



Bourne End Academy Pupil Premium Policy & Strategy

Document provenance

This policy was approved by Trustees as follows –

Committee: Education and Personnel

Date: February 2018

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ELT Owner: Director of Education and Deputy
CEO

Author: Regional Educational Director

Summary of changes at last review (Previous E-ACT document)

- None

Related documents:

- (Internal) Teaching and Learning Document

Bourne End Academy Pupil Premium Policy & Strategy

1. Introduction and purpose

- 1.1 The pupil premium was introduced in April 2011 by the coalition government to address the gap in attainment between students deemed 'disadvantaged' and their peers. Children are considered disadvantaged if:
- eligible for free school meals (or have been eligible in the last six years, known as 'Ever 6');
 - looked after, including continuously for more than six months; or
 - a parent works in the armed forces.
- 1.2 The pupil premium is paid to pupils between the ages of 5 and 16 and it should be spent in ways that close the gap in attainment between these students and their peers.
- 1.3 The 2016/17 rate of payment was:
- £1320 per FSM or Ever 6 FSM pupil in reception year to year 6
 - £935 per FSM or Ever 6 FSM pupil in year 7 to year 11,
 - £1900 per looked-after child (who has been looked after for more than a day, has been adopted, has been in care); and
 - £300 per service child or Ever 3 service child.
- 1.4 The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.
- 1.5 Ofsted inspections report on how schools' use of the funding affects:
- the attainment of the pupils who attract the funding
 - the progress made by these pupils
 - the gap in attainment between disadvantaged pupils and their peers

2. Key principles

- 2.1 Our academy has the following key principles in relation to the expenditure of pupil premium funds:
- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
 - Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all pupils.
 - All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
 - Research, trailing and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
 - In providing support we will not socially isolate pupils. Therefore, it is likely that all groups

receiving additional support will be a mix of FSM and non-FSM pupils.

3 Making decisions regarding the use of Pupil Premium

- 3.1 When making decisions about using pupil premium funding it is important to consider the context of the school and subsequent challenges faced.
- 3.2 Common barriers for FSM children can be less support at home, weak language skills, and a lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.
- 3.3 In making decisions on the use of the Pupil Premium we will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- 3.4 We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils. We will:
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
 - Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances
 - Be transparent in our reporting of how we have used our Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resources has been used to make a difference
 - Recognise the fact that FSM pupils are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account
 - Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
 - Use the Pupil Premium for all year groups not just those taking examinations at the end of the year

4 Roles and responsibilities

- 4.1 We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils

The Headteacher and Senior Leadership Team

- 4.2 The Headteacher and the Senior Leadership Team are responsible for implementing this policy. They will ensure that:
- all staff are aware of their responsibilities in narrowing the gaps of our pupils.
 - all staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.
 - through performance management arrangements, they will make sure narrowing the

gaps is a priority area of focus for the school.

- all strategies are evaluated as robustly as possible to ensure that the approach applied is have the desired effect. In order to do this effectively, the Headteacher and SLT will, where relevant, undertake ongoing evaluations of the strategies being used, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

4.3 It will be the responsibility of the Headteacher to include the following information in the annual report for the AAG/RAB/Board of trustees (see section 4.6):

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

Teaching and Support staff

4.4 Teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement

4.5 We will provide opportunities for staff to engage in a range of professional development opportunities suite to their particular needs and roles. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Raising Achievement Boards, Regional Performance Boards and the Board of Trustees

4.6 The Board of Trustees ultimately have an important role in ensuring our school complies with legislation and this policy, along with is specific stated actions for narrowing gaps is implemented.

4.7 Through the Raising Achievement Boards (RABs), Regional Performance Boards (RPBs) and Education & Personnel Committee (EPC) the Board of Trustees will:

- At least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In doing this, the trustees (through the RABs, RPBs and EPC) will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as

evidence of impact.

- Ensure that, as part of their scrutiny, monitoring and evaluation, the impact of each selected strategy in relation to the expenditure of the pupil premium is assessed regularly, and that appropriate changes are made in a timely manner where impact is not being evidenced.
- At the end of the academic year, the Regional Education Director, through the RABs, will ensure that there is an annual statement prepared by the Headteacher and issued to parents, via the website, on how the Pupil Premium funding has been used to address the issues of narrowing the gaps in our school and the impact this has had.
- Ensure that the Headteacher has met statutory requirements in publishing key information relating to the use of Pupil Premium on the school website. Appendix A of this policy sets out this information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

5 Impact

- 5.1 We regularly measure the attainment and progress of all students with particular reference to all our vulnerable groups.
- 5.2 The Senior Leadership Group (including our Assistant Headteacher with responsibility for this area of work), our SENCo, our Heads of Year, and our Heads of Department evaluate the needs of students and the outcomes of interventions as well as the needs for any additional support that could be put in place.
- 5.3 There is strong communication between pastoral support and curriculum provision to ensure all our students are tracked carefully and their needs are met.
- 5.4 Interventions are logged and progress is monitored to evaluate impact.
- 5.5 The Regional Director of Education is kept informed through regular scrutiny, challenge and support of the Headteacher of this crucial area of work and parents can access information through the school website.
- 5.6 Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.
- 5.7 Our annual review will involve staff, pupils, trustees and parents/carers.

6 Outcomes

- 6.1 Students eligible for Pupil Premium will have been identified and monitored.
- 6.2 Pupil premium students will have achieved above the national average and gaps in attainment will have narrowed.
- 6.3 Students will have developed confidence and independence and have been supported with aspirations and ambitions.

6.4 Disseminating the Policy.

6.5 This Pupil Premium policy along with the details of actions will be published:

- On our website (with paper copies available on request in the school office)
- In the staff handbook and as part of induction for new staff
- Included in the termly newsletters for parents/carers
- As a summary in the school brochure

6.6 We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate, to share information about the Pupil Premium.

Appendix A: Pupil Premium
Bourne End E-ACT Academy Pupil Premium Strategy 2018-2019

1. Summary information					
School	Bourne End Academy				
Academic Year	2018/19	Total PP budget	£130,460.00	Date of most recent PP Review	Summer 2018
Total number of Y11 pupils	37	Number of pupils eligible for PP	135	Date for next internal review of this strategy	RAB 1B October 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in English and Mathematics (4-9)	51.6%	55.2%
% achieving in English and Mathematics (5-9)	29%	23.4%
% achieving the Basics plus three others (4-9) <u>45% for all students</u>	45% for all students	45% for all students

3. Desired outcomes		
Barrier	Desired outcomes	Success criteria
•	To reach target for all GCSE subjects in Year 11	All Year 11, at the very minimum, make expected progress and meet targets. The majority of students to make good progress. The academy to improve results and exceed previous targets.
•	To raise attendance to 95%	All children to have over 95% attendance. All children and parents to be sufficiently challenged, supported and held to account in order to this. All students with attendance below 85% are on a support programme via the community Engagement Officer.
•	To ensure students have access to a wide range of enrichment opportunities	All students to attend some form of enrichment throughout the year
•	To improve literacy skills in KS3 through SRA corrective reading Scheme or Accelerated Reader programme	All students make double the rate of progress in reading and spelling ages when tested in June 2019
•	To reduce exclusions (Internal, FTE and PEX)	Behaviour data will improve on 2017-18 figures due to the additional support and behaviour interventions in place
•	To ensure MH issues are dealt with effectively and managed appropriately by staff and children.	To ensure targeted students are supported by ELSA trained LSA and intervention shows desired impact. To continue with MH pilot and ensure that all staff are trained MHFA by 2019.

		To ensure students have access to high quality counselling services. Children and families to feel well equipped with tools to support their own mental health and wellbeing.
	Pupil Premium is high priority in the school.	Pupil Premium students make progress in line or better than Non – PP students.

4. Planned expenditure

Academic Year : 2018 - 2019

Barrier

(1) To raise attainment in Year 11 so progress is in line or better

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	After school tuition	We identified that our some of our PP students need motivation and specific guidance therefore having a after school tuition and weekly mentoring session will	Using PIXL to help identify student gaps in learning. Rigorous monitoring of attendance to tuition and progress being made.	CGI/DDO	Staff salaries Rewards for attendance to tuition.

	Academic/pastoral mentoring	help to keep them on track to reach their aspirational target	Monitoring of mentor sessions	LBR/SHA	Staff salaries
	LSA support in lessons for students with additional needs	17% of our PP cohort are also SEN with Year 8 and 11 having a higher % Therefore we want to ensure these students get access to the additional support in lessons	Learning walks LSA observations SEN tracking Sheets SEND Support Plans	SHA	Staff salaries
	Rigorous data scrutiny 5 times per year with success strategies and impact review each time	It is important that we continue to embed rigorous tracking at each data collection point as a whole school practice so that we intervene early to diminish the difference.	Class teachers to ensure there is a specific success strategy implemented for any student who is T—at each cycle. Monitored by PP lead and teachers held to account	FJA/SHA	Staff salaries

(2) To raise attendance to 95% or higher

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	Community engagement Officer in role to support parents of students who have attendance concerns	Persistent and targeted support for students has a proven impact on attendance. The CEO is instrumental in providing strong home/school links and being able to carry out home visits to those families who are needing support getting their child to school or wider support from multi agencies. By providing PP parents with this personal approach will help strength parental engagement and break down any known barriers	Rigorous attendance monitoring every 6 weeks with personalised strategies between CEO/ PP lead Parent meetings Late detentions	CBA/KWA/SHA Heads of Year.	Staff salaries
	Reward trips for those with 95% attendance or above				Funding 50% of the rewards trip
(3) To ensure students have access to a wide range of enrichment opportunities					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost

	<p>Trips, Visits and extracurricular activities paid for</p> <p>External facilitators</p> <p>Extra-curricular rewards card</p>	<p>To ensure that students do not have a disadvantage to accessing extracurricular activities due to financial constraints. Doing this provides them with context for their subject learning, enriches their learning experiences and develops their social and cultural capital.</p>	<p>Support will be provided for Risk assessments and the organisation of the trips (including extra adults)</p> <p>Monitoring of all spending by HT to ensure resources are only purchased when required.</p>	<p>SL's/HOYS</p>	<p>Transport Trips</p> <p>External facilitators</p>
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(4) To improve literacy skills in KS3

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	<p>SRA corrective reading Scheme</p>	<p>Students with standardised scored below 85 in reading comprehension and spelling are in targeted small group interventions</p>	<p>LSAs will lead groups 3 x 30 minutes per week, over seen by the SENCo. The groups will be observed regularly, monitored. Students will be reassessed after 4 months and those who have made 8 months progress or more will have secured effective progress.</p>	<p>SHA</p>	<p>Literacy resources</p> <p>Staff salaries</p>
	<p>Accelerated Reader programme</p> <p>Literacy tasks during tutor time</p>	<p>All KS3 students have an AR lesson built into their timetable</p> <p>Improved RAs across all key stages</p>			<p>Accelerated Reader Programme</p> <p>Staff salaries.</p>

(5) To reduce exclusions (Internal, FTE and PEX) and improve Behaviour

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	<p>Specific preventative work around managing behaviour delivered by Student support base for key identified students.</p> <p>External visitors/organisations invited to work with those at risk of exclusion</p>	<p>Focusing on positive behaviour leads to positive behaviour being increased</p> <p>Behaviour data for 2017-18 showed a reduction in exclusions for PP but it still remains high. A focus on preventative behaviour work has made some impact but needs to be a key focus.</p>	<p>Weekly analysis of behaviour data</p> <p>Comparison of year on year behaviour and exclusions data</p> <p>Case studies</p>	CGI/CBA	<p>Staff salaries</p> <p>External facilitators</p> <p>Rewards and trips</p> <p>Resources</p>

(6) To ensure Mental Health issues are dealt with effectively and managed appropriately by staff and children.

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost

	<p>In school counsellors x2</p> <p>All Staff to become Mental Health First trained by Autumn 2019</p>	<p>When identifying the barriers to learning across the school, it is evident that emotional mental health is a factor across all year groups. Therefore it is important provide targeted support to students who do not meet criteria for specific counselling or are awaiting CAMHS intervention</p>	<p>Half termly</p> <p>Safeguarding checks by SCH</p>	<p>CBA/FWI</p>	<p>Staff salaries</p> <p>MHFA training</p>
	<p>ELSA</p>	<p>Student feedback is positive.</p> <p>Reduced FTE, IER AND PEX over two years</p> <p>Improvement in attendance.</p>	<p>Rigorous monitoring and tracking of 6 weekly interventions.</p> <p>Supervision for ELSA</p>	<p>SHA</p>	<p>ELSA resources</p> <p>Staff salaries.</p>

(7) Pupil Premium is high priority in the school.

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
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<p>PP reps in every subject department</p> <p>PP action in TDP</p> <p>Weekly bulletin top tips for staff</p>	<p>We want to ensure that PP is at the top of every department's agenda and a whole school approach at all times.</p> <p>Having a PP rep championing in each department will ensure that items that need to be discussed, monitored and evaluated are done as a whole school priority.</p>	<p>ML agenda meetings</p> <p>Line management meetings</p> <p>Learning walks to see evidence of strategies being implemented.</p>	<p>SLT</p>	<p>Staff salaries</p>
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5. Review dates and expectations

All provision is reviewed at least termly and as part of the Regional Achievement Boards held at each Academy each term. Provision for individual interventions are measured using different assessment criteria and via individual support Plans if applicable. If children have not met the expected standard or made the expected progress then they will be discussed at pupil progress meetings and more appropriate provision will be put in place to ensure that they make better than expected progress.

Throughout the year additional resources will be purchased from the PP budget to ensure that it is spent in its entirety on PP children.