



Spending and Impact Report 2019-2020

Funding to support disadvantaged students (DS)

Total funding: **£204,808**

Year	2019-20	2018-19
Income	£204,808	£195,885
School roll (no. of students)	1,712	1,723
Eligible students	279	223

Contextual Information

Based on DfE figures and school information as at 29/9/19

Year Group	No. of students (2019-20)	No. of eligible students (2019-20)	% of year group (2019-20)	No. of students (2018-19)	No. of eligible students (2018-19)	% of year group (2018-19)
7	297	75	25.3%	297	45	15.1%
8	292	57	19.5%	253	38	15.0%
9	255	37	14.5%	257	46	17.9%
10	255	49	15.7%	264	42	15.9%
11	264	40	15.2%	268	29	10.8%
12	180	7	3.9%	235	20	8.5%
13	169	14	8.3%	149	3	2.0%
Total	1712	279	16.3%	1723	223	12.9%

NB: Although Year 13 students are not flagged as Disadvantaged in the DfE database, we consider any student who was flagged as this in Year 12 will continue to be so in Year 13 and hence we would seek to support them as and when necessary.

Our Policy Aims

At Cheltenham Bournside School we aspire to be a school in which DS contribute to shaping the support offered to them and by removing potential barriers to success, enjoy being here, achieve well and develop high aspirations for their future, enabling them to contribute fully to their school community and move successfully onto the next stage of their lives beyond Bournside.

To achieve the above objectives and enhance the opportunities for our eligible learners we have implemented a variety of intervention strategies, on an individual student basis, which are monitored throughout the academic year. The impact of these strategies is analysed at a

detailed level to ensure our objectives will be met. It is also common practice that if an intervention is not having the desired impact or if the needs of the eligible learners change, we will adapt the way in which we support that student. To do this we need to address the barriers to educational achievement that are faced by our DS.

These can be summarised as:

1. Poor attendance compared to non-disadvantaged (ND) students
2. Lack of parental engagement and support due to a range of issues faced by parents/carers of DS
3. Below average reading age
4. Lack of cultural capital and also the knowledge required to be successful at GCSE level
5. Lack of access to opportunities to engage in music lessons, additional tuition, school trips and visits, etc.
6. Lack of funding for basics – such as food, uniform, equipment, resources etc.
7. Behaviour as a barrier to learning.

Comment on analysis for 2019-20

Due to the closure of the school in March 2020, and the subsequent changes to the school curriculum under Covid-19 restrictions, the analysis this year is limited by the lack of any examination progress data so impact in this sense (in terms of academic data) cannot be provided.

Expenditure 2019-20

1. Money devolved to the staffing budget (£45,000)

Impact: this ensures that class sizes where possible are smaller in English and mathematics particularly (at KS4). It also allows for the employment of tutors where needed.

2. A member of the Senior Leadership Team responsible for overseeing the spend of the Pupil Premium Grant (PPG), will organise and present student academic data therefore ensuring additional focus and intervention where necessary. (£30,000)

Impact: the oversight of this provision for the disadvantaged in terms of one person overseeing the attendance and other pastoral systems allowed for triangulation of data and quicker intervention when needed. In terms of impact on progress, due to the closure of the school in March 2020 and the non-sitting of GCSE examinations, it is not possible to assess the impact of this strategy and many others in the plan

3. An individual allowance was provided to each student to allow for them to buy resources, pay for extra-curricular activities, such as piano lessons or trips that go beyond the school day/classroom, etc. (£25,800)

Impact: approximately 80% of students who were eligible accessed their funding (some/all) and approximately 63% of the funding was spent on a variety of items – revision guides, music lessons, trip payments (part/full), participation in Duke of Edinburgh Bronze Award, uniform items, revision materials (in Year 11), etc. A central fund also supported students to participate. The impact of this is that many of our disadvantaged students had more access to such events and activities.

4. Money was provided to provide resources and equipment where needed – computer equipment, library resources, on-line learning resources, etc. (£24,200)

Impact: during the year, £30, 986.50 was spent in this area. This was due to the additional computer equipment that was needed for disadvantaged students during the lockdown – iPads, laptops, dongles for internet use etc.

5. Provision of support for each year group through a Pastoral Intervention Leader (PIL) whose main focuses were attendance and the provision for disadvantaged students. (£50,000)

Impact: Our team of five PILs supported a range of students, predominantly DS, within our school. Their other main focus was on social and emotional wellbeing. The team are housed in a very welcoming and supportive environment at the heart of our school. They engaged with parents/carers offering support with attendance and also with accessing activities and opportunities within the school. During the national lockdown they continued to provide support working with the safeguarding team – making regular phone calls and ensuring that all students had a continuous level of support.

6. Regular mentoring was provided for students identified as requiring specific support and guidance (£5,000)

Impact: CMAS (Cheltenham Mentoring Service) and other counselling and mentoring agencies have been used for several disadvantaged students to aid their progress and engagement with school. The main impact of this has been that we have been able to ensure that these students do attend better.

7. Pastoral staff worked with the most vulnerable students in their cohort to support them pastorally and track/coordinate interventions related to academic progress. (£10,000)

Impact: A range of resources were provided for DS including pencil cases of equipment, revision resources etc. Positively Made were engaged to work with DS in leading two bespoke training sessions preparing students for their summer examinations (Year 10 and 11). The feedback from DS was very positive with 95% of students valuing the training as good or excellent. In addition, staff met with DS in 1:1 session to discuss their progress, barriers to learning and gave advice and guidance on ensuring they were equipped for learning.

8. An Attendance Officer and Attendance Support Advisor will provide intervention, support and promoted high levels of attendance for identified students. (£15,000)

Impact: See Point 3.