



Pupil Premium Strategy Review 2018

Overview

The Pupil Premium Grant (PPG) is used to raise the attainment of disadvantaged students, close the ‘in-school gap’ and the gap between our disadvantaged students and those nationally. 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 Pupil Premium strategy is focused on closing the achievement gap between disadvantaged and non-disadvantaged students. Therefore, the School does not use the allocation to pay for items such as School uniform or transport.

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 if you require any further information.

Eligibility and funding

Eligible Pupils	Pupil Premium Grant per pupil
Pupils in Years 7-11 recorded as Ever 6 FSM (in receipt of Free School Meals in the last 6 years)	£935 (PP)
Looked-after Children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local Authority	£2,300 (PP+)
Previously Looked-after Children 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	£2,300 (PP+)
Pupils in Years 7-11 recorded as Ever 6 Service Child (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)	£300 (SP)



Pupil Premium Expenditure 2017-18

In 2017-18, 7.34% of students were disadvantaged and the School received a PPG of £60,969 for the academic year. The School also received a service premium of £18,300, with 5.22% of all students being a service child. The PPG expenditure can be seen below:

	PP Disadvantaged	Service Premium
Staffing	£21,639.20	£13,588.80
Interventions	£38,805.99	£3,369.50
	£60,445.19	£16,958.30

The information provided below shows how these funds were utilised to close the gap between disadvantaged and non-disadvantaged students. The potential learning gain is estimated in terms of additional months progress you might expect students to make as a result of an approach being used in school. This is estimated by extensive educational research from the Sutton Trust and is included in brackets, e.g. + 5 months.

One to one tuition (+ 5 months)	One to one tuition is where a teacher, teaching assistant or other adult gives a student individual support. It may be undertaken outside of normal lessons as additional teaching.
Funding is used for:	
<ul style="list-style-type: none"> One to one support 	
Small group tuition (+ 4 months), feedback (+ 8 months), reduced class sizes (+3 months)	Students with similar levels of current attainment are grouped together either for specific lessons on a regular basis or as a whole class. The assumption is that it will be possible to teach more effectively or more efficiently with a narrower range of attainment in a class.
Funding is used for:	
<ul style="list-style-type: none"> Core subjects are setted and additional sets are arranged to create opportunities for small group tuition Smaller class size increases the amount of individual feedback 	
Behaviour interventions (+ 4 months)	Behaviour interventions seek to improve attainment by reducing challenging behaviour.
Funding is used for:	
<ul style="list-style-type: none"> Behaviour is monitored closely, utilising the School's data & pastoral systems Student manager in attendance at parent/carer and external agencies meetings Behaviour manager is involved in daily monitoring of student behaviour, which includes tracking and reporting to support the HOY in implementing effective strategies with disadvantaged students 	
Meta-cognition and self-regulation (+ 8 months)	These are 'learning to learn' approaches which aim to help learners think about their own learning more explicitly. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.
Funding is used for:	
<ul style="list-style-type: none"> The Learning Mentor works with small groups of disadvantaged students both within and outside lessons. Students also attend student progress review meetings to facilitate students' ability in 'learning to learn', teaching students specific strategies to set goals, and monitor and evaluate their own academic development 	



Reading comprehension strategies (+ 5 months)	Teaching reading comprehension strategies aims to improve reading by focusing on learners' understanding of the text. It involves teaching a number of specific techniques that enable pupils to comprehend the meaning of what is written and monitoring their own comprehension and identifying difficulties themselves.
Funding is used for: <ul style="list-style-type: none"> A literacy coordinator was appointed to implement reading comprehension strategies across the School, with a focus on disadvantaged students 	
Mentoring (+ 1 month)	Mentoring in education aims to develop young people's strengths by pairing them with an older volunteer, sometimes from a similar background, who can act as a positive role model. It is often characterised as aiming to build confidence, or to develop resilience and character, rather than directly focusing on teaching or tutoring specific skills.
Funding is used for: <ul style="list-style-type: none"> Academic mentoring programmes and mentoring from senior students 	
Digital technology (+ 4 months)	Digital technologies are used to support learning
Funding is used for: <ul style="list-style-type: none"> MILK software to allow students, parents and teachers to track homework effectively and support students Disadvantaged students provided with laptops when necessary 	
Homework (+ 5 months)	Common homework activities include completing tasks assigned in lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations.
Funding is used for: <ul style="list-style-type: none"> MILK – computer software to ensure disadvantaged students can access homework easily and parents can support them Individual departments provide support clinics at key points in the year 	
Sports participation (+2 months)	Sport participation is engaging in sports as a means to increase educational engagement and attainment. This might be through organised after school activities or programme by a local sporting club or association.
Funding is used for: <ul style="list-style-type: none"> Organised sports activities and inter-house sports events 	
Equipment/other (0 months)	Equipment that is required for particular lessons or studying at school or home.
Funding is used for: <ul style="list-style-type: none"> Study skills and revision guides to support learning 	
Outdoor adventure learning (+ 3 months)	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking.
Funding is used for: <ul style="list-style-type: none"> Some disadvantaged students (and Service premium students) may have contributions made for Trips/visits such as 'Bushcraft' and skiing 	

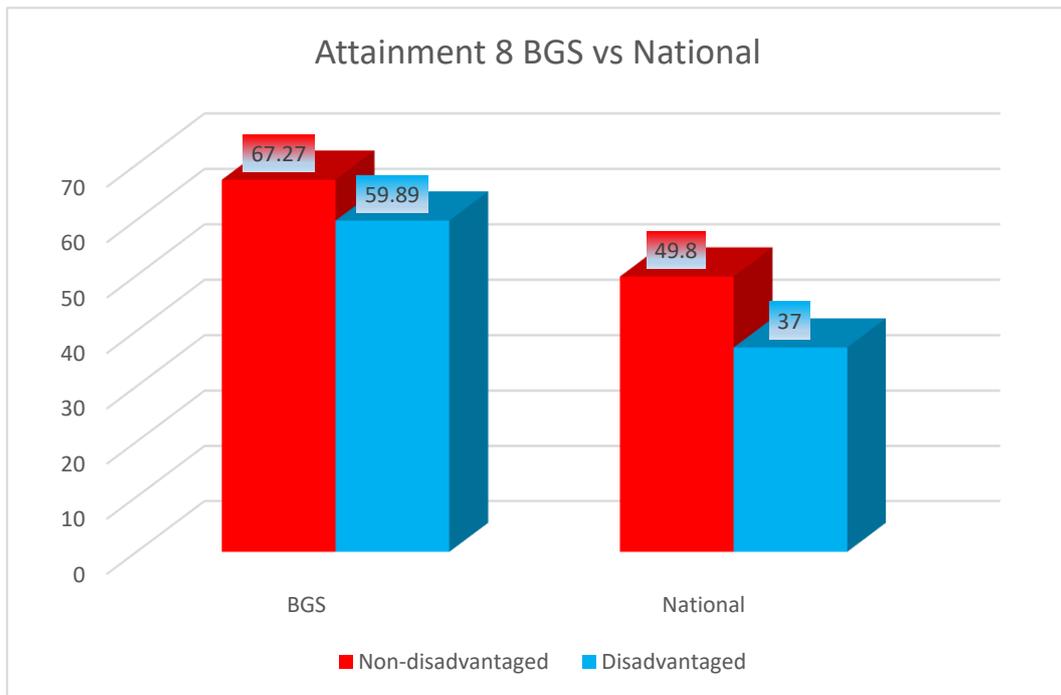


Impact of Pupil Premium Strategy 2017-18: Attainment

In 2017-18, disadvantaged students (nationally) achieved an average attainment 8 score of 37.0, whereas disadvantaged students at Bourne Grammar School achieved an average attainment 8 score of 59.89. Bourne Grammar School's average attainment 8 score is expected to be higher, due to its selective status, but the gap between disadvantaged students and non-disadvantaged students provides an indication of the effectiveness of the Pupil Premium strategy.

As can be seen in the graph below, the national attainment gap between disadvantaged and non-disadvantaged is larger (12.8) than the gap at Bourne Grammar School (7.38). This indicates that the Pupil Premium expenditure at Bourne Grammar School is being used effectively to close the attainment gap.

Fig. 1: Attainment 8 BGS vs National

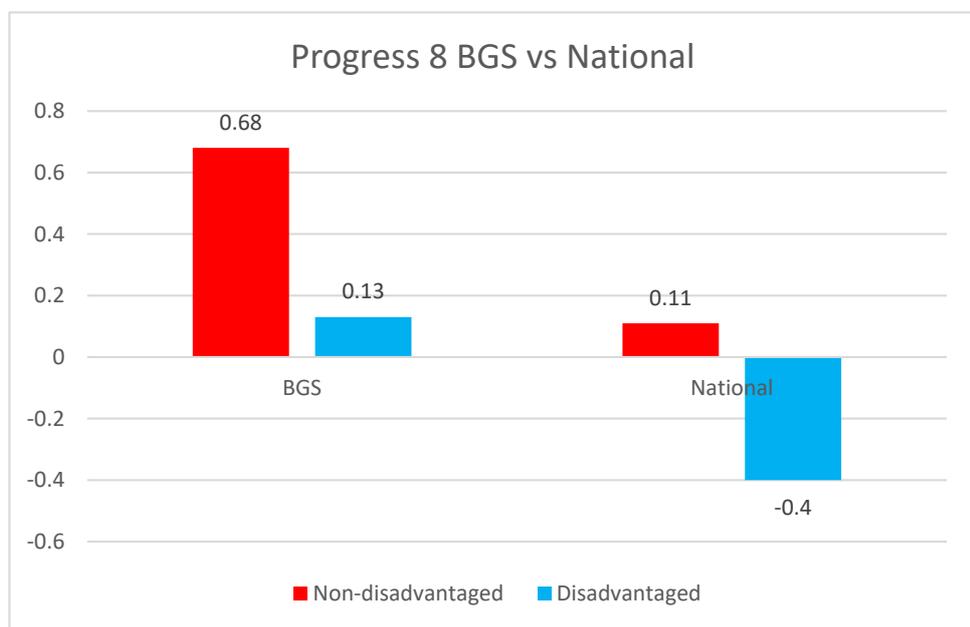




Impact of Pupil Premium Strategy 2017-18: Progress

The national average Progress 8 score for disadvantaged students is -0.40, versus Bourne Grammar School's disadvantaged Progress 8 score of +0.13 (see Fig. 2). This indicates that disadvantaged students at Bourne Grammar School make exceptionally good progress when compared to disadvantaged students nationally. Bourne Grammar School's disadvantaged Progress 8 score is also higher than the national average Progress 8 score for non-disadvantaged students (+0.11), further supporting the positive impact the Pupil Premium strategy has. Bourne Grammar School does, however, wish to close the in-school gap further (currently 0.55, versus a national gap of 0.51)

Fig. 2: Progress 8 BGS vs National



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 skills



PPG for Academic Year 2018-19

The School has a PPG of **£69,592** for the 2018-19 academic year (converted from the financial year allocation). This is based on 7.65% of students being classed as disadvantaged.

The impact of the PPG will be measured by performance data – specifically the gap between disadvantaged and non-disadvantaged students.

The School also has a budget of £17,550 to support service children (4.56% of students) over the course of the academic year.

PPG intended spend for Academic Year 2018-19

The strategies from 2017-18 will continue to be implemented, with a greater emphasis on tracking the progress of students at KS3 and KS4. There will also be further opportunities for Pupil Premium students to attend small group or 1-1 sessions in specific subjects outside of school hours.

	Pupil Premium	Service Premium
Staffing (includes Inclusion Manager, Student Manager, Counselling service, staff training)	£36,978.00	£12,061.00
Interventions (includes additional classes for setted subjects, out of hours tutoring, equipment/resources, enrichment opportunities)	£28,091.58	£5,300.00
	£65,069.58	£17,361.00

The Pupil Premium Strategy was reviewed by Governors on 17-10-18 and the next review will be in October 2019.