



# Bromley Trust Academy

HAYES CAMPUS

The Pupil Premium Review (2016-2017).

## **Bromley Trust Academy Hayes Campus Pupil Premium 2016-2017**

Pupil Premium is additional funding for schools to address underlying inequalities between children eligible for Free School Meals (FSM) and looked after children and their peers, by ensuring that the funding to tackle disadvantage reaches the children who need it most. The Government is seeking to 'close the gap' in achievement, therefore reducing the barriers to success.

The Pupil Premium funding is allocated to pupils who are either currently eligible for free school meals or who have been eligible in the last 6 years (known as Ever 6 FSM).

### **Accountability**

Schools are held responsible for the decisions they make through the performance data of disadvantaged pupils compared with their peers. If a school is performing well then the gaps between the disadvantaged and Non disadvantaged will be closing or closed.

### **Pupil Premium spending at Hayes Campus**

The School recognises that all pupils should be supported to achieve to the best of their ability and that Pupil Premium funding should be used to overcome any barriers to learning that any individual pupil may face.

Pupil Premium funding at Bromley Trust Academy (Hayes Campus) is spent on a range of support and additional intervention, which ensures that every child succeeds. Supporting documents about our spending and review of our impact are attached:

1. **Pupil Premium spending plans 2016-17**
2. **How is the impact monitored?**

Assessment procedures at the Bromley Trust Academy (Hayes Campus) are extremely robust and we are relentless in monitoring and evaluating the progress of all children. This is achieved by identifying any pupil who has not made adequate progress, and requires targeted support for them. Students eligible for Pupil Premium funding are identified through this process and support mapped to the range of resources the school has to offer.

### **Pupil Premium grant Expenditure and Impact Report 2016-2017**

The Pupil Premium allocation for the academic year 2016-2017 was **£35,530**. Below is the 'Barriers to Learning' and a summary of how the funding was allocated.

### **Barriers to Learning Pupil Premium Strategy Statement for 2016-2017**

The barriers to learning set out below reflect some deep seated and seemingly intractable socio-economic issues which do not lend themselves to "quick fixes".

Our Academy uses a large part of pupil premium money to break down these barriers consistently to ensure our young people are able progress to the next stage of their education or training successfully.

Within this overall approach, there will be a degree of variation in how pupil premium money is spent on an annual basis in response to specific performance data and outcomes.

Furthermore, the senior leadership of the school and Trustees do look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged.

**Barriers to learning**

- a. Difficult life experiences outside school
- b. Poor speech and language development
- c. Speaking, reading and writing gaps
- d. Very low baseline attainment on entry due to significant gaps in their education as well as having social, emotional and personal development and communication.
- e. Parental disengagement and low aspirations
- f. Limited access to high quality learning materials outside school
- g. Attendance and punctuality issues
- h. Safeguarding and emotional barriers
- i. All children have special needs and therefore learning issues are compounded by some of the above

## Pupil Premium Analysis for Hayes Campus (Secondary).

Financial year	Amount of Pupil Premium funding
2014-14	£58,905
2014-15	£62,705
2015-16	£39,270
2016-17	£35,530

	2016-17	
Percentage of FSM pupils	(38/54) = 70%	
Number of FSM pupils eligible for the Pupil Premium	38@£935	=£35,530
Number of looked after pupils eligible for the Pupil Premium	@£1900	=0
Number of service children eligible for the Pupil Premium	@£250	=0
<b>Total</b>		<b>£35,530</b>

## Bromley Trust Academy (Hayes Campus) PP funding Report 2016-17 Review

Pupil Premium used for:	Cost (£)	Brief summary of the intervention or action.	Specific outcomes/success criteria	Monitored, when and by whom?	Actual impact/Outcome
<b>Development of Literacy across the school.</b>	£3,000	Development of literacy skills at KS3 and KS4 through purchase of Accelerated Reader	60% of KS3 pupils to improve in their reading by July 2017.	Dec 2016. SK/GG	Accelerated reader was purchased in May 2017 and all pupils were tested during English lessons. They were then re-tested following the introduction of specific reading materials and interventions. Since moving to the new accelerated reading programme, 71% of students assessed have increased in reading age. PP / NON-PP: The difference between PP and N-PP performance in English has diminished to <b>ZERO</b> <b>84.6%</b> PP of pupils in year 11 made expected progress or more in English. <b>84.6%</b> Non-PP also made expected progress or more in English
	£3500 c/fwd	To develop a school Library to encourage reading as a positive activity, therefore promoting further achievement in literacy. Books and furniture will be purchased.	To provide resources available to support pupils' achievement and raise pupils' literacy levels by improving their access to subject knowledge, (PP students are less likely to own books and are less likely to enjoy reading).	May 2017 SK/GG	The school library has been developed and pupils have had the opportunity to choose from and read a selection of age and ability appropriate books in a suitable environment. This has prompted more students to read. <b>PP students</b> are able to borrow books to take home and enjoy reading. <b>71%</b> of students assessed have increased in reading age. Students, teachers and parents now have access to a wide range of online reading resources and books from the Library.

	£2650	Reading progress through the reading scheme.	<p>Academic support that improve both the levels of progress and GCSE grades in English.</p> <p>Students below level of functional Literacy make at least 4 months reading progress.</p> <p>Pupil premium students to make gain in progress in English</p>	Jan 2017 SK	<table border="1"> <thead> <tr> <th></th> <th></th> <th>% of all Pupils</th> <th>English</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>Expected Progress or more</td> </tr> <tr> <td><b>Cohorts</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Pupil Premium</b></td> <td><b>13</b></td> <td><b>50%</b></td> <td><b>84.6%</b></td> </tr> <tr> <td><b>Not Pupil Premium</b></td> <td><b>13</b></td> <td><b>50%</b></td> <td>84.6%</td> </tr> </tbody> </table>			% of all Pupils	English				Expected Progress or more	<b>Cohorts</b>				<b>Pupil Premium</b>	<b>13</b>	<b>50%</b>	<b>84.6%</b>	<b>Not Pupil Premium</b>	<b>13</b>	<b>50%</b>	84.6%
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<b>To develop Numeracy across the school.</b>	£4350	To appoint a member of staff to develop numeracy strategies across the school - funding to support the TLR.	To coordinate numeracy skills for the whole school.	Jan 2017 JL/YA	<p>We could not appoint a member of staff to develop numeracy strategies but a maths intervention specialist was employed to carry out intervention sessions with pupils on 1-2-1 basis and also support pupils in maths lessons.</p> <p>Intervention started in December 2016 and by March 2017, 89.5% of pupils had improved grades as shown in the table below. Final outcomes showed 50% of those who received intervention improved overall grade.</p> <table border="1"> <thead> <tr> <th>Description</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Improved grades</td> <td>89.50%</td> </tr> <tr> <td>Maintained same grades</td> <td>10.50%</td> </tr> </tbody> </table>	Description	%	Improved grades	89.50%	Maintained same grades	10.50%														
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	£950	To purchase resources to implement the new strategies such as Maths watch software.	To provide a revision aid for KS4 and KS3. Covering the entire new GCSE curriculum and gives a clear explanation of every Beginning, Developing and Secure areas of Maths curriculum.	April 2017 (YA)	The use of MathsWatch has helped in gaining crucial teaching time and enhances <b>PP students'</b> independent work.  It was used as Maths revision aid and a C/D borderline revision booklet was created for year 11 in preparation for their exams.  <b>Impact:</b> A PP student with a starting point of Grade 2- attained a grade 4 in GCSE. This is more than 2 Levels of progress.	
<b>To develop ICT skills across the school</b>	£2,750	To maintain and develop further the delivery of the European Computer Driving Licence, (ECDL).	To develop pupils' digital skills. <ul style="list-style-type: none"> <li>• Effective use of digital devices and working with documents.</li> <li>• Essential skills for future employability, working with spreadsheets, communications and collating effectively using technology.</li> </ul>	Mar 2017 MP	There has been outstanding results from students in KS4 (Years 10 and 11) achieving GCSE equivalent grades of a B grade, an A grade and an A* distinction in EDCL. <ul style="list-style-type: none"> <li>• <b>67% of the PP students</b> attained <b>A* to B passes in ICT early.</b></li> <li>• <b>100% of PP</b> students that were entered in year 11 for EDCL attained <b>A* to C passes.</b></li> </ul>	
<b>Behaviour Support</b>	£2,500	To maintain the funding of a part-time family	Our family worker is available to support both parents and	Feb 2017 JD	There is evidence to show the following improvements:	

		worker to provide additional support for new pupils and their families. This role will involve the implementation of intervention strategies and multi-agency support.	pupils who need advice and guidance. She is the link between home and school and encourages parents to take a full and active role in their children's education.		<ul style="list-style-type: none"> <li>Evidence of improving reintegrations to mainstream and specialist placements</li> <li>Evidence of improved links with families and multi-agency groups</li> <li>Home visits have increased to non-attenders</li> <li>Referrals increased to multi agencies such as BCP</li> <li>Families benefiting from CAF support</li> </ul>																
	£4,500	To maintain additional staffing to promote good behaviour through a variety of behaviour strategies	Well managed pastoral support programme that alters behaviour patterns and encourages academic progress.	Oct 2016 MV	<p>See the Behaviour data below, comparing the last 3 years' cohorts.</p> <table border="1"> <thead> <tr> <th></th> <th>2014/15</th> <th>2015/16</th> <th>2016/17</th> </tr> </thead> <tbody> <tr> <td>Behaviour Detention</td> <td>237</td> <td>35</td> <td>33</td> </tr> <tr> <td>Restraints</td> <td>118</td> <td>19</td> <td>11</td> </tr> <tr> <td>Parental Meetings</td> <td>152</td> <td>19</td> <td>11</td> </tr> </tbody> </table> <p>Additional behaviour funding allocated for a PEG to support larger than normal classes. This year we have once again seen a decrease in all negative behaviour except KS4 behaviour detentions. PEG was also used to support after school Year 11 interventions/ study periods in the last few months before the exams.</p>		2014/15	2015/16	2016/17	Behaviour Detention	237	35	33	Restraints	118	19	11	Parental Meetings	152	19	11
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<b>Counselling</b>	£5000	To secure school Counsellors providing therapy sessions to support our young people in coping with their problems and making them feel happier.	<p>A safe and regular space to talk and explore difficult feelings.</p> <p>Improved pupils' attitude and feelings using Emotion Star Measure.</p>	June 2017 AS	<p>There has been an increase in attendance and attainment of <b>PP students</b> that have had therapy sessions as shown in the table below.</p> <p><b>Therapeutic progress:</b> This year 64 students were able to have contact with counselling as well as therapeutic support. 41 engaged in Dramatherapy and 23 engaged in Counselling. This was provided through weekly one hour counselling or individual and/or group Dramatherapy sessions, as well as having available drop in crisis sessions which young people made use of when needed, <b>PP students</b> (33/64) <b>51.6%</b>.</p> <p>Sessions were successful in providing a safe space for students to express and explore various situations within their life. The support was in demand and <b>often a waiting list was necessary</b>. Most students continuing their education here at BTAH have requested the therapeutic intervention to continue into the next academic year</p>																												

					<h3 style="text-align: center;">Therapeutic Intervention 16/17</h3> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Dramatherapy</td> <td>41</td> </tr> <tr> <td>Counselling</td> <td>29</td> </tr> <tr> <td>Engaged in both</td> <td>6</td> </tr> <tr> <td>Total</td> <td>64</td> </tr> </tbody> </table>	Intervention	Number of Students	Dramatherapy	41	Counselling	29	Engaged in both	6	Total	64
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<b>Attendance</b>	£1500	To implement strategies addressing gap between PP and Non-PP students. Attendance reward system.	Improved pupils' attendance through half-termly attendance rewards.	July 2017 SG /MB	<p>Rewards allocated to students with greater than 95% attendance and the ones with <b>Most Improved Attendance</b>.</p> <p>End of Year Rewards resulted in <b>86% PP</b> receiving a reward.</p> <p>Improvement in reducing number of PAs</p>										
<b>English Intervention</b>	£5000	Effective deployment of English Intervention teacher to provide one-to-one tuition.	<p>To enable PP pupils that have been identified as underperforming in English to catch up with their peers.</p> <p>To remove the barriers to learning and enhance academic progress.</p>	Oct 2016 YA/SK	<p>The difference between PP and non PP 1-9 grades has diminished by 9.3% compared to 2016.</p> <p>The difference between PP and Non-PP in year 11 pupils that made expected progress or more in English has diminished to <b>ZERO</b> as shown in the table below.</p>										

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<b>CPD</b>	£350	To purchase marking stickers with 'effective feedback' for pupils to understand how well they are doing through marking, as well as an oral feedback, in line with the school feedback policy.	To demonstrate improvement on pupils' learning through effective learning dialogue between pupils and teachers.  Evidence from regular book scrutiny of PP students' books to demonstrate progress.	Jan 2017 SK/GG	<p>Students are able to comment and reflect on marking and feedback therefore giving them more understanding of how they are making progress and how to develop and increase further.</p> <p>PP students' books were collected for book look as our focus. The Evidence from book scrutiny of PP students show a major strength in how marking/ feedback helps <b>70% of those books were determined to be a 'major strength'</b> in that particular area (Marking/ Feedback helps students to understand what they have achieved. Student questionnaires show that students report that they know where they are working at.</p>									
<b>Tracking and reporting pupils' progress</b>	£4500	To purchase and set up a new pupil tracking system called 'Pupil Asset'.	Drilling down forensically all individual student's levels, identifying key individuals who are underachieving, identify their gaps and closing them.		<p>Staffs have undergone series of training and more than 85% of staffs are now confident in using Pupils Asset to collect academic pupils' data, monitor and analyse their summative and formative assessments.</p>									
	£750	To train staff on how to use the new system.			<p>Pupil Asset is currently being used for:</p> <ul style="list-style-type: none"> <li>• Result tracking (summative assessment)</li> <li>• Achievement tracking (formative assessment)</li> </ul>									

		<p>This will enable the school to measure the rate of progress of all its pupils and the impact of any interventions been implemented.</p> <p>This system caters for tracking pupils without using NC Levels.</p>		Sept 2017 YA	<ul style="list-style-type: none"> <li>• Life after NC Levels- using pupils 'I can do statements' and the weighted % for a given <b>Age-related</b> expectation.</li> <li>• To calculate Progress reports.</li> <li>• To calculate Attainment reports.</li> <li>• Tracking the progress of PP students from their starting points.</li> </ul>
<b>Total cost</b>	<b>£35,530</b>				
<b><u>Total spend</u></b>	<b><u>£39,030</u></b>				

Date of new pupil premium review September 2017