

Cheltenham Bournside School - Pupil premium 3-year strategy statement (2024-27)

This statement details our school's use of pupil premium funding to help improve the attainment of our Pupil Premium students.

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	Data
School name	Cheltenham Bournside School
Number of students in school	1869 (incl Sixth Form) 1494 (Y7 – Y11)
Proportion (%) of pupil premium eligible students	23% (346 students Y7 – Y11) (increase of 0.7% since last year)
Academic year/years that our current pupil premium strategy plan covers	Sep 2024 - Aug 2027
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr Steven Jefferies (Headteacher)
Pupil premium lead	Mr Leo Kelly (Assistant Headteacher)
Governor / Trustee lead	Dr Neil Wynn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,425 (academic year)
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£327,425

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Our vision is that students will have a better chance of success at Cheltenham Bournside School than if they attended any other school in the country.

The Pupil Premium Fund will be used to help support our students with access to resources, opportunities and the very best responsive provision to ensure that our students thrive in our school community, leading to improved and sustained progress in line with their peers.

As part of our vision “Inspiring Lives through Learning,” staff hold exceptionally high standards and go above and beyond, ensuring students are able to meet their full potential. This comes through careful planning, thoughtful and timely support and intervention to ensure we best support and care for all our students’ needs.

In order to achieve this, our strategies target three specific areas:

A) Teaching – Students will receive a high quality and adaptive teaching provision through an ambitious curriculum designed to challenge and equip students with the key skills and experiences to excel in their studies and wider school life. This will benefit all students and, in particular, have the greatest impact on closing the pupil premium attainment gap (as per the EEF).

B) Targeted Academic Support – A “My Learning Passport” will be created for every pupil premium student to ensure a full range of individualised strategies, including identifying student strengths and barriers to learning. This will be clear so all staff can adapt to, and meet, the needs of every pupil premium student. Early interventions will take place once needs are identified, which will be recorded and monitored in school, including the sharing of these strategies through regular staff CPD, termly T&L newsletter and department and house meetings. The use of department academic tutoring and the National Tutoring Programme will be adopted.

C) Wider Strategies – Our wider strategies approach will focus on attendance, literacy and oracy, careers guidance, extra-curricular activities and additional pastoral support, such as mentoring. Students will be equipped with the relevant skills, opportunities and experiences to become ambassadors of their school, and of their local and global communities.

Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium students.

Challenge number	Detail of challenge
1.	<p>Attainment of Pupil Premium students</p> <p>To close the GCSE attainment GAP between pupil premium and non-pupil premium students. The attainment of HPA students will continue to be a focus. A particular focus on English, Maths and Science.</p>
2.	<p>Attendance</p> <p>Bournside FSM6 student attendance on the 8th November 2024 is 86.7% and NA is 88%. Non-FSM6 student attendance is 92.1%. We have used a FSM6 measure as we have a national average figure to compare against, whereas finding an accurate national average pupil premium measure is more challenging. Maintaining and improving on this current figure to reach 95%+ continues to be our target. FSM6 students are disproportionately represented amongst our PA cohort.</p>
3.	<p>Literacy</p> <p>Our data shows for Year 7 that on entry there are some gaps in reading, literacy and numeracy amongst our pupil premium students. These range from reading ages, vocabulary, comprehension and execution of written ideas onto paper and numeric skills.</p> <p>Assessments on entry to Year 7 show some students arrive with below age-related expectations from their SATS. These receive regular intervention. This does cover some phonics intervention where appropriate.</p> <p>Our assessments, observations and discussions with students and families suggest that the education of many of our pupil premium students continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other students. These findings are supported by national studies (EEF). This has resulted in knowledge gaps resulting in pupil premium students falling further behind age-related expectations.</p>
4.	<p>Access to resources</p> <p>Some pupil premium students have difficulty accessing resources, ranging from uniform, stationery, IT provision, money for trips and cooking ingredients. A high proportion of our pupil premium budget is spent here supporting students by offering students a range of resources / requests to best support their needs (both direct to the family and asking teachers and support workers for their views). There is significant investment into our annual Activities Week in July to ensure that PP students have the opportunities as their peers.</p>

5.	<p>Social and emotional support for students</p> <p>Our observations and assessments find that many of our pupil premium students lack belief and self-esteem and need regular support, praise and additional guidance to support their social and emotional development both in and outside of lessons. Additional support is required for some of our pupil premium students reflected in that two of our students are currently LAC, 66% of our students with a social worker are from pupil premium backgrounds and 71% of our students with a child protection plan are from those with pupil premium backgrounds.</p>
6.	<p>Access to extra-curricular enrichment</p> <p>Our observations show that pupil premium students have a lower attendance rate at extra-curricular enrichment activities. Our vision is to increase participation of these students taking part in extra-curricular enrichment activities. Some barriers can include the cost of the activity, kit or equipment required or ability to stay later after school due to transport, caring responsibilities or other factors. We will provide support to ensure uptake is as high as possible and equipment is no barrier to attending extra-curricular activities.</p>
7.	<p>Alternative provision / home learning</p> <p>To continue to offer first class alternative provision to those students who struggle to access a mainstream curriculum and who need an adapted learning schedule to meet their specific needs. A small number of students access Academy 21 provision as part of their adapted curriculum.</p> <p>Home learning: Some students have a lack of opportunity at home to continue their studies through homework due to a lack of space, quiet time or caring duties. Significant longer working hours for parents and busy family commitments mean it can be a challenge to monitor student work at home.</p>
8.	<p>Parental engagement</p> <p>We know some of our families face on-going challenges which leads to communication being lost between home and school. We will continue to work with families to offer the upmost support and guidance throughout the school year.</p>

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
1. Attainment of pupil premium students	<p>Improved Progress 8 and Attainment 8 scores for pupil premium student across the curriculum at the end of KS4, with a focus on English, Maths and Science.</p> <p>Closing of the gap between non-pupil premium and pupil premium students</p>	<ul style="list-style-type: none"> - An increase in students achieving a 4+ and 5+ in English, Maths and Science to students nationally. - Staff know who their pupil premium students are and adapt their teaching appropriately (QA checks). - Curriculum is reviewed and monitored by HODs to ensure the correct sequence is implemented to meet the needs of students. - A My Learning Passport to be created for every pupil premium student outlining individualised learning strategies and barriers.
2. Attendance	<p>Close the attendance gap between pupil premium and non-pupil premium.</p>	<ul style="list-style-type: none"> - Hit national average attendance and aim for 95%+ for pupil premium students. - Reduce gap between pupil premium to non-pupil premium by 2% or less. - Reduce PA list for pupil premium compared to 2023/24. - Continue to run a school morning bus and bagel breakfast to support attendance for those most vulnerable pupil premium students. - Continue to intervene and put measures in place to support improved attendance.
3. Literacy/numeracy	<p>Increased levels of literacy skills in KS3.</p> <p>Embed Accelerated Reader</p> <p>Leading an EEF Improving Writing Research Project</p>	<ul style="list-style-type: none"> - Reading tests will show an improvement in reading scores more in-line with expected reading ages. - Embed literacy school strategy, increase in school reading, literacy and oracy development focus both in lessons and tutor time. - Embedding reading for pleasure. - Successfully setup and embed the strategies developed leading to improved writing in KS3 students in comparison to 2023/24

	Numeracy - Increased intervention opportunities in Maths	<ul style="list-style-type: none"> - Offer additional maths interventions through additional support members of staff to help close gap on 2023/24.
4. Access to resources	Pupil premium students to have full access to resources in-line with their peers, allowing them to access the full curriculum (both in and outside of school).	<ul style="list-style-type: none"> - A reduction in homework detentions in comparison to 2023/24 using Class Charts to help monitor progress. Provide support / Homework Club and Peer Mentoring for key pupil premium students (delivered by sixth form students). - Access to full uniform for pupil premium students. - Embed the Uniform Shop leading to less purchases of brand new uniform for PP students - Full provision of cooking ingredients for food practical lessons. - Additional music lessons for pupil premium students across all key stages as funds allow.
5. Social and emotional support for students	Improved social and emotional wellbeing of our pupil premium students.	<ul style="list-style-type: none"> - Ensure our pupil premium students, particularly our CIN, CIC students receive support from internal and external services (such as counselling) to support their social, emotional wellbeing. - Safeguarding concerns to continue being passed to DSL/welfare team. - Boxercise and Jamie's Farm residential and Outward Bound trips for pupil premium students.
6. Access to extra-curricular enrichment	Increased variety of extra-curricular clubs, trips and opportunities and uptake of pupil premium students.	<ul style="list-style-type: none"> - Increased number of pupil premium students attending extra-curricular sessions and trips in and after school compared with 2023/24.
7. Alternative provision and home learning	To continue to offer first class alternative provision (Bournside Base) to those students who struggle to access a mainstream curriculum and who need an adapted learning schedule to meet their specific needs.	<ul style="list-style-type: none"> - Continue to raise attendance, aspirations, progress in outcomes and reduce suspensions compared with 2023/24. - Increase in praise points and a reduction in the number behaviour points compared with 2023/24 academic year. - Rise in number of pupil premium students who attend homework club after school compared with 2023/24.

	Some students have a lack of opportunity at home to continue their studies through homework due to a lack of space, quiet time or caring duties. Significant longer working hours for parents and busy family commitments mean it can be a challenge to monitor student work at home.	<ul style="list-style-type: none"> - Rise in the number of pupil premium families attending parent teacher consultation evenings (PTC) in comparison to 2023/24. - Offer Academy 21 to our hardest to reach students / families.
8. Parental Engagement	Continue to support our PP families by providing regular contact between home and school regarding student progress.	<ul style="list-style-type: none"> - Increase the number of communication logs between school and home compared with 2023/24

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: £124,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching Using Bournside Teaching Principles and Pupil Premium Priorities</p> <ol style="list-style-type: none"> 1. Interrogate YOUR data (i.e. know their backgrounds) <ul style="list-style-type: none"> • Data • Seating plans • Relentless focus • Learning Passports • Planning / sequencing (including big picture) 2. Identify barriers / adapt YOUR teaching <ul style="list-style-type: none"> • Checking in • High expectations (no passive students) 3. Inspiring YOUR students (relationship / culture) <ul style="list-style-type: none"> • Relationships / optimism / care • Contacting home • Boosting attendance 	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their students.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>

<ul style="list-style-type: none"> • Identify early interventions • Revision / extra-curricular • Rewards <p>Increased number of classes and hence teachers for Years 10 and 11 English, Mathematics and Science.</p>		
<p>Marking and assessment to lead to rapid improvement in understanding, knowledge acquisition and progress made towards achieving in-line with peers.</p> <p>HODs / Dept areas to monitor and track department interventions and progress of PP students which is co-ordinated by the Pupil Premium Lead.</p>	<p>+6 learning months for Feedback (EEF Teacher Toolkit and Guidance Report).</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>CPD to embed key elements of the guidance in school, and to access resources (such as Maths Hub) and CPD offers (including Teaching for Mastery training and collaborating with neighbouring schools to achieve this).</p> <p>Embed two new maths tutors specifically helping and supporting PP students.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, teach problem solving strategies and help students to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>Improving literacy vocabulary and oracy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Professional development and coaching focused on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>EEF: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English. (EEF Blog: What do we mean by 'disciplinary</p>	<p>1, 3</p>

<ul style="list-style-type: none"> - Join the EEF working group on Improving Writing with Pupil Premium students at KS3. New project being launched between primary and secondary schools from January 2025. - Training for staff / strong focus on oracy training. 	<p>literacy'? EEF (educationendowmentfoundation.org.uk) +6 learning months for Reading Comprehension Strategies (EEF Blog: What do we mean by 'disciplinary literacy'? EEF (educationendowmentfoundation.org.uk))</p> <p>Academic reading (half termly) in every subject to boost disciplinary literacy.</p> <p>Developing staff through intensive Literacy focused CPD.</p>	
<p>Continue department reviews and ensure our curriculum meets the needs of students today and tomorrow.</p> <p>Using both internal and external specialist HODs to help conduct these reviews and offer timely feedback to further improve.</p>	<p>Regular reviews of department areas help to highlight strengths, identify areas of improvement needed in teams, including curriculum sequencing, key learning elements and strategies of staff to best support students, especially SEND and pupil premium students. This is key to academic improvement and progression to Post-16 provision (EEF Pupil Premium Interventions).</p>	1,2
<p>Training/CPD/Recruitment and retention of best staff – dedicated time will be given to staff to develop skills, collaboration through teaching and learning communities, department meetings, CPD sessions before and after school. This will be delivered through a comprehensive CPD programme to meet career path needs and expectations to ensure staff best meet the needs of learners. Staff will continue to be encouraged to enrol on NPQs. We will continue our coaching programme to help staff develop and practise strategies developed in CPD sessions.</p> <p>Coaching opportunities made compulsory as part of the Directed Time budget to ensure staff are given time to work with each other to improve their practice, with a strong focus on best supporting PP students.</p>	<p>The EEF states supporting and developing staff through extensive CPD opportunities equips and supports teacher development. (EEF: Effective Professional Development)</p>	1, 2

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

Budgeted cost: £101,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A My Learning Passport will be embedded for every pupil premium student to ensure a full range of individualised strategies, including identifying student strengths and barriers to learning. This will be clear so all staff can adapt and meet the needs of every pupil premium student.</p>	<p>Evidence from the EEF suggestions diagnosing student needs is essential if you are to build a strategy that supports pupil premium students.</p>	<p>1, 2, 4, 5</p>
<p>English Academic Intervention</p> <p>Two English specialists will be focusing and working with key PP students to ensure increased academic progress in English.</p>	<p>+5 learning months for 1-1 Tuition (EEF Teacher Toolkit). +4 learning months for Small Group Tuition (EEF Teacher Toolkit). (EEF Making a difference with effective tutoring).</p>	<p>1, 2, 3</p>
<p>Maths Academic Intervention</p> <p>Two Maths specialists will be focusing and working with key PP students to ensure increased academic progress in Maths. Key focus on 3's to 4's and 4's to 5's.</p>	<p>+5 learning months for 1-1 Tuition (EEF Teacher Toolkit). +4 learning months for Small Group Tuition (EEF Teacher Toolkit). (EEF Making a difference with effective tutoring).</p>	<p>1, 2, 3</p>

<p>Department co-ordinated academic intervention (before, during and after school) for targeted pupil premium students who are furthest below in multiple subject areas.</p>	<p>+4 learning months (EEF Teacher Toolkit).</p>	<p>1, 3</p>
<p>Embed Accelerated Reader or other literacy programme to boost literacy development, especially for those who are pupil premium students.</p>	<p>Increased levels of literacy skills in KS3. Standardised reading tests will show an improvement in reading scores more in-line with reading ages. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Using Accelerated Reader to help facilitate and monitor reading for pleasure.</p> <p>In September 2024 all students in year 7 and 8 will have a Hodder Reading Test conducted by the SEN department and interventions will be allocated as directed by the Literacy Lead. Years 7, 8 and 9 will also have their reading progress assessed termly using Star Reader assessments. The Star Reader assessments are also used to generate personalised reading targets in order to improve our monitoring of pupils' independent reading.</p> <p>In September 2024 5 students in Year 8 have 3 Literacy Intervention lessons for 55 minutes a fortnight with the SEN department. All are on the SEN register.</p>	<p>1, 3</p>
<p>TA / intervention support</p> <p>Deploying dept staff / effective TA support to our pupil premium / SEND students.</p>	<p>+4 learning months for Teaching Assistant Interventions (EEF Teacher Toolkit). Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>Aspire HPA PP Academic Intervention</p> <p>Two Academic tutors have been appointed and will be focusing on HPA PP students in Y8 – Y11 working with key PP students to ensure increased academic progress across all subjects.</p>	<p>+5 learning months for 1-1 Tuition (EEF Teacher Toolkit). +4 learning months for Small Group Tuition (EEF Teacher Toolkit). (EEF Making a difference with effective tutoring).</p>	<p>1, 2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £101,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Support Fund to support students to access school and the curriculum. This can be to support uniform purchases, equipment, trips and visits, food, bus passes, provision of ICT equipment and more. This fund exists to ensure wherever possible that pupil premium students have the same access to opportunities at school as their peers do. An onsite Uniform shop will provide additional uniform resources / opportunities for students / families.</p>	<p>EEF Digital Technology Guidance Report.pdf (educationendowmentfoundation.org.uk)</p> <p>Education Endowment Fund:Uniform</p>	<p>1, 2, 4, 5, 6, 7</p>
<p>Raising attendance levels of our pupil premium students to NA and in-line with non-pupil premium students towards 95%+. This will include running a minibus to support our most vulnerable families with travel / access difficulties and providing a bagel breakfast each day for every pupil-premium student.</p> <p>Dedicated attendance follow-up by our attendance, welfare and pastoral staff to ensure that pupil premium students attend school. Phone calls and tutor attendance drives will be coordinated by our attendance team, PP lead, Heads of House and Deputy Headteacher.</p> <p>Appointment of Attendance Lead into post.</p>	<p>The EEF states that rapid attendance interventions rapid evidence assessment.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>+4 learning months for Parental and Student Engagement (EEF Teacher Toolkit).</p> <p>A vast majority of the most significant approaches above require that students are in school. Supporting students to improve attendance allows for access to the above strategies.</p>	<p>1, 2, 5</p>

<p>Extra-curricular access and support of resources is provided for all pupil premium students (monitored through SOCS). This is to ensure a rich “Cultural Capital” programme is implemented to support, develop and encourage access and uptake to clubs, trips, activities, etc. in and outside of school.</p>	<p>+4 months - social and emotional learning through life skills and enrichment.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5, 6</p>
<p>Building stronger relationships Jamie’s Farm, Outward Bound, Boxercise and increase in students participating in the Duke of Edinburgh Scheme, Activities Week - supporting wider student needs through counselling, developing confidence, resilience and physical exercise. Y7 Leckhampton Hill Walk – building resilience</p>	<p>Supporting student adolescent mental health develops emotional skills and can reduce symptoms of anxiety and depression. This is supported by EIF’s report on Adolescent Mental Health.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>2, 4, 5, 6</p>
<p>Pastoral / welfare, Social and emotional support, well-being, mental health and behaviour support from our pastoral and welfare team to ensure that barriers to learning are addressed. Breakfast provision provided to further support / engage families and students in coming to school (in addition to any free school meal they are provided with)</p>	<p>EEF-School-Transitions-Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>+3 learning months for Behaviour Interventions (EEF Teacher Toolkit).</p> <p>DfE:Behaviour and Discipline in Schools</p>	<p>1, 2, 5</p>
<p>Rewards for students and incentives The rewards system is crucial for ensuring that students are engaged and that their efforts are publicly acknowledged. This is an important part of the school culture.</p> <ul style="list-style-type: none"> - Attendance / progress and attitude awards - Monday Mentoring for PP students - Targeted Careers Programme for PP students 	<p>+1 learning months student progress (EEF).</p> <p>Increasing Pupil Motivation EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>

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 students in the 2023 to 2024 academic year.

We have analysed the performance of our school's pupil premium students during the 2023/24 academic year using key stage 4 performance data, internal assessments and other progress measures.

	PP	Non-PP	Difference
2024	-0.38	+0.62	1
2023	-0.15	+0.67	-0.82
2022	-0.82	+0.12	-0.94

	Y11 Outcomes PP Bournside	Y11 Outcomes Non-PP Bournside	Difference
FFT Aspire Contextual Value-Added (CVA) PP performance	+0.28 (2023) P8 Not available yet for 2024	+0.45 (2023) Not available yet for 2024	-0.17 (2023)

See [DfE guidance](#) for more information about KS4 performance measures.

Key stage 4 GCSE outcomes suggest that have continued to improve progress and attainment of the school's pupil premium students since 2022. Our PP P8 score is at -0.38. However, we still have a GAP between PP and Non-PP students of -1 grade. The DfE are yet to publish contextualised PP and Non-PP results for 2024 at the time of publishing this report. Our non-disadvantaged cohort continued to achieve strong

results, in-line with performance from 2023. The whole school made considerable strides forward with a combined P8 score of +0.44, meaning the closing the gap remains a key priority here at Bournside over the next three years, which is also reflected nationally.

EBacc: Our pupil premium EBacc entry which is a percentage of students entering the English Baccalaureate increased from 7.1% in 2019 to 9.3% in 2024. This is reflected in our recent Ofsted report which said, *'Over the last couple of years, the proportion of students in key stage 4 who study the suite of subjects that make up the English baccalaureate has risen sharply'* (Ofsted: Sep 2022).

Quality of teaching (including CPD and Careers): We have made considerable improvements in implementing a highly ambitious and supportive curriculum that is carefully sequenced to meet the needs of all our students (highlighted in our Ofsted Report in Sep 2022), which impacts those who are pupil premium. This curriculum includes bespoke PSHE E4L provision, mentoring and additional NTP support in English, Maths and Science. There is bespoke careers guidance with pupil premium students focused through one-to-one discussions and work experience opportunities. Heads of department have audited the content and sequencing of the curriculum which is regularly reviewed. Staff are supported through rich CPD provision focused on pedagogical knowledge, adaptive teaching which stems from a combination of INSET days, personalised CPD hours (matched to teachers' individual needs) and a whole school coaching programme linked to a robust performance development process. This ensures teachers are held to account for delivering better teaching. A wealth of materials are made available for teachers to develop their teaching: CPD Breakfasts, T&L newsletter, CPD library, twilights and more. We also engage with external expertise to challenge teachers' existing practice (Tom Sherrington 2020, Chris Moyses and Harry Fletcher-Wood 2021) and following the teaching principles from Walkthru's by Tom Sherrington. The Teacher Development Trust have audited our CPD provision as Gold Standard. Over 850 in-person lesson visits were carried out by leaders (SLT, HoDs, AHoDs) in order to create coherence around our agreed Teaching Principles of effective teaching. Our additional QA, from book scrutinies and depart reviews, with a focus on key groups, one being PP is providing deeper understanding of the level of consistency of effective teaching, allowing for intervention where inconsistent practice emerges. This includes having an external subject expert as part of the review process. *'Students receive careers information, education, advice and guidance from Year 7 onwards. The school meets the requirements of the Baker Clause. Students know and understand potential career paths. The school holds an annual careers fair with representatives from a range of institutions and companies, local, national and international'* (Ofsted: Sep 2022). Pupil premium students are prioritised with this provision to ensure they are given additional opportunities to explore careers where quite often more support is needed. We have introduced SLT pupil premium focus groups where we have carried out a wide range of learning walks, books scrutinies and focused HODs in this area as well. A PP Department Interventions centralised document was created to collate all intervention taking place so we can track dept actions over time, which was followed up by line managers as a standing item in their fortnightly meeting....

Attendance: Bournside FSM6 student attendance finished the year on 83.6% whereas NA FSM6 was 85.4% in July 2024. Non-pupil FSM6 student attendance finished on 91.7% and NA was 92.8%. Maintaining and improving on this current figure to reach 95%+ continues to be our target. FSM6 students are disproportionately represented amongst our PA cohort. We will continue our attendance focus and drive through teaching staff, tutors and our attendance and welfare team with individual student action plans. The biggest impacts came from: a new onsite minibus and driver who led multiple morning collections, leading to a 5% increase in attendance amongst those students who got the bus. Letters home to parents, text reminders, offering a pupil premium bagel breakfast saw 1737 bagels given, which is an increase on the 1100 taken the year before saw an of 1.5% increase in attendance for those students. Our Monday Mentoring programme, led by our sixth form students had a significant impact in developing self-confidence and belief in our lower school students and led to a 6% increase in attendance across this cohort. A student voice indicated students really enjoyed these sessions, proving support with homework and revision was the most effective. We had a

targeted Year 10 attendance and support programme led by a specific member of staff. This year group was chosen as we had attendance concerns here. This work led to a 2% increase with this cohort.

Our assessments demonstrated that pupil behaviour improved last year. Behaviour expectations are high which are reinforced through the house system, analysis of behaviour data, and a great deal of positive reinforcement. This led to an increase in house points vs sanctions ratio from 88% in 2023 to 89% in 2024. We have also tightened our behaviour policy to help raise standards further, with more sanctions included for low-level behaviour, yet we still saw an increase, showing standards are improving.

NTP: NTP provision moved from 140 hours of tutoring in 2021/22 to 3020 hours in 2023/24 (alongside our Maths academic on-site tutor) which is a significant increase in further intervention and support for our students. We invested in a 15-week programme at a 3:1 ratio (following guidance from the EEF) through REED online tutoring seeing 60 students tutored across Year 9 and 10. A strong attendance focus was placed on these students to ensure they came each week and maximised this provision. This saw an average grade increase of 0.5 in Y10 Science and +0.41 in Y9 Maths grades vs those who did not take part. We employed a maths tutor 2 days a week, to focus on tutoring small groups of Year 7 to 11 students for intervention and additional support which worked well and helped achieve gains with our pupil premium cohort.

Base: The Base was set up in the 2021/22 academic year and offers on-site alternative provision, with 90% of attending students being pupil premium in 2023/24. Students receive individualised provision, with the impact of 80% experiencing significant increased improvement in engagement, progress, attendance and no permanent exclusions occurred within the centre throughout the academic year. Overall, 249 days of external suspension were saved. During the 23/24 academic year, The Base saved a further 48.5 PP days of suspension to the previous year, as well as 78 additional non-PP days. There has been a significant reduction and less disruption in lessons as a result of this provision, benefiting both pupil premium and non-pupil premium students.

Pastoral support: The pastoral intervention team support students daily if they struggle with any aspect of their social and emotional well-being. The pastoral system supports students who might need alternative provision or additional extended support. The SEND team support those students who have EHCPs. The Safeguarding team provide extensive support for students whose home or personal circumstances mean that they might need additional support. Pupil premium students are the subject of focused lesson observations. However, internal data suggests the gap for pupil premium students remains. We launched a week residential for a select group of pupil premium students to Jamie's Farm, Boxercise sessions, external life coaches, (alongside Monday Mentoring mentioned above) to offer further pastoral support and intervention for those in need which have been a real success. We have three full time welfare support leads on site who support our students, two behaviour reintegration roles and a full-time alternative provision lead.

Literacy / reading: *'Reading for pleasure is a priority within the school. Many students choose to read widely and avidly'* (Ofsted: Sep 2022). In 2023 a new literacy strategy was launched and developed, aiming to provide focus and training for staff on literacy development. There is at least one reading session in tutor per week and Key Stage 3 English lessons include reading in every lesson. Explicit literacy in lessons has included key word summaries, knowledge organisers and structured use of complex texts across all lessons. We aim for all teachers to focus more heavily on command words and comprehension.

Accelerated Reader (accredited DfE programme) has been purchased as part of the whole school literacy policy and it has been launched in September 2023. Students in KS3 will be tested four times annually and scores shared with staff. This data, alongside Reading Tests delivered by the SEN Department, is used to decide upon suitable literacy intervention.

Using the Star Reader tests (part of Accelerated Reader), we can see improvement in the average reading ability of entire year groups:- In September 2024, a group of students from Year 8 were part of a reading intervention run by the English Department - this took place every tutor time. By half term, 5 of those students had tested well enough to no longer be part of the group. A new group is starting in November.

In 2023-2024, the average Standardised Scores were,

Year 7 (now Year 8) = 101.0345

Year 8 (now Year 9) = 101.717

By 2024-2025, the average Standardised Scores are now,

Year 7 = 103.587

Year 8 = 102.455

Year 9 = 105.729

Extra-curricular programme / Activities Week

We saw over 100 clubs and 30 revision sessions offered to students in the 2023/24 academic year. We saw 57% of pupil premium students attend at least one session a week across the year and we hope to build on this further to 80% in 2024/25.

We delivered our second annual Activities Week programme in July 2024, which saw 240 pupil premium students take part in a rich variety of activities to extend their skills and experiences outside of the classroom. The Pupil Premium Fund was used to subsidise trips for these students which was a great success and had very positive feedback from parents and students. We are planning to make this provision even broader in 2025.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
REED Tutoring	REED Tutoring

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective adaptive teaching and learning strategies, with a focus on literacy, oracy, scaffolding and challenging the more able HPA students in ensuring they make the required progress. Underpinning this is evidence-based research, such as Teaching WalkThrus (Sherrington, T and Caviligioli, O., 2020-2002). [EEF evidence](#) demonstrates this has significant benefits, particularly for pupil premium students.
- Ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award) and other extra-curricular enriching activities will focus on life skills such as confidence, resilience, and socialising. Pupil premium students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated that significant progress has been made since 2022, but that we still have a gap remaining across our pupil premium cohort.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the Top-performing schools with high P8 for pupil premium students to help view the performance of disadvantaged students in school similar contexts to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy, including a RAG of each element which is shared with Governors and staff and will adjust our plan over time to secure better outcomes for students.

The major challenges are increasing pupil premium student attendance, literacy and reading levels and GCSE outcomes in-line with their peers.

The short, medium and long-term strategies being implemented represent the continuation of previously successful strategies, with new programmes and adaptations of the strategies being determined based on the evidence of impact and on the research provided by the EEF in terms of greatest possible impact.