



Bourne End Academy Pupil Premium Strategy 2022-23

Appendix A: Pupil Premium

Bourne End E-ACT Academy Pupil Premium Strategy 2022-2023

1. Summary information					
School	Bourne End Academy				
Academic Year	22/23	Total PP budget	£197, 715	Date of most recent PP Review	Autumn 2022
Total number of pupils	820	Number of pupils eligible for PP	237	Date for next internal review	Autumn 2023

2. Current attainment (2022 GCSE)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% achieving in English and Mathematics (4-9)	50%	85%
% achieving in English and Mathematics (5-9)	38%	60%
% achieving the Basics plus three others (4-9)	48%	81%

3. Barriers to educational achievement	
A	Low literacy and numeracy levels
B	Social and emotional
C	Low aspirations
D	Lack of resources
E	Attendance to the academy
Barrier	BUDGET EXPENDITURE PER BARRIER
A and B	£158,172 + £17,000
C and D	£17,543
E	£5000

4. Desired outcomes		
Barrier	Desired outcomes	Success criteria
A, C, E	PP students to achieve in line with or better than school P8 and A8 narrowing the gap.	Outcomes 2023
A, C, E	% achieving English and mathematics GCSE 4+ and 5+ in line or better than non PP and is increased from 2020-21	% achieving English and mathematics 4+ and 5+
C	To raise aspirations through building strong relationships between staff and students	% accepting places at university or graduate based apprenticeships
E	Increase attendance of PP students and narrow the gap to non PP from 2021/22	Attendance data 2023 .

4. Planned expenditure				
Academic Year: 2022 - 2023				
Barrier				
A – Low literacy and numeracy levels C – Lack of aspiration D – Lack of resources				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Employ well qualified academic staff who ensure that students receive quality first teaching	EEF Guide to Pupil Premium 1) Teaching: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. 45 Pupil Premium Strategies – Third Space Learning Identifies a focus on teaching quality as the second most successful strategy for improving learning of PP students.	<ul style="list-style-type: none"> • Rigorous application process • Rigorous interview process 	LCO	£158,172
High quality teaching and learning program	Enhance the quality of T&L via a comprehensive weekly CPD programme, continue with “Walkthru” package and staff development via research literature. Focus on high quality mentoring and feedback for all staff to ensure culture of ongoing professional development. Regular coaching sessions for all teaching staff	<ul style="list-style-type: none"> • High Quality induction of new staff program • High quality mentorship of new staff program • Through regular drop-in, learning walks and lesson observations 	RAR/RGR	£158,172
High quality feedback provided.	EEF Guide to Pupil Premium Quality feedback has a large impact on student progression. School feedback policy is to give live feedback which the students can act on straight away to give the biggest impact to learning and progression. Enhance student recognition of teacher feedback and progress.	<ul style="list-style-type: none"> • Learning walks • Lesson observations • Book scrutiny • Progression booklet scrutiny 	RAR LDU LCA EEV	

<p>Early Intervention for Maths and English</p>	<p>Reading Comprehension Year 7's entering secondary school below the necessary reading age will fall further and further behind their peers without early intervention. EEF Guide to Pupil Premium 2) <u>Targeted Academic Support</u>: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Numeracy Skills There is an increasing need to close the numeracy gap especially in the younger year, with the increase in numeracy across multiple subjects failure to close this gap early will have a detrimental affect on students across multiple subjects</p>	<ul style="list-style-type: none"> • Whole school literacy strategy implemented to raise profile of vocabulary development in all subjects. • Guided reading programme from Y7-11 to support the development of pupils oracy and reading skills. • Bedrock online software, activities are set to students based on the information from the previous assignment so is bespoke to individual. Tasks ensure spaced learning takes place and students have to engage at regular intervals across a week. • Year 7 English Team: all Year 7 form tutors will be English teachers so that strong relationships can be built, and tutor time could be used for additional support • Head of Year 7 and Head of English to work in collaboration on intervention strategies both whole year and individual. • Year 8 Maths Team: all Year 8 form tutors will be Maths teachers so that strong relationships can be built, and tutor time could be used for additional 	<p>LCO</p> <p>LCO</p> <p>JCR</p> <p>JCR</p>	
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Barriers to learning identified	<ul style="list-style-type: none"> • Identify barriers to learning for all PP/SEN students through learning walks and huddle meetings. • This is then used to update pupil passports which are shared with all staff. 	<ul style="list-style-type: none"> • Learning walks by SLT, SEN, inclusion, SL and pastoral staff. • Huddle meetings for all KS4 PP/SEND completed by end of Autumn term. • KS3 strategies assessed via learning walks by end of Autumn term. 	EEV LCA/EEV	

	KS4 revision classes/sessions <ul style="list-style-type: none"> Bespoke programme, including holiday sessions, P6, Champions Hour and Saturdays, catch up opportunities, development of core subject's revision in tutor time. Use of small group intervention sessions. Small group tuition has 4+ months impact Extended school time 2+ months impact (EEF) Provide a bespoke timetabled direct intervention to students to ensure they are targeted in key areas and not attending sessions they consistently succeed in. 	<ul style="list-style-type: none"> Impact of sessions via attendance of students, data, progress made from sessions 	HOD, HOY, LDU, JCA	
	Teaching & Learning resources to enhance provision and accessibility for PP students <ul style="list-style-type: none"> Inc: Seneca- Yr11 students and staff provided access to Bedrock, Teams, PAM, Provision Map. Resources available to enable student to access learning in the lessons alongside materials outside of the classroom. EEF Guide to The Pupil Premium: students hugely benefit from targeted intervention. Revision Guides are a key resource for this targeted intervention. Intervention clear and accessible to all, provision Map will enable, HOFs/HOY and SLT access to whole school intervention and key students, enhancing provision and identification of areas of success. 	<ul style="list-style-type: none"> Teachers using accurate data to enhance T&L and in class intervention. Student's usage of the resources and the impact on progress. Interventions tracked on Provision Map, use of Seneca learning and Bedrock 	HOY HOD JCA	
	Equipment available for the classroom to ensure students have access to the learning. <ul style="list-style-type: none"> Revision packs and guides provided to all students. Laptops, dongles available for loan Removing barriers to learning within the classroom, engaging all students and ensuring they can complete and access learning environment, along with removing behaviour concerns and distractions. Revision packs provided to students to enable them to organise their revision and become independent learners. Leaders Guide to provide students with resources for prior learning, including tier 2 and 3 words. 	<ul style="list-style-type: none"> Low level behaviour points for this area, engagement in their learning. Learning walks and student voice. Homework completion rates School shop for purchase or loan of equipment 	EEV HOY	£6043

Remove PP Digital Poverty	<p>In School Research: has shown that students are struggling with using the technology mainly due to a lack of exposer and training on digital resources. Even when students have the technology at home, they are still unable to use it to its full potential because of a lack of training, guidance and monitoring.</p>	<ul style="list-style-type: none"> • In School Support and Training on Digital Resources • After school homework club where students have access to computers • Funding for Apps to help with revision and for training students to use the technology • Tracking use of school laptops. Loan of devices to students needing additional support with access to technology at home. 	<p>—</p> <p>LCA/EEV</p>	£3500
	<p>Support students through peer mentoring.</p> <ul style="list-style-type: none"> • Bespoke mentoring package. Yr12 trained to deliver mentoring to Yr 11/10students. TAs to work with key students. Use of SLT, HOY, tutors alongside peers to enhance the mentoring process. • Peer mentoring provides 5+ months impact. (EEF) • EEF highlight the success of Peer mentoring, the strategy provides students the opportunity to learn from those who have taken exams and prepared for them. Year 12 students gaining skills to help them in further education and society. 	<ul style="list-style-type: none"> • Number of Yr 12s achieving the mentoring qualification • Accessibility to range of Yr11 PP students, raise aspirations to sixth form alongside developing skills to enhance progress. • Student voice and data 	<p>HOY</p> <p>HofSF</p> <p>EEV</p>	NA
	<ul style="list-style-type: none"> • To provide opportunities for Cohort of students to participate in The Brilliant Club – cohort in each Key Stage from 3-5, Along with engagement in The Elephant group initiatives. • Providing students extra opportunities to enhance their research and independent skills, raising aspirations and achievement through working with Phd students and universities. • Engagement in university trips and opportunities. Eg. 2 year Mentoring scheme with Reading university. 	<ul style="list-style-type: none"> • Number of student's engaged, full uptake on each cohort and all to complete the research project and graduate. • 	<p>HOY</p> <p>HofSF</p> <p>EEV</p>	NA

	<ul style="list-style-type: none"> • Provide opportunities for trips that will have a direct benefit to achievement, all PPG will attend trips, focused on careers, university and curriculum. • Remove financial barriers to ensure all PPG students attend trips that enable students to gain experiences outside the classroom, develop confidence and raise attainment and aspirations. For example, fully funded trips to China and Thailand for 2021-22. 	<ul style="list-style-type: none"> • Number of trips or opportunities provided and run for students. • Student voice, trip evaluations 	HOY HofSF EEV	£6000
Rigorous Assessment Policy	<ul style="list-style-type: none"> • 45 Pupil Premium Strategies – Third Space Learning Collect and analysed data on groups and individual pupils, and monitored this over time 	<ul style="list-style-type: none"> • New PAM software to support effective collection, monitoring and communication of achievement data. • Calendared Assessment Program • Quality Assure Assessments • Analysis focused on PP 	JCR EEV	£2000

B – Social and Emotional				
Employ Well Qualified Pastoral Staff who support the whole student.	EEF Guide to The Pupil Premium 3) <u>Wider Strategies</u> : This relates to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.	<ul style="list-style-type: none"> • Rigorous application process • Rigorous interview process 	LCO	
Ready to Learn – Physical needs	Barriers to learning for PP students often revolve around three physical needs: <ol style="list-style-type: none"> 1) Students having regular meals 2) Students having the equipment needed to learn 3) Students having the right uniform Breakfast club available every morning, free breakfast for those who attend intervention	<ul style="list-style-type: none"> • Ensure students who need FSM are registered as such • Ensure that the school supplements student equipment when needed • Ensure that the school supplements student uniforms 	HOY	£6 000
Ready to Learn – Emotional needs	Barriers to learning for PP students often revolve around three emotional needs <ol style="list-style-type: none"> 1) Aspirations 2) Relationships 3) Self-Esteem and Self-Belief Students engage in support from external agencies	<ul style="list-style-type: none"> • Ensure that students have strong relationships with Heads of Year, Pastoral Links and Teaching Staff • Build an understanding of the requirements needed to join Russel Group Uni's (see above) 	WRA HOY	£9 000
Safe to Learn	Barriers to learning can also include mental health and wellbeing issues as well as safeguarding issues.	<ul style="list-style-type: none"> • Training on Mental Health and Wellbeing for HOY and Pastoral Links as well as whole staff training. • Mental health trained staff and Mental health qualified trainer onsite. • Year 12 students trained to mentor younger students. • Rigorous Safeguarding Procedures 	KAL RAR RGR	£2000

C & E – Aspiration Attendance and Punctuality				
Quality of Teaching	<p>Positive relationships with teaching staff with high quality support so that all can achieve success will make students want to come to school.</p> <p>EEF Guide to Pupil Premium</p> <p>1) Teaching: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep</p>	<ul style="list-style-type: none"> Coaching program which has a twofold aim. Primary aim is to ensure quality first teaching from new staff. Secondary aim to push the quality of the mentors 	RAR	
Alternative education provision	<p>All students remain in full time education</p> <p>Our 6 week compass curriculum supports our most vulnerable students engage in learning before we start preparing them to return back into full time education.</p> <ul style="list-style-type: none"> Compass runs from 2:00-4:00pm Lessons are 30mins in length 	<ul style="list-style-type: none"> Monitor through alerts and external exclusions 	<p>KAL</p> <p>DME</p>	£4000
PP prioritisation to follow up attendance trends and unauthorised absences	<p>PP students to be called if child is not in school as a priority.</p> <p>Up to date data regarding PA and alternative provision tracked.</p> <p>Punctuality policy, three lates in one-week triggers an attendance report which needs to be signed at the beginning of each day.</p> <p>Parental meetings scheduled at 92%</p> <p>Home visits after 2 days of no contact.</p> <p>Breakfast club to improve punctuality. Free breakfast for all from 7:30-8am to ensure students have provision of meals for physical needs.</p>	<ul style="list-style-type: none"> Attendance data reviewed weekly. Attendance calls made daily Breakfast club attendance tracked. Lates monitored Reports signed Home learning packs for students isolating 	<p>LOL EEV</p> <p>LCH</p> <p>IBO</p> <p>EGL</p> <p>HOY</p> <p>EEV</p>	£1000

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.

6. Review of expenditure 20/21

A and B	£143,061	
C and D	£30, 000	
D	£5, 765	
Total - £178 826		
Desired Outcome	Estimated Impact	Lessons Learned Cost
Quality of teaching: To improve the quality of teaching to be consistently good or better	<ul style="list-style-type: none"> Fully staff with subject experts all students have settled into school life very well. 2018 to 2019 Five+ Grade 9 to Grade 4 (or equivalent) PP= 29.7% and Non-PP = 40.0% 2019 to 2020 Five+ Grade 9 to Grade 4 (or equivalent) PP = 41.4% and Non-PP = 52.5% 2020 to 2021 Five+ Grade 9 to Grade 4 (or equivalent) PP = 56% and Non-PP = not reported% 2021 to 2022 Five+ Grade 9 to Grade 4 (or equivalent) PP = 50% and Non-PP = 85% 	A focus on Quality Teaching has been an effective strategy for raising achievement for PP students and has the added benefit of raising standards for Non-PP as well. This strategy can be further improved by hiring more quality teaching staff and by changing our Teaching and Learning Program to a PGCE programme and our Mentoring Program to a coaching programme giving tailored advice and support for all staff.

	PP down 6% from TAG 2020 to 2021 PP up by 20.3% and Non-PP up by 45% from 2019 GCSE	
Highly effective Pastoral care across the year groups	<ul style="list-style-type: none"> No permanent exclusions. 	Continued with the same HOY following a change in May half term, this had a very positive impact with this year group and families. Allowed the HOY to really know and support YG from day 1
To raise aspirations through building strong relationships between staff and students	<ul style="list-style-type: none"> Retention rates from BEA Y11 to Sixth Form, record numbers for 2nd year in a row. All students secured place and college at end of Year 11. 	<p>Lockdown showed a wider problem than access to digital resources. Feedback from staff and students indicated that it was not sufficient for PP students to have access to the same technologies as Non-PP, but they need to be well trained on the use of these resources. The focus on improving teaching and learning, nutrition and support with educational resources is helping PP to make more rapid improvements towards their target grades.</p> <p>Revision guides have a positive impact on students and begin developing the structure for revision, enabling them to access material other than the internet, providing material to revise supports with the organisation and learning of content. Year 10 students received revision guides in preparation for mocks. ensure that new year 10s also receive their packs at the same time to improve their understanding of revision and learning independently.</p> <p>Providing resources had a positive impact, evident via learning walks. Lessons are able to start effectively and flow without students stopping the lesson or feeling embarrassed. The barrier being removed for all enables the teacher to focus on the class as a whole.</p> <p>Improvements will be made this year with leaders guides which will include structured curriculum for each subject along with tier 2 and tier 3 vocabulary for prior learning or to help in the event of absence.</p>
To ensure students are given the opportunities and knowledge to broaden and strengthen their experiences of the wider world, including digital technologies.	<ul style="list-style-type: none"> Students were aided in online homework submissions. 	<p>Seneca had a positive impact with students, who found it a valuable tool to their revision. Areas also provided in the academy for those needing computer access.</p> <p>This academic year their will be staffed independent study area to support students at Champions hour.</p>

		<p>Tracking of Seneca needs to be enhanced, this year Senca is synced with SIMS allowing teachers to track submission easier and to help students with their IT literacy..</p> <p>Provision Map has been positive to identify the intervention and extra provisions across the academy. Training was provided to staff, to access key information on students, admin support to add information to the system. The system will continue to be used in the next academic year.</p> <p>A greater focus on the development of opportunities for students, increase in clubs and trip opportunities in the next academic year to enhance the provisions and raise aspirations of students.</p>
To raise attendance to 95%	•	<p>Attendance remains a key focus for all groups within the academy. Pastoral team meetings to continue to keep attendance at the forefront and maintain conversations with parents and students, building positive relationships. Quality first teaching and the removing of barriers within the classroom to support learning and attendance to school.</p> <p>Attendance rewards, continue with E-Postcards and reward initiatives.</p> <p>Attendance and pastoral team to continue working on strategies and research to enhance attendance. Covid 19 has had an impact on attendance and will need to be monitored moving forward. HOY and attendance team to work with key students and parents to reduce the PA figure.</p> <p>This year students will track their weekly attendance in their leaders guide and reflect on this each week.</p> <p>Move the breakfast club to one location, the environment has had a positive impact on students attending a created a routine and start of the day.</p> <p>Introduce themes to each day, allowing an opportunity for extra-curricular activities in the morning, as well as foods from different cultures and opportunities to develop oracy.</p>

To reduce exclusions (Internal, FTE and PEX)	<ul style="list-style-type: none"> • 0 PEX 2021-2022 	<p>Inclusion room leader appointed to provide mentoring and pastoral support.</p> <p>This year our modified curriculum provision, Compass, will run daily from 2-4pm with specialist teachers delivering curriculum content and support students transition back to a full timetable.</p>
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6. Review of expenditure 19/20		
A – Quality of Teaching (£48 500) B – Lack of aspirations and resilience (intrinsic and extrinsic) (£67 500) C – Lack of resources – revision guides, technology (£47 500) D – Attendance and punctuality (£25 000)		
Desired Outcome	Estimated Impact	Lessons Learned Cost

	<p>2018 to 2019 Five+ Grade 9 to Grade 4 (or equivalent) PP= 29.7% and Non-PP = 40.0%</p> <p>2019 to 2020 Five+ Grade 9 to Grade 4 (or equivalent) PP = 41.4% and Non-PP = 52.5%</p> <p>PP up by 11.7% and Non-PP up by 12.5%</p>	<p>A focus on Quality Teaching has been an effective strategy for raising achievement for PP students and has the added benefit of raising standards for Non-PP as well.</p> <p>This strategy can be further improved by hiring more quality teaching staff and by improving our Teaching and Learning Program and our Mentoring Program.</p>
<p>B</p> <ul style="list-style-type: none"> • To ensure students have access to a wide range of enrichment opportunities to raise aspirations and resilience. • To reduce exclusions (Internal, FTE and PEX) • To ensure Mental Health issues are dealt with effectively and managed appropriately by staff and children • Develop students' competency in various subject and confidence in using IT devices 	<p>The data is skewed due to the lockdown.</p>	

<p style="text-align: center;">C</p> <p>To reach target for all GCSE subjects, through improving nutritional needs, resources for teaching and learning, and other educational resources.</p>	<p>PP students are 24% lower than Non-PP submitting online work.</p> <p style="text-align: center;">2018 to 2019 Achieving Target PP = -2.03 and Non-PP = -1.88</p> <p style="text-align: center;">2019 to 2020 Achieving Target PP = -1.29 and Non-PP = -1.58 Both PP and Non-PP have improved with PP making more rapid improvement.</p>	<p>Lockdown showed a wider problem than access to digital resources. Feedback from staff and students indicated that it was not sufficient for PP students to have access to the same technologies as Non-PP, but they need to be well trained on the use of these resources.</p> <p>The focus on improving teaching and learning, nutrition and support with educational resources is helping PP to make more rapid improvements towards their target grades.</p>
<p style="text-align: center;">D</p> <p>To raise attendance to 95%</p>	<p>The data is skewed due to the lockdown.</p>	