

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	£129350.00	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. Barriers to future attainment (for pupils eligible for PP including high ability)	
Barrier	In-school barriers (issues to be addressed in school)
A	Low Literacy levels (Low Numeracy levels)
B	Engagement with learning
C	Aspirations and expectations (intrinsic and extrinsic)
D	Social, emotional difficulties (intrinsic and extrinsic)
	External barriers (issues which also require action outside of school)
E	Attendance and punctuality
F	Lack of resilience, revision skills and awareness of next steps, all of which potentially impacts motivation and hence progress

4. Desired outcomes		
Barrier	Desired outcomes	Success criteria
C	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.

E	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.
B	To ensure students have access to a wide range of enrichment opportunities	All students to attend some form of enrichment throughout the year
A	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
B	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
D	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.
F	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 help to keep them on track to reach their aspirational target	Using PIXL to help identify student gaps in learning. Rigorous monitoring of attendance to tuition and progress being made.	CGI/DDO	Staff salaries £9700 Pixl £3500 Rewards for attendance to tuition £500
	Academic/pastoral mentoring	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	Monitoring of mentor sessions	LBR/SHA	Staff salaries £6500
	LSA support in lessons for students with additional needs		Learning walks LSA observations SEN tracking Sheets SEND Support Plans		SHA
					FJA/SHA

	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		Staff salaries £7500
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(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 £15000

	Reward trips for those with 95% attendance or above				Funding 50% of the rewards trip £1500

(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>	SL's/HOYS	<p>Transport Trips £2000</p> <p>External facilitators £10000</p>

(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
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	SRA corrective reading Scheme	Students with standardised scores below 85 in reading comprehension and spelling are in targeted small group interventions	LSAs will lead groups 3 x 30 minutes per week, overseen 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.	SHA	Literacy resources £4000
	Accelerated Reader programme Literacy tasks during tutor time	All KS3 students have an AR lesson built into their timetable Improved RAs across all key stages			Accelerated Reader Programme £3000

(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
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	<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>	<p>CGI/CBA</p>	<p>Staff salaries (including for External Facilitators) £20000</p> <p>Rewards and trip £5000</p> <p>Resources £2000</p>
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(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</p>	<p>Half termly</p> <p>Safeguarding checks by SCH</p>	<p>CBA/FWI</p>	<p>Staff salaries £6000</p> <p>MHFA training £500</p>

	ELSA	<p>students who do not meet criteria for specific counselling or are awaiting CAMHS intervention</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>	SHA	<p>ELSA resources (including Staff salaries) £20000</p>
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(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 £4050</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.