

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 1729 (1204 Y7-11) |
| Proportion (%) of pupil premium eligible pupils | 7.2% (87 students) |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22; 2022-23; 2023-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Mr A Anderson, Headteacher |
| Pupil premium lead | Mrs A Allen, Assistant Headteacher |
| Governor / Trustee lead | Mrs Angela Burrows, pupil premium link governor |

Funding overview

| Detail | Amount |
|---|---------------------|
| Pupil premium funding allocation this academic year | £ 111,932.00 |
| Recovery premium funding allocation this academic year | £ 22,770.00 |
| Pupil premium funding carried forward from previous years | £ 74, 584.00 |
| Total budget for this academic year | £ 209,286.00 |

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. |
| 6 | Disadvantaged students having access to effective resources to support their academic achievement. |
| 7 | Ensuring that key roles in the school are driving pupil premium pastoral support and academic achievement. |

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 BGS pupil premium students and non- pupil premium students to be reduced. | Attainment 8 and Progress 8 of BGS pupil premium students to be greater than pupil premium students nationally. Positive Progress 8 for at least 75% of BGS pupil premium students. |
| Pupil premium students to be more engaged, motivated and proactive in their learning inside and outside of lessons. | Average engagement grade of pupil premium students to increase over three years. Engagement grade gap between pupil premium students and non-PP pupil premium students to be reduced over three years. |
| Pupil premium students to develop enhanced independent learning skills and be more responsible as learners (e.g. | Pupil premium students to respond positively to the 'Building Better Learners' programme. |

| | |
|---|--|
| <p>regularly reviewing their own work, greater resilience).</p> | <p>Increased number of House points for positive learning behaviours (e.g. Contribution points). Reduction in behaviour points for homework. All Year 7 and 8 students who are eligible for the pupil premium receive at least a Bronze Merit Badge. Book sampling indicates the work of pupil premium students is more accurate and feedback is of high quality.</p> |
| <p>Students who are eligible for the pupil premium receive the required additional care, resources, pastoral support and guidance they need.</p> | <p>Pupil premium students provide positive feedback about the pastoral support they receive, including sessions with the School Counsellor. No significant difference in behaviour, measured by average achievement minus behaviour points. Attendance gap between pupil premium and non-pupil premium students to be reduced. Pupil premium students use a greater range of positive coping strategies to support their mental health. An increase in pupil premium gaining access to funding for academic resources.</p> |
| <p>Students who are eligible for the pupil premium have opportunities to develop their social and emotional skills through enrichment activities.</p> | <p>All Year 6 pupil premium students to participate in the Summer School prior to starting at BGS. All pupil premium students to have the opportunity to attend curriculum enrichment trips and other trips that enhance personal development (e.g. DofE).</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: £80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>High-quality teacher CPD and teacher retention.</i> | 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. |
| <i>Ensuring that key roles in the school are driving pupil premium pastoral support and academic achievement.</i> | EEF evidence demonstrates that social and emotional skills support effective learning and are linked to positive outcomes later in life. | 7. |

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

Budgeted cost: £53,500

| 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)</p> <p>Small group tuition +4 months additional progress (Sutton Trust/EEF)</p> <p>Feedback +6 months additional progress (Sutton Trust/EEF)</p> <p>Literacy intervention: spelling & reading fluency +6 months additional progress for reading intervention strategies (Sutton Trust/EEF)</p> | 3, 4, 7. |

| | | |
|--|---|-------|
| <i>Access to educational resources to support students' academic achievement</i> | EEF recommend that technology and high-quality resources should be used to support teaching and learning. | 6, 7. |
|--|---|-------|

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

Budgeted cost: £51,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <i>Access to specialist counselling and pastoral staff.</i> | Mental Health issues have been identified as a common barrier for BGS pupil premium students. Supporting students with their mental health will promote personal development and learning. Social and emotional learning +4 months (Sutton Trust/EEF). | 5, 7. |
| <i>Homework, behaviour and attendance monitoring and intervention.</i> | Digital technologies +4 months additional progress (Sutton Trust/EEF). | 4, 7. |
| <i>Access to opportunities and experiences beyond the School curriculum.</i> | There is sound evidence that a good level of personal development can help with academic attainment. 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. Outdoor Adventure Learning 4+ months (Sutton Trust/EEF). Summer school 3+ months (Sutton Trust/EEF). | 5, 7. |

Total budgeted cost: £ 185,000

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 2022 to 2023 academic year.

KS4 examinations

The 2022 to 2023 Year 11 cohort was made up of 245 students, 18 of which were pupil premium (7.3%). The data below is based on the national performance data that was published by the DfE.

Overall, our pupil premium students achieved well with an Attainment 8 score of 66.6. This is far above both the national average pupil premium students (34.9) and for local and national non-pupil premium students (50 and 50.2 respectively). Our own students made good progress with a positive Progress 8 score of 0.3, again surpassing the national average for pupil premium students (-0.6) and the Progress 8 score for local and national non-pupil premium students in England (0.18 and 0.17 respectively). Closing the gap between our pupil premium students and non-pupil premium students nationally remains in our strategic plan and is one of our desired outcomes that we aim to improve upon further in 2023 – 2024.

In our School, pupil premium students access a broad and challenging curriculum with 76% being entered for the EBacc – this massively bucks the national trend which saw pupil premium percentage of EBacc entries at 27.7% and non-pupil premium entries nationally is at 43%. Furthermore, our pupil premium students' EBacc Average Point Score was 6.2, more than a grade and a half higher than non-pupil premium students nationally (4.43) as well as much higher than the national figure for pupil premium students (2.97).

The wide-ranging Confidence Interval (-0.36 – 0.95) for our pupil premium Progress 8 score reflects the fact we had a very small cohort of pupil premium students and that the performance of a small number of pupils can have a disproportionate effect on the school's overall results. Both the Progress 8 score and the confidence interval for a school should be considered when comparing with other schools, pupil groups or national averages.

| | 2022-23 | | | |
|--|---|--|---|---|
| | Pupil Premium Students BGS | Non-Pupil Premium Students BGS | Pupil Premium Students England (National) | Non - Pupil Premium Students England (National) |
| Attainment 8 | 66.6 | 69.55 | 34.9 | 50.2 |
| Progress 8 | 0.3 Confidence Indicator -0.36 to 0.95 | 0.6 Confidence Indicator 0.26- 0.63 | -0.6 | 0.17 |
| Entering EBacc | 76% | 91.9% | 27.7% | 43% |
| English / Maths Grade 5+ | 72% | 90.1% | 25% | 52% |
| EBacc Average Point Score (APS) | 6.2 | 6.96 | 2.97 | 4.43 |

KS3 & KS4 Attendance

In Years 7 & 8, the gap between pupil premium and non-pupil premium attendance is minimal. In years 9 and 10 the gap is wider but worth noting that the pupil premium attendance figure is still above national average for pupil premium student within that year group. The school measured the attendance of students in the Year 11 2022-23 cohort and the gap between pupil premium and non-pupil premium student is minimal. Despite the school's overall attendance figures being impacted by the inclusion of study leave for mock examinations in Year 11, BGS' pupil premium students' attendance is above the national average.

| Year Group | Pupil premium BGS Attendance | Non-pupil premium BGS Attendance | National figure for state-funded secondary schools for pupil premium | National figure for state-funded secondary schools for non-pupil premium |
|------------|------------------------------|----------------------------------|--|--|
| 7 | 97.7% | 96.5% | 88.7% | 94.5% |
| 8 | 94.2% | 95.3% | 86.2% | 93.1% |
| 9 | 85.5% | 95.3% | 84.2% | 92.1% |
| 10 | 87.3% | 94.4% | 83% | 91.7% |
| 11 | 88.2% | 91.1% | 82.9% | 91.4% |

KS3 & KS4 Engagement

The School measured the engagement of students across Years 7-11 in 2022-2023 and the gaps between pupil premium and non-pupil premium students are minimal. In year groups 7 & 8, pupil premium students' engagement on average was higher than that of non-pupil premium. A score of 5 is equal to one whole engagement grade. Taking Year 11 as an example, there is less than half an engagement grade difference on average.

| Year Group | PP Average Engagement | Non-PP Average Engagement | Gap |
|-------------------|------------------------------|----------------------------------|------------|
| 11 | -0.01 | 1.99 | -2.0 |
| 10 | 3.16 | 3.69 | -0.53 |
| 9 | 2 | 2.47 | -0.47 |
| 8 | 3.04 | 2.55 | +0.49 |
| 7 | 4.4 | 4.2 | +0.2 |