3% <b>2018-19</b> Average Behaviour Points PP = 10 points Non-PP = 6 points <b>2017-2018</b> Average Behaviour Points PP =19 points Non-PP = 13 points



### PPG for Academic Year 2019-20

The School has a PPG of **£80,510** for the 2019-20 academic year (converted from the financial year allocation). This is based on 7.05% of students being classed as disadvantaged.

### PPG intended spend for Academic Year 2019-20

	<b>Pupil Premium</b>
<b>Staffing</b> (includes Inclusion Manager, Student Manager, Counselling service, staff training)	£46,043
<b>Interventions</b> (includes additional classes for setted subjects, 1-1 tuition, equipment/resources, enrichment opportunities)	£34,466
	<b>£80,509</b>