

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Information
School name	Bourne Grammar School
Number of pupils in school	1717 (1208 Y7-11)
Proportion (%) of pupil premium eligible pupils	8.11%
Academic year/years that our current pupil premium strategy plan covers	2021-22; 2022-23; 2023-2024.
Date this statement was published	15 November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	P&C Committee
Pupil premium lead	Mr M A Bruncker
Governor / Trustee lead	Mr G Greatwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 94,130
Recovery premium funding allocation this academic year	£ 14,210
Pupil premium funding carried forward from previous years	£ 79,308.14
Total budget for this academic year	£ 187,648.14

Part A: Pupil premium strategy plan

Statement of intent

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's three-year Pupil Premium strategy is informed by research evidence from the [Education Endowment Foundation](#) and focuses on closing the achievement gap between disadvantaged and non-disadvantaged students.

At Bourne Grammar School, 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.

We wish for all our disadvantaged students to have:

1. access to the highest quality teaching from teachers who are well trained and well supported;
2. the ability to study effectively in and out of lessons;
3. high levels of motivation, confidence and self-esteem;
4. resilience in challenging academic and social situations;
5. good mental health;
6. a network of support both in and out of school;
7. social and emotional skills to help them successfully navigate through life.

Our pupil premium strategy has a tiered approach:

1. Investing in high-quality teaching by ensuring all teachers have access to the latest continued professional development, and are able to collaborate with other educational specialists across different schools. The School also wishes to retain teachers by supporting their wellbeing and recruiting the very best staff nationwide.
2. Analysing student progress and using targeted academic support through 1-1 tutoring, small group sessions and the sharing of high-quality resources.
3. Wider strategies, including access to specialist counsellors, dedicated pastoral staff, experiences and opportunities beyond the curriculum, with priority and financial support for school trips. The School also aims to engage students in their learning outside of school using the most effective homework and independent study platforms.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring our teachers have access and funding for participating in high-quality continued professional development.
2	Retaining our outstanding body of teaching staff.
3	Disadvantaged students having access to effective 1-1 and small group tutoring outside of lessons.
4	Maximising the engagement of our disadvantaged students both in and out of school.
5	Ensuring our disadvantaged students develop the social and emotional skills required to reach their true potential, by supporting their mental health and access to experiences and opportunities beyond the curriculum.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attainment gap between PP students and non-PP students to be reduced.	Attainment 8 and Progress 8 of BGS PP students to be greater than non-PP students nationally. Positive Progress 8 for at least 75% of BGS PP students. In-school Attainment 8 gap between PP students and non-PP students to be reduced over three years.
PP students to be more engaged, motivated and proactive in their learning inside and outside of lessons.	Average engagement grade of PP students to increase over three years Engagement grade gap between PP students and non-PP students to be reduced over three years
PP students to develop enhanced independent learning skills and be more responsible as learners (e.g. regularly reviewing their own work, greater resilience).	All PP students to respond positively to the 'Building Better Learners' programme Increased number of House points for positive learning behaviours (e.g. Contribution points) Reduction in behaviour points for homework

	<p>All Year 7 and 8 students who are eligible for the PP receive at least a Bronze Merit Badge</p> <p>Book sampling indicates the work of PP students is more accurate and feedback is of high quality</p>
<p>Students who are eligible for the PP receive the required additional care, resources, pastoral support and guidance they need.</p>	<p>PP students provide positive feedback about the pastoral support they receive, including sessions with the School Counsellor</p> <p>Improved Strengths and Difficulties Questionnaire scores</p> <p>No significant difference in behaviour, measured by average achievement minus behaviour points.</p> <p>Attendance gap between PP and non-PP students to be closed</p> <p>PP students use a greater range of positive coping strategies to support their mental health</p>
<p>Students who are eligible for the PP have opportunities to develop their social and emotional skills through enrichment activities.</p>	<p>All Year 7 PP students to participate in the Bushcraft residential trip (or equivalent due to Covid-19)</p> <p>All PP students to have the opportunity to attend curriculum enrichment trips and other trips that enhance personal development (e.g. DofE)</p> <p>All PP students to regularly participate in at least one extra-curricular activity</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teacher CPD and teacher retention.	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.'	1, 2.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 and small group tuition</i>	<p>1-1 tuition +5 months additional progress (Sutton Trust/EEF) Small group tuition +4 months additional progress (Sutton Trust/EEF)</p> <p>Feedback +8 months additional progress (Sutton Trust/EEF)</p> <p>Reading comprehension strategies +5 months additional progress (Sutton Trust/EEF)</p>	3, 4.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £80,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to specialist counselling and pastoral staff.	<p>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.</p> <p>Social and emotional learning +4 months (Sutton Trust/EEF).</p>	5.
Homework, behaviour and attendance monitoring and intervention.	Digital technologies +4 months additional progress (Sutton Trust/EEF).	4.
Access to opportunities and experiences beyond the School curriculum.	<p>There is sound evidence that a good level of personal development can help with academic attainment.</p> <p>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.</p> <p>Outdoor Adventure Learning 4+ months (Sutton Trust/EEF).</p>	5.

Total budgeted cost: £ 182,775

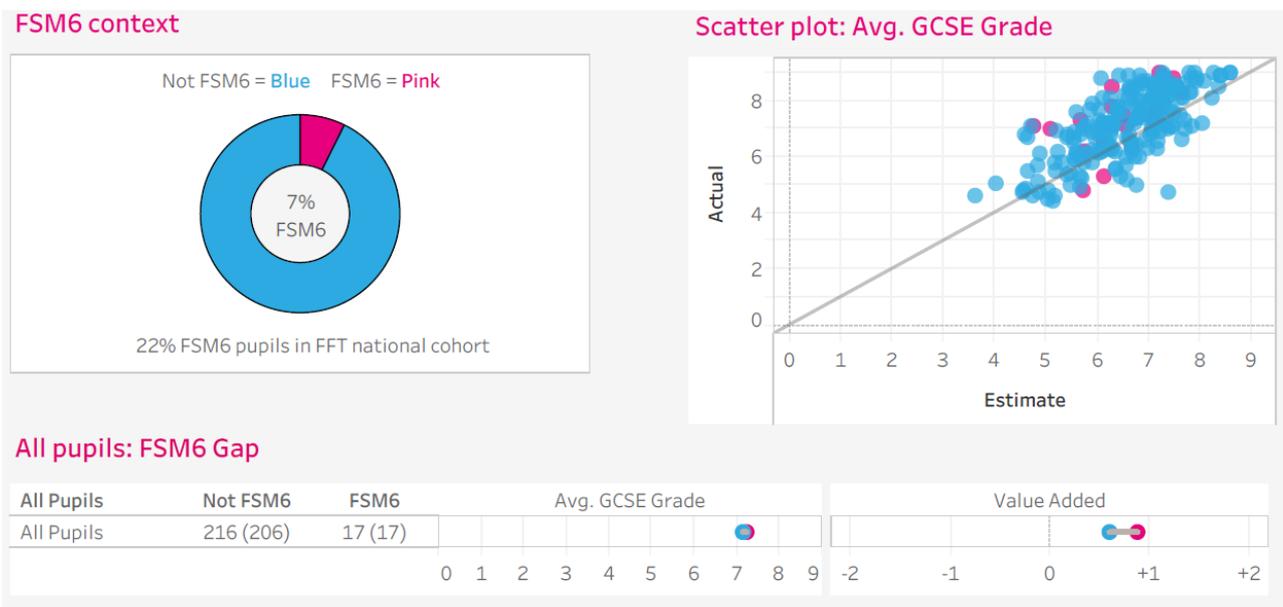
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to the Covid-19 pandemic and cancellation of public examinations in 2020, and Teacher Assessed Grades in 2021, the Government made the decision not to publish any school or college level educational performance data for 2020 and 2021. However, the School did receive information from the Fischer Family Trust (FFT). FFT is a non-profit organisation focussed on providing accurate information to schools which enables pupils to achieve their full potential and schools to improve.

The information below shows that the average value added for pupil premium students (pink) exceeds that of non-pupil premium students (blue).



The School measured the engagement of students across Years 7-11 in 2020-21 and the gaps between pupil premium and non-pupil premium students are minimal.

Engagement Grades 2020 -21

Year Group	PP Average Engagement	Non-PP Average Engagement	Gap
11	1.8	2.6	-0.8
10	3.0	3.2	-0.2
9	2.3	2.6	-0.3
8	2.3	2.7	-0.4
7	1.9	2.1	-0.2

Further information

Given the disruption of the pandemic, and the lack of available data since 2019, it is important to look at the historic impact of the pupil premium grant. The table below highlights student outcomes over time, before the pandemic.

	Attainment and Progress					
	2018-19			2017-18		
	Pupil Premium Students	Non-Pupil Premium Students	In-school Gap	Pupil Premium Students	Non-Pupil Premium Students	In-school Gap
Attainment 8	67 (National 36.7)	69 (National 50.3)	-2.0	60 (National 37)	67.27 (National 50.1)	-7.27 (National -12.8)
Progress 8	+1.05 (National -0.45)	+0.79 (National +0.13)	+0.26	+0.12 (National -0.44)	+0.68 (National +0.13)	-0.56 (National -0.51)
Entering EBacc	88% (National 27.5%)	90% (National 45%)	-2%	85% (National 26.4%)	86% (National 38%)	1%
English/Maths Grade 5+	75% (National 24.7%)	88% (National 50%)	-13%	80% (National 24.9%)	89% (National 50.1%)	9%