

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 name	Bourne Academy
Number of pupils in school	1488
Proportion (%) of pupil premium eligible pupils	20.97%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	21/10/2022
Date on which it will be reviewed	10/10/2023
Statement authorised by	Mr T Martin
Pupil premium lead	Mrs K Kilby
Governor / Trustee lead	Mr J Stokes

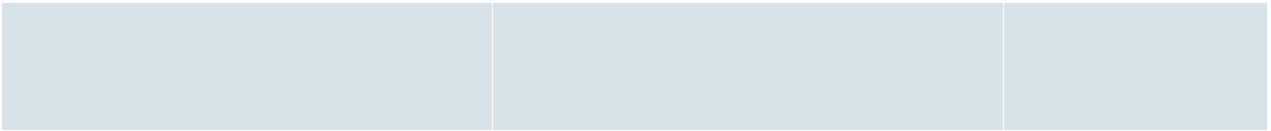
Pupil premium funding allocation this academic year	£235415
Recovery premium funding allocation this academic year	£67620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£303035
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

5	<i>Home/School communication – As schooling becomes more normal we need to ensure that more face to face communication takes place and that this is future proofed against potential further mitigations.</i>
6	<i>Aspirations – we need to ensure that students are engaged in aspirational activities, particularly through the careers programme.</i>
7	<i>Financial – many families have been under extreme pressure, which itself can lead to anxiety. We need to ensure that disadvantaged students receive all the</i>

This explains the outcomes we are aiming for

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Budgeted cost: £ 32050



Handwriting Club - A small group intervention

Budgeted cost: £ 185132

Uniform - Families who struggle financially with uniform costs are given support to ensure Pupil Premium students have the correct uniform.	Removing potential barriers to participation increases attendance.	3, 7, 9
Trips & Visits - A record of Pupil Premium attendance on school trips is maintained. Students are offered subsidies in order to participate. The aim is that every Pupil Premium student undertakes at least one extra-curricular trip each year.	"Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	8
Duke of Edinburgh Award - The Duke of Edinburgh Award is of huge benefit to Pupil Premium students, both in terms of increasing engagement in school life through getting involved in extra-curricular activities and also in promoting aspects of life that many Pupil Premium students may not otherwise experience – volunteering, physical activity and developing skills. The Award itself is of huge benefit to students in career progression. The award is heavily discounted for Pupil Premium students in receipt of FSM. Equipment such as rucksacks are loaned to those who cannot afford the financial outlay and the school is working with the Duke of Edinburgh organisation to extend this further.	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning	8
Music – Pupil Premium students in receipt of FSM are given a 50% discount on the cost of peripatetic music lessons.	"Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	8
The wider curriculum – A register is maintained of participation in all extra-curricular activities to highlight levels of uptake from PPI students. This is then used as a basis for developing strategies to increase participation.		
Promoting Good Attendance - One of the Deputy Heads has an annual attendance target related to Pupil Premium students.	The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A* - C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons Good attendance is also listed in the top 10 approaches for disadvantaged pupils in:	9

<p>Behaviour Support - A core part of the Behaviour Leads' work is promoting and ensuring high standards of behaviour in all students and this will impact largely on Pupil Premium students.</p> <p>This is done through a variety of means:</p> <ol style="list-style-type: none"> 1. Working with individual students and parents, setting targets for behaviour, and tracking. 2. Supporting teachers in the classroom and around the school. 3. Working with the safeguarding team and the attendance officer. 	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)</p> <p>Using a range of positive behaviour strategies, early intervention and in-house alternative provision (SRU) and shaping the curriculum to meet their needs will avoid this.</p>	<p>10, 9</p>
<p>Rewards - The behaviour lead through pastoral leads will ensure that Pupil Premium students are well represented in the schools' rewards programme – that they are receiving recognition for work and are represented in rewards throughout the year. The rewards structure is subject to review during this academic year, but regardless of the format the principle of ensuring that it is inclusive of disadvantaged students remains the same.</p>		<p>10, 9</p>
<p>Student referral Unit and On call support - All Pupil Premium students are supported by the pastoral team if they are flagged as activating the On Call System. This system is run by the schools SRU manager. In addition, PP coordinator is made aware of PP students who spend time in the Student Referral Unit and this is recorded and monitored.</p>		<p>10</p>
<p>Strike card system - All Pupil Premium students are allocated a strike card every term so that they can be entered into the termly reward draw.</p>		<p>10</p>
<p>Period 6 support sessions - Pastoral staff run Period 6 sessions to support Pupil Premium students. These are run after school on a weekly basis. This is for all year groups.</p>		<p>10, 2, 3, 6</p>
<p>Focused meeting - Weekly pastoral meetings have a standing item agenda on Pupil Premium. This ensures that they receiving specific focus.</p>	<p>Ensures that the pupil premium agenda and range of strategies is constantly at the forefront of all school activities.</p>	<p>1 – 10</p>

Sims Discover system

To ensure that all students feel safe in school. - *To provide a supportive and open environment in school and establish and maintain an ethos where all students feel secure, are encouraged to talk and one in which they are listened to carefully and actions taken to follow up on any concerns raised.*

Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.

The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children young people with a mental disorder said that

significant improvements for these students with reading ages improving well above expectations and moving much closer to their chronological age. In addition students benefitted from Phonics intervention, handwriting club, social skills clubs, Accelerated Reader, DEAR and the introduction of SALAD days.

Each week all teaching staff were emailed a 'Disadvantaged First' tip of the week which ensured that the focus on positive classroom strategies, such as marking the work of disadvantaged students first was kept at the forefront of teachers minds.

To some extent enrichment was still affected by the pandemic, with the school unable to plan as many trips and visits particularly during the first half of the academic year. However, despite this the vast majority of disadvantaged students still took part in at least one school trip – with the return of celebration day trips, Geography field work, and the re-introduction of Duke of Edinburgh. Disadvantaged students received subsidies toward the cost of any school trip. The academic year also saw the return of school productions and again the involvement of disadvantaged students was monitored and encouraged.

All disadvantaged students were prioritised for careers interviews. They all took part in a hugely successful Careers Day in which dozens of local employers and educational providers came into school to promote the pathways available to students. The careers programme, support and guidance has resulted in 100% of students moving on to further education or apprenticeships.

Attendance was greatly affected by the pandemic and comparison with national figures are unreliable for this academic year. A group consisting of 'hard to reach' disadvantaged students were supported through the creation of an SS1 room in which they spent time learning. This was instrumental in ensuring that these students engaged in learning until the end of Key Stage 4 and improved their attendance.

Parental Engagement was addressed through moving parents evenings to a more accessible online platform.

The school continued to support disadvantaged students financially in many ways, including a subsidy toward the cost of school uniform.

Ensuring good behaviour is a central element of the schools disadvantaged strategy with national data showing the students from a disadvantaged background are four times more likely to be excluded than their peers. The school ran a successful rewards programme in school, including termly Super Prize Draws and the celebration trips. In the next academic year we will be looking to further enhance and embed the rewards programme. The pastoral team ran a range of intervention strategies focussed on both

developing positive behaviours and eliminating poor behaviour – for example the ‘strike’ cards and ‘aspire’ cards. Where disadvantaged students were referred to SRU this was recorded, tracked and cross-referenced with the students’ academic profile.

All staff across the school including all non-teaching staff undertook safeguarding training including the ‘Brook tr