

Cheltenham Bournside School - Pupil premium 3-year strategy statement (2025-28)

Cheltenham Bournside School - Pupil premium 3-year strategy statement (2025-28)

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	1862 (incl Sixth Form) – updated 16/12/2025 1494 (Y7 – Y11)
1	24.83% (369 students Y7 – Y11) – increase of 20 students: 5.7% (2024/25: 23%: 349).
Academic year/years that our current pupil premium strategy plan covers	Sep 2025 - Aug 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£349,375 (academic year 25/26)
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£349,375 (academic year 25/26)

Part A: Pupil Premium Strategy Plan

Statement of intent

At Cheltenham Bournside School, we recognise that addressing the disadvantage gap and securing strong progress for every learner is a shared responsibility. Our aim is that all students, regardless of their background or the challenges they face, make strong progress and achieve high attainment across the curriculum.

The Pupil Premium funding enables us to provide students with access to high-quality resources, enriching opportunities and responsive, targeted provision. This support ensures disadvantaged students thrive within our community and make sustained progress in line with their peers.

Guided by our vision '*Inspiring Lives through Learning*' staff maintain exceptionally high expectations and continually go the extra mile to help students reach their full potential. This is achieved through deliberate planning, timely intervention and the use of evidence-informed approaches that underpin our strategy.

To fulfil our aims, our work is focused on three key areas:

A) Teaching - We invest in high-quality, adaptive teaching and an ambitious curriculum so that staff can equip students with the knowledge, skills and experiences needed to excel academically and personally. This remains the most effective way to support all learners and reduce the attainment gap, consistent with EEF guidance.

B) Targeted Academic Support – A *My Learning Passport* will be provided where necessary for our key pupil premium students, outlining individual strengths and barriers to learning. This ensures all staff can adapt their teaching to meet student needs. Early intervention is triggered as soon as needs are identified and monitored through school systems, with strategies shared via regular staff CPD, the termly Teaching & Learning newsletter, and department and house meetings.

C) Wider Strategies

Our wider strategies address attendance, literacy and oracy development, careers guidance, participation in extra-curricular activities, and enhanced pastoral support such as mentoring. Through these opportunities, students will develop the skills, confidence and experiences needed to become positive ambassadors for the school and active contributors to their local and wider 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>Attendance</p> <p>Attendance for Bournside's FSM6 students remains below that of their peers. As of 17th December 2025, FSM6 attendance stands at 86.5%, which is 1.7% higher than at the same point last year, and the regional FSM6 rate is 85.6%. In comparison, non-FSM6 student attendance is 93.7%. We use the FSM6 measure because it provides a reliable national benchmark, whereas an accurate national average specifically for pupil premium is harder to obtain. Improving attendance to 95% or above remains our key target. FSM6 students also continue to be disproportionately represented within our persistent absentee (PA) cohort. Appointment of an EWO officer and new attendance admin team will help to support our drive and support around attendance.</p>
2.	<p>Attainment of Pupil Premium students</p> <p>To close the GCSE attainment GAP between pupil premium / non-pupil premium and national students. The attainment of HPA PP students will continue to be a focus. A particular focus on English, Maths and Science.</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 with the SEND lead. This does cover some phonics intervention where appropriate.</p> <p>Our assessments, observations and discussions with students and families suggest that our pupil premium students are more likely to arrive with below age-related expectations of reading and vocabulary than other non-pupil premium students. These findings are supported by national studies (EEF). These gaps in knowledge only continue to widen, as they progress through secondary school.</p> <p>Improving writing / structure in pupil premium students – implementing the EEF – The Write Journey Project to help boost progress in this area, plus in tutor time and in lessons.</p>
4.	<p>Access to resources</p> <p>Some pupil premium students have difficulty accessing resources, ranging from uniform, stationery, IT provision, trips. Music lessons and cooking ingredients. A high proportion of our pupil premium budget is spent here supporting students by</p>

	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 in educational experiences, including trips, our annual Activities Week in July to ensure that PP students have access to all opportunities.
5.	<p>Social and emotional support for students</p> <p>Our observations and assessment evidence indicate that many of our pupil premium students experience low confidence and self-belief, and therefore require regular encouragement, targeted guidance, and consistent support to develop their social and emotional wellbeing, both within lessons and beyond the classroom. For some students, additional and more intensive support is necessary, reflected in the fact that 100% of our looked-after children are pupil premium, 80% of our children in care are pupil premium, and 62.5% of students with a social worker are from pupil premium backgrounds.</p>
6.	<p>Access to extra-curricular enrichment</p> <p>Our aim is to further increase participation, building on the upward trend seen last year. Barriers to involvement can include the cost of activities, required kit or equipment, or challenges with staying after school due to transport, caring responsibilities, or other commitments. To address this, we will offer more opportunities during the school day and ensure that access to equipment and general cost to activities does not prevent any student from taking part in extra-curricular enrichment 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. Busy family / work commitments mean it can be a challenge to monitor student work at home.</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. Attendance and EWO	<p>Continue to close the attendance gap between pupil premium and non-pupil premium as well as against national / regional averages.</p> <p>Successfully recruit an EWO to support our attendance team.</p> <p>Successfully recruit new attendance admin support for our Attendance Manager.</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 2024/25. - Continue to run a school morning bus (multiple pick-ups) 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, including the appointment of an EWO.
2. Attainment of pupil premium students	<p>Improved Progress 8 / 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 Bournside pupil premium students and national averages.</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 through Depts, SLT learning walks, progress data drops, department reviews, book reviews and student voice). - Curriculum is reviewed and monitored by HODs and SLT to ensure the correct sequence is implemented to meet the needs of students. - A My Learning Passport to be created for those key pupil premium students outlining individualised learning strategies and barriers.
3. Literacy/numeracy	<p>Increased levels of literacy skills in KS3.</p> <p>Embed Accelerated Reader.</p> <p>Increased reading in tutor time</p>	<ul style="list-style-type: none"> - Reading tests will show an improvement in reading outcomes more in-line with expected reading ages. - Embed best practice reading strategies within literacy lessons and tutor time reading including predicting, preloading vocabulary, reading, comprehending and summarising.

	<p>Leading a writing project within the Gloucestershire community through the Gloucester Research School and EEF – The Write Journey – focus on improving writing / the modelling of writing process and speaking aloud in pupil premium students.</p> <p>Numeracy - Increased intervention opportunities in Maths.</p>	<ul style="list-style-type: none"> - Improve oracy development within lessons and tutor time using high quality classroom talk strategies such as instigating, building, challenging, probing, clarifying, summarising. - Embed reading for pleasure with 2026 as National Year of Reading. - Successfully setup and embed Write Journey writing strands within focus departments for Years 7 & 8 including modelling writing, scaffolding writing and drafting/editing writing. - Offer additional maths interventions through additional support members of staff and overstaffing in Maths to help close the gap on 2024/5.
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"> - An improvement in the completion of homework compared to 2024/25 using Class Charts to help monitor progress. Provide support / Homework Club (delivered by staff) and Peer Mentoring (delivered by sixth form students) for key pupil premium students. - Access to full uniform for pupil premium students (School Uniform Shop or funding for uniform at local supplier) reducing financial pressures for families. - Full provision of cooking ingredients for all food practical lessons. - Additional music lessons for pupil premium students.
5. Social and emotional support for students	Continue to offer high quality social and emotional wellbeing support for 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. - Boxercise, Girls Boxercise, Jamie's Farm residential, Bushcraft and Outward Bound trips to be offered to pupil premium students.
6. Access to extra-curricular enrichment	Increased variety of extra-curricular clubs, trips and opportunities and uptake of pupil premium students. Plus, Inspire Lectures delivered and organised by our Careers department to expose our pupil premium students to more opportunities.	<ul style="list-style-type: none"> - Increased number of pupil premium students attending extra-curricular sessions and trips in and after school compared with 2024/25.

7. Alternative provision and home learning	<p>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.</p> <p>Some students may lack the opportunity to continue homework at home due to a lack of space, quiet time or caring duties.</p>	<ul style="list-style-type: none"> - Continue to raise attendance, aspirations, progress in outcomes and reduce suspensions compared with 2024/25. - Increase in praise points, rewards and a reduction in the number behaviour points compared with 2024/25. - Rise in number of pupil premium students who are completing homework tasks compared with 2024/25. - Prioritised phone calls home to increase participation in pupil premium families attending parent teacher consultation evenings (PTC). - Offer alternative provision and monitor progress of our hardest to reach students / families.
---	---	---

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: £136,500

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"> Interrogate YOUR data (i.e. know student backgrounds) <ul style="list-style-type: none"> Data Seating plans Relentless focus Learning Passports Planning / sequencing (including big picture) Identify barriers / adapt YOUR teaching <ul style="list-style-type: none"> Checking in Active circulation High expectations (looking for passive students) Inspiring YOUR students (relationship / culture) <ul style="list-style-type: none"> Relationships / optimism / care Contacting home Boosting attendance Identify early interventions Revision / extra-curricular 	<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>	1, 3

<ul style="list-style-type: none"> Rewards <p>Increased number of classes and teaching capacity to enable smaller students per class where possible for Years 10 and 11 English, Mathematics and Science.</p>		
<p>Training/CPD/Coaching</p> <p>Recruitment and retention of best staff</p> <p>Increased, personalised time for CPD will be provided for all staff. This will enable a sharper focus on supporting all students by equipping staff with the necessary knowledge, skills, and pedagogical expertise to ensure quality first teaching. Professional learning will be strengthened through structured collaboration within teaching and learning communities, departmental meetings, and targeted CPD sessions delivered before and after the school day.</p> <p>This provision will be underpinned by an evidence-based approaches and our comprehensive, accredited CPD programme (Award TDT Gold Award) aligned to career pathways and professional expectations, ensuring staff are well equipped to meet the diverse needs of learners. Staff will continue to be actively encouraged and supported to undertake NPQ's and Chartered Teacher Status qualifications.</p> <p>The school's coaching programme will be sustained and further embedded to support staff in developing, refining, and embedding strategies introduced through CPD. Coaching opportunities are made compulsory within the Directed Time budget to ensure staff have protected time to collaborate, observe practice, and engage in professional dialogue.</p> <p>A contingency fund will support the retention of staff.</p>	<p>The EEF states supporting and developing staff through extensive CPD opportunities equips and supports teacher development.</p> <p>(EEF: Effective Professional Development)</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>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>	1, 3
<p>Enhancing literacy provision (including EEF Project – The Write Journey) vocabulary, oracy and modelling in both lesson and tutor time.</p> <ol style="list-style-type: none"> 1. Continue to play a leading role in ‘<i>The Write Journey</i>’ which is a working group in partnership with the EEF, Gloucester Research School, and our feeder primary schools. The project will maintain a strong focus on improving writing outcomes for Pupil Premium students across the KS2–KS3 in our English, MFL, Geography and History Departments. Subject to successful evaluation and impact, the programme has the potential to be scaled and rolled out nationally across schools. <p>Progress so far:</p> <ul style="list-style-type: none"> - June 2025: Launch of Write Journey aims. - July 2025: Modelling writing training delivered focusing on three steps of best practice modelling: clear success criteria, thinking aloud & remaining visible. - November 2025: Modelling writing training delivered focusing on thinking aloud. 	<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 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>Delivery plan / schedule for effective implementation leading to an increase in student progress.</p>	1, 3

<ul style="list-style-type: none"> - December 2025: Monitoring and reviewing via modelling writing observation forms, lesson drop ins and staff voice. Reviewed our progress so far with the scheme during the area lead visit. - January 2026: Modelling writing training focusing on metacognitive strategies. - Spring/summer 2026: Scaffolding & drafting/editing writing. <ol style="list-style-type: none"> 2. Increased reading both in English lessons and tutor time. and literacy tasks 3. Increased Oracy opportunities in lessons to ensure class discussion is taking place (including on-going training for staff) 		
<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>	<p>1,2</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 (including 'book looks') which is monitored by SLT Line Managers.</p>	<p>+6 learning months for Feedback (EEF Teacher Toolkit and Guidance Report).</p>	<p>1, 2</p>
<p>Alternative Curriculum / Provision where necessary (BASE and external school provision)</p>	<p>We will continue to provide alternative provision for our most vulnerable students to help boost attendance to school, engage with an adapted curriculum and reduce risk of exclusion.</p> <p>Investigative research into alternative education</p>	<p>1, 2</p>

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

Budgeted cost: £109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responding to academic progress – data drops Analysing progress of each child and selecting a menu of approaches to support each child <ul style="list-style-type: none"> - Small group interventions - Dept intervention - AHOH interventions - Pastoral support / interventions 	Evidence from the EEF suggestions diagnosing student needs is essential if you are to build a strategy that supports pupil premium students.	1, 2, 4, 5
A <i>My Learning Passport</i> will be embedded for key pupil premium students to ensure a comprehensive, individualised package of support is in place. This will clearly identify each student's strengths and barriers to learning, enabling all staff to consistently adapt their practice and effectively.	Evidence from the EEF suggestions diagnosing student needs is essential if you are to build a strategy that supports pupil premium students.	1, 2, 4, 5
English and Maths Academic Intervention Overstaffing / capacity in English will be focusing and working with key pupil premium students to ensure increased academic progress. A dedicated PP Maths Lead and overstaffing in Maths 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.	+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).	1, 2, 3

<p>Literacy Interventions (bespoke to those who need it the most)</p> <ul style="list-style-type: none"> - Scheduled weekly sessions with our SEND Lead and TA's to support students. - Additional weekly reading sessions for these students. - Handwriting interventions. - Our Literacy Lead will intervene with those key students who need it during PM registration 		
<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.</p> <p>Standardised reading tests will show an improvement in reading scores more in-line with reading ages.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Using Accelerated Reader to help facilitate and monitor reading for pleasure.</p> <p>In September 2025, all students in year 7 and 8 will have a Hodder Reading Test conducted by the SEND department and interventions will be allocated as directed by the Literacy Lead.</p> <p>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>From September 2025, 5 Year 8 students will have daily reading intervention during PM tutor time with the Whole School Literacy Lead to improve reading outcomes.</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).</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Department co-ordinated academic intervention (before, during and after school (including PM registration) for targeted pupil premium students.</p> <p>Aspire HPA PP academic intervention</p> <p>Two HPA Aspire Tutors (teachers) will continue their work focusing on intervening and mentoring key high attaining pupil premium students across KS3 and 4. They will be focusing on academic and pastoral needs and working with families to ensure all the relevant support is in place.</p> <p>Two HPA Aspire tutors (teachers) will continue to deliver targeted intervention and mentoring for identified high-attaining pupil premium students across KS3 and 4. Their work will address both academic progress and pastoral needs, and will include close engagement with families to ensure that appropriate and effective support is in place.</p> <p>Aspire Scholars Programme – run by the Brilliant Club (External Provider) – an academic programme focused on mentoring high-potential students with,</p> <ul style="list-style-type: none"> - University style learning experiences / lectures - Learning beyond the school curriculum - Development of academic skills - Final assessed assignment 	<p>+5 learning months for 1-1 Tuition (EEF Teacher Toolkit).</p> <p>+4 learning months for Small Group Tuition (EEF Teacher Toolkit).</p> <p>(EEF Making a difference with effective tutoring).</p> <p>Purpose and Impact</p> <p>The Scholars Programme aims to:</p> <ul style="list-style-type: none"> - Raise aspirations and expectations - Demystify university study - Build cultural and academic capital - Support progression to highly selective universities 	<p>1, 2, 3</p>

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

Budgeted cost: £103,375

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, EWO, 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, Attendance Lead, Heads of House and Deputy Headteacher.</p> <p>A full attendance strategy is in place.</p> <p>*Appointment of EWO and new Attendance Admin Team since September 2025*</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 and resilience in our students</p> <p>Jamie’s Farm, Outward Bound, Boxercise, Girls 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.</p> <p>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</p> <p>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 2024 to 2025 academic year.

We have analysed the performance of our school's pupil premium students during the 2024/25 academic year using key stage 4 performance data, internal assessments and other progress measures.

	FSM6 (difference)	Non-FSM6 (difference)	Difference (GAP)
2025	P8: -0.64 A8: -0.85	P8: -0.12 A8: -0.11	P8: -0.52 A8: -0.74
2024	-0.38	+0.62	1 (P8)
2023	-0.15	+0.67	-0.82
2022	-0.82	+0.12	-0.94
	Y11 Outcomes FSM6 Bournside	Y11 Outcomes Non-FSM6 Bournside	Difference (GAP) Vs NA
FFT Aspire Contextual Value- Added (CVA) PP performance 2025	A8: (3.59 Bournside. NA is 3.49) Difference Vs NA = +0.1 (2025)	A8: 0 (5.12 Bournside. NA is 5.1) Difference Vs NA = 0 (2025)	+0.1 (2025)
FFT Aspire Contextual Value- Added (CVA) PP performance 2024	+0.12 (2024)	+0.44 (2024)	-0.32 (2024)
FFT Aspire Contextual Value- Added (CVA) PP performance 2023	+0.28 (2023)	+0.45 (2023)	-0.17 (2023)

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

Key Stage 4 GCSE outcomes resulted in a pupil premium Progress 8 score of -0.64. The attainment gap between pupil premium and non-pupil premium students has reduced to -0.52. When viewed contextually, pupil premium students achieved a Progress 8 score of '+0.1', compared with '0' for non-Pupil Premium students, resulting in a significantly in no GAP. Further narrowing the gap between Pupil Premium students, non-Pupil Premium students, and national averages remains a key improvement priority at Bournside.

Pupil Premium EBacc entry, measured by the proportion of students entered for the English Baccalaureate, increased from 9.3% in 2024 to 16.9% in 2025. This positive trajectory reflects findings in the most recent Ofsted report, which noted: *"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"* (September 2022).

Quality of Teaching and Learning (including CPD): The school has continued to embed a highly ambitious, inclusive, and well-sequenced curriculum designed to meet and challenge the needs of all students. This strong curriculum intent and implementation, recognised in our Ofsted report (September 2022), has a direct and positive impact on outcomes for pupil premium students. Heads of Department routinely audit curriculum content and sequencing to ensure coherence, progression, and regular review in response to student need.

Staff are supported through a comprehensive and high-quality programme of professional development that is strategically aligned to school priorities and individual staff needs. CPD provision includes; INSET days, a termly Teaching and Learning newsletter, a CPD library, and personalised CPD hours tailored to individual professional development goals. Teaching and Learning Communities (TLCs), which take place once per term, focus on strengthening pedagogical practice, with particular emphasis on high-quality literacy and oracy and the consistent application of Bournside's Teaching and Learning Principles. Staff are also encouraged to request bespoke CPD to support their specific roles, and departmental meetings include a standing focus on teaching and learning.

The school has acted as a lead institution, working in partnership with the Education Endowment Foundation and the Gloucestershire Research School to improve writing outcomes for pupil premium students. This work has focused on effective modelling, explicit teaching of the writing process, and the use of 'thinking aloud' strategies. Internal and external quality assurance, including lesson observations, has evidenced improved modelling and increased student progress, particularly for pupil premium learners.

External expertise has been strategically utilised to challenge and refine teaching practice, including work informed by Tom Sherrington, Chris Moyse, and Harry Fletcher-Wood. Teaching principles drawn from *WalkThrus* by Tom Sherrington underpin Bournside's own contextualised Teaching and Learning Principles. The school's CPD provision has been externally audited by the Teacher Development Trust and awarded Gold Standard status.

Leaders (including SLT, Heads of Department, and Assistant Heads of Department) conducted over 651 in-person lesson visits to strengthen consistency and coherence in the application of agreed teaching principles. Additional quality assurance activities, such as book scrutinies and department reviews with a focus on key groups, including pupil premium students have provided deeper insight into the consistency and impact of teaching. Where variability is identified, targeted support and intervention are implemented. Department reviews are further strengthened through the involvement of external subject specialists.

In addition, SLT-led pupil premium focus groups have been established to sharpen strategic oversight. These include targeted learning walks, book scrutinies, and focused discussions with Heads of Department, further strengthening accountability and ensuring that teaching and learning continues to improve for pupil premium students across the school.

Careers: Careers education is embedded from Year 7 onwards, and the school meets the requirements of the Baker Clause. As noted in our Ofsted report (September 2022). Students receive comprehensive careers information, education, advice, and guidance, supported by an annual careers fair involving local, national, and international providers. Pupil premium students are prioritised within this provision to ensure equitable access to guidance and opportunities that support aspiration and progression.

The school provides bespoke careers guidance for pupil premium students through targeted one-to-one discussions and structured work experience opportunities. In the 2024–2025 academic year, the school achieved its highest proportion of pupil premium students participating in work experience. All pupil premium students in Year 10 received group careers guidance, and all pupil premium students in Year 11 secured post-16 destination offers.

To further strengthen accessibility and inclusion, the school has refined its careers provision for 2026. The November Careers Fair will be delivered within the school day to ensure full participation from pupil premium students in Years 9, 10 and 11. In addition, Inspire Lectures will be rescheduled to take place during the school day, ensuring equitable access and exposure for pupil premium students.

Attendance: Bournside FSM6 student attendance finished the year on 83.8%, whereas NA FSM6 was 886.2% in July 2025. 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 1812 bagels given, which is an increase on the 1751 taken the year before saw an of 1.2% 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 4% 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. The appointment of an EWO Officer and two new attendance admin team members will help to support our drive and support around attendance.

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 2024 to 89% in 2025. We have also tightened our behaviour policy to help raise standards further, with more sanctions included for low-level behaviour, a homework focus and yet we still saw an increase, showing standards are improving.

Base: The Base was set up in the 2021/22 academic year and offers on-site alternative provision, with 100% of attending students being pupil premium in 2024/25. Students had 83.2% attendance. Students receive individualised provision, with these experiencing significant increased improvement in engagement, progress, attendance and no permanent exclusions occurred within the centre throughout the academic year. Overall, the Base saved 146 days of external suspension, with 93 of these days being for pupil premium students during 24/25.

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 2024 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. We also have one literacy / reading session during tutor time per week.

Extra-curricular programme / Activities Week: We saw over 175 club and revision offers per fortnightly cycle to students in the 2024/25. We saw 70.7% of pupil premium students attend at least one club per week across the year compared with 57% in 2023-24. We delivered our third annual Activities Week programme in July 2025, which saw 255 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 2026.

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

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.