



## Strategy and Implementation

### 2019-2020

#### Funding to support disadvantaged students (DS)

##### Context and funding

This funding was introduced by the Government in 2011. The conditions of funding for 2019-20 are to:

- raise the attainment of disadvantaged students (DS) of all abilities to reach their potential
- support children and young people with parents in the regular armed forces.

The three groups of eligible pupils are: those who are Ever 6 free school meals pupils, those who have been adopted from care or whom have left care, or are Ever 6 service children. Ever 6 relates to students who have been eligible for free school meals since May 2013. Ever 6 for service children relates to the eligibility for the service child premium.

This funding is allocated to schools and it is for schools to decide how it is spent, since they are best placed to assess what additional provision should be made for individual students in their care. This school uses the funding to address underlying inequalities, by ensuring that funding impacts on the progress of the students who need it most.

##### Our Funding Allocation

Total funding in 2018/2019: **£195,885**

Total funding in 2019/2020: **£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	<b>180</b>	<b>7</b>	<b>3.9%</b>	235	20	8.5%
13	<b>169</b>	<b>14</b>	<b>8.3%</b>	149	3	2.0%
Total	<b>1712</b>	<b>279</b>	<b>16.3%</b>	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.

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 achieved 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.

This is not an exhaustive list and it is important to note that the extent to which the above barriers apply to DS at our school is variable and as such, is addressed in a bespoke way.

**Planned Expenditure 2019-20 (as at 29/9/19)**

<b>Category</b>	<b>£</b>	<b>% of spend</b>
Specialist teaching of English and Maths – Year 10 and 11 – smaller, specialist intervention groups are being taught by experienced teachers	42,262	20.6
Literacy interventions in Years 7-9	15,000	7.3
Funding for extra-curricular provision etc. to ensure access to all opportunities is provided to all students	25,000	12.2
Specialist support for behaviour interventions	10,000	4.9
English and mathematics in school tutoring	9,000	4.4
Provision of revision guides for all Year 9-11 disadvantaged students	9,100	4.4
Attendance monitoring and support (by our Pastoral Intervention Team)	41,574	20.3

Structured revision programmes / sessions provided for all DS students as part of a wider school programme for preparing Year 10 and 11 students for examinations	5,000	2.4
Not yet allocated (dependent on how the above interventions progress, the mid-year evaluation may adjust spend and priorities). This will also allow for behaviour interventions, departmental interventions., etc. to also be funded when the need or opportunity arise. Support can also be given for other interventions based on need that may not currently be known.	47,872	23.4

## Planned Activities

1. Barriers to learning and engagement will be identified using a number of methods, most importantly engaging in gaining DS voice about their experiences in school and beyond school, which hinder their progress. These 1:1 conversations will be between the Pastoral Intervention Leader for each year group and the student; the conversation may engage parents/carers when necessary. The conversation will be logged and then reviewed regularly to adapt and update any necessary provision and/or support. This activity will be overseen by one of our Associate Assistant Headteachers.
2. Monitoring of attendance of DS by our Pastoral Intervention team and our Attendance Officer. Engagement of these students via positive methods where appropriate, such as attendance letters and phone calls home. If attendance becomes an issue for any DS, then the Attendance Officer will engage with the LA Inclusion team and start the AIM (Attendance Improvement Meeting) processes and use other strategies to improve attendance.
3. Intensive literacy intervention will be put in place for:
  - All Year 7 disadvantaged students who are not “secondary ready” and whom have reading ages below their peers and expected standards (below a reading age of 11).
  - All Year 10 and 11 disadvantaged students for English, whereby they will be taught in smaller groups by a specialist English intervention teacher.
  - All Year 8-9 disadvantaged students will receive further intervention if their progress in English indicates that their literacy is still below that of their peers.
4. When recruiting students for student leadership posts for 2020-21, we will ensure (as for 2019-20) that the proportion of DS who are allocated a post is broadly in line with the proportion of DS within the school.
5. Development of disciplinary literacy will become a focus within the teaching and learning priority for the school. This will focus in 2019-20 on the development of key essential vocabulary and subject specific language explicitly taught across all subjects and explained to all students. This is part of the longer term plan for developing literacy development across the school; all literacy strategies that are put in place will have the most impact on our DS given their potential lack of access to such vocabulary elsewhere. The expected timescale is that this will occur in the latter half of 2019-20.
6. The funds devolved to support disadvantaged students will be used to support:
  - Access to extra-curricular activities such as music lessons, trips and visits, etc.
  - Access to revision resources (books and online learning packages) alongside structured revision sessions delivered by external providers to Years 9-11 at key

points in the year. This could be supplemented by tutoring sessions delivered by an external tutor at Bournside.

- Intervention strategies for DS who have specific behavioural, SEMH (social, emotional, mental health) or nurture needs.

This will be overseen by the Deputy Headteacher and will be done on a needs basis rather than a blanket provision as it was in 2018-19, to ensure that the money spent is robustly spent on items that will positively impact attainment, attendance, and engagement.

Student voice will be gained alongside communication with parents/carers of all DS to ensure all needs are met within the confines of what is possible with the budget; this will be prioritised based on need and knowledge of the DS. The work will be led by our PILs team under the leadership of an Associate Assistant Headteacher.

7. All DS in year 10 and year 11 will meet with a member of SLT to discuss the process of preparing for their exams (both mocks and actual exams) to ensure that they have a study plan in place that is realistic, have all the resources they need for revision and a one to one meeting (perhaps with a parent/carer) which will assist them to ensure they eat prior to morning examinations. This may be supplemented by on the day support – transport, providing breakfast etc. dependent on need.
8. Early in 2019/20, a visit(s) will be made to another school with very similar context to Bournside, which is successfully using their PPG to significantly narrow or remove the gap in performance between DS and non-DS. The aim of this visit(s) would be to glean successful strategies that can then be transferred and implemented at Bournside.
9. Following the first set of year 11 reports (November 2019) identify a group of DS who may benefit from additional English and/or maths tuition, outside school on a 1:1 or small-group basis and facilitate this.

### **Evidence base for strategy selection**

1. This strategy was used successfully in the academic year 2018-19 and the gap between the attendance of students who were disadvantaged compared to who school attendance narrowed from 6.2% in 2017-8 to 3.3% in 2018-19. Currently the gap is sitting at less than 2%.
2. The EEF (Education Endowment Foundation) report “The Attainment Gap” states that targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment.
3. The approach taken in 2018-19 when promoting these posts engaged the Pastoral Intervention Leader for Year 11 (who had been released from working with Year 11 as students were on exam leave) in having discussions with parents/carers and students to promote the value of putting themselves up for election. This had a very positive impact on the number of students who did so, and were hence elected to such posts.
4. The EEF’s Pupil Premium Guide states that the quality of teaching in the classroom makes the biggest different and whole school improvements in the quality of teaching and learning is key. One key aspect of this is the improvement of vocabulary (including disciplinary vocabulary) and language acquisition.
5. The Key for School Leaders states that the importance of bespoke programmes focused on need are key as is SEMH and resilience support. 88% of the funding (£23,700) that

was delegated in 2018-19 was accessed by parents/carers to support their son/daughter(s). 75% of students accessed at least £20 of funding and approx. 50% accessed all of their £100 allowance).

6. A recent Sutton Trust report states that more than a quarter of secondary school pupils in England and Wales have received private tuition. Most sessions (for tutoring) cost £25+ and as such, many parents cannot afford it.

In addition, the EEF's Pupil Premium Guide states that a three tiered approach should be used when making provision for disadvantaged students – (1) quality of teaching (2) targeted academic support and (3) wide strategies to support the needs of each child. This has informed the approach to the areas outlined above.

### Success criteria that interventions will be judged against:

- The **achievement** gap between disadvantaged students and non-disadvantaged students will be significantly reduced and in-line with other similar schools.
- The **attendance** gap between disadvantaged students and non-disadvantaged students will be significantly reduced and in-line with other similar schools.
- In Year 7, disadvantaged students with lower than average levels of literacy will make significant progress in terms of catching up with their non-disadvantaged peers.
- Proportionally, disadvantaged students will demonstrate equal levels of uptake in student leadership positions.
- There will be a positive impact of the school's use of the Pupil Premium Grant to support disadvantaged students, including ensuring access of opportunity to all curricular and as many extra-curricular opportunities as possible.

### Review dates

1 December 2019

1 April 2020