

Bromley Trust Academy

Hayes Campus

Pupil Premium Funding 2017/18

Bromley Trust Academy Hayes Campus Pupil Premium 2017-2018

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 2017-18**
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.

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 grant Expenditure and Impact Report 2017-2018

The Pupil Premium allocation for the academic year 2017-2018 is projected to be **£45,815**. Below is a summary of how the funding will be allocated.

Pupil Premium Plan for Hayes Campus (Secondary).

Financial year	Amount of Pupil Premium funding
2014-15	£62,705
2015-16	£39,270
2016-17	£35,530
2017-18	£45,815

	2016-17	2017-18
Percentage of FSM pupils	(38/54) = 70%	(49/67.) = 73%
Number of FSM pupils eligible for the Pupil Premium	38@£935 = £35,530	49@£935 = £45,815
Number of looked after pupils eligible for the Pupil Premium	@£1900 = 0	@£1900 = 0
Number of service children eligible for the Pupil Premium	@£250 = 0	@£250 = 0
Total	£35,530	£45,815

Bromley Trust Academy (Hayes Campus) PP funding Report 2017-18 Plan

Pupil Premium Project:	Barrier to learning:	Cost	Objective	Intended impact	Actual impact/Outcome
Development of Literacy across the school.	a, b, c, d, f,	£730	<p>Development of literacy skills at KS3 and KS4.</p> <p>To embed literacy skills with the continual development, across whole school, of the 'literacy pack'.</p> <p>To have a wide range of resources in every classroom, in order to support and scaffold pupils' literacy skills.</p>	<p>65% of KS3 pupils to improve in their reading by July 2018.</p> <p>Improve reading standardised scores so that students are progressing at expected or better rate towards year expectations. This will ensure that students are better able to access all areas and subjects within the curriculum.</p>	<p>Literacy resources provided each week via staff bulletin by Literacy Coordinator.</p> <p>Re-testing of reading via Star Reader (Accelerated reader) to demonstrate progress had to be halted due to departure of Head of Teaching & Learning and resulting reallocation of staffing responsibilities.</p> <p>Responsibility for testing and monitoring to be allocated to form tutors Sept.18.</p>
	a, b, c, d, f	£650	To maintain a school Library by encouraging reading as a positive activity, therefore enhancing achievement. Books will be purchased.	To provide resources available to support pupils' achievement and raise pupils' literacy levels. (PP students are less likely to own books and are less likely to enjoy reading).	<p>Students are taken to library for literacy lessons. Library also utilised for intervention.</p> <p>Head of Literacy contacting book clubs to increase books on offer.</p>
	a, b, c, d, f	£2000	Reading progress through the reading scheme. Accelerated Reader	Academic support that improve both the levels of progress and GCSE grades in English.	As above re Accelerated Reader progression.

				<p>Students below level of functional Literacy make at least 4 months reading progress in less than 12 months.</p> <p>Pupil premium students to make gain in progress in English on data collections in line with their peers.</p>	
To develop Numeracy across the school.	a, d,	£1700	To appoint a member of staff to develop numeracy strategies across the school - funding to support the TLR.	<p>To coordinate numeracy skills for the whole school.</p> <p>To increase focus on improving numeracy skills so that students who are below their expected attainment can make good or rapid progress so the gap is closed. This progress will increase student's access across the curriculum, such as science, Life Skills cooking, D&T AND ENHANCE NUMERACY SKILLS ACROSS THE SCHOOL. To increase access to GCSE Maths curriculum, as well as provide key functional skills.</p>	<p>Numeracy Coordinator appointed and joined TSG for Numeracy.</p> <p>Organisation of Numeracy inset successful. Noted use of strategies developed in this training within Triad lesson observations.</p> <p>70% of PP students have made progress in Maths.</p>
	a, d	£900	Staff training to be organised and led by Head of Maths via outside providers to ensure consistency of teaching methods, according to Trust's Numeracy strategy plan.	To improve cross-curricular Numeracy skills through collaboration in numeracy between subject departments.	<p>Head of Maths left school October 2017 and an appropriate replacement has not been identified.</p> <p>Numeracy coordinator organised whole staff training,</p>

			To purchase resources for the formal teaching of timetables and mathematical simple operations of basic functions (+, -, X, /)		which was positively received by staff team.
	a, d	£1200	To maintain the subscription for Maths Watch online resources for Numeracy Strategy implementation.	To provide a revision aid for KS4 and KS3. Covering the entire new GCSE (9-1) curriculum and gives a clear explanation of every Beginning, Developing and Secure areas of Maths curriculum.	Still in use in lessons. 70% of PP students have made progress in Maths over both KS.
Work Experience placements	e, g	£2,750	To develop the availability of work experience placements for year 10 PP students.	Secure the services of the LA to source placements for students in year 10.	All year 10 students offered w/ex placements. 11 placements identified. Of those identified 42% were for PP students. 45% were successful.
Behaviour Support	a, e, g, h	£2,500	To maintain the TLR funding of a family worker to provide additional support for new pupils and their families. This role will involve the implementation of intervention strategies and multi-agency support.	Our family worker is available to support both parents and pupils who need advice and guidance. To support students with emotional needs to enable them to work on their past and current experiences and are more able to access education. She is the link between home and school and encourages parents to	16 students currently with open CAFs, managed by family worker. 11 are PP. Feedback from parental questionnaires is positive in terms of support and communication.

				take a full and active role in their children's education.	Family worker funded to train as DDSL to cover maternity leave.
	a, e, g, h	£4,500	To provide facilities and maintain additional staffing to promote good behaviour through a variety of strategies. Half-termly rewards to continue to be offered across school linked to behaviour, thus encouraging good behaviour choices.	Well managed pastoral support programme that alters behaviour patterns and encourages academic progress. Engagement with a curriculum which is 'fit for purpose' in terms of equipping Additional PEG support to provide both learning and behaviour support in the classroom, ensuring students are ready for life beyond BTAH.	PP students gain 2% fewer detentions for poor behaviour than PP students.
Counselling	a, d, e, h	£5000	To secure school Counsellors providing talking therapy sessions to support our young people in coping with their problems and making them feel happier. To ensure a greater number of students are able to access and gain benefit from this service.	A safe and regular space to talk and explore difficult feelings. To support students with social and emotional well-being in order to improve their behaviour and access to the curriculum. Improved pupils' attitude and feelings using Wellbeing Progress Measure.	Headspace counselling and drama therapy. SEMH tracker shows progress of PP students as 1% above that of non PP, particularly when monitoring self-worth.
Social Emotional Intervention	a, d, e, h	£2235	To purchase online software for recording, monitoring and analysing pupils emotional well-being and social Communication skills via SEMH tracker. Progress is measured through the tracking system for SEMH.	To have a more structured approach to interventions to support pupils Social and Communication Skills.	Complete and two reports now finalised, demonstrating progress. Training provided by Drama Therapist for all staff in preparation for ARD.

					Therapist forming links with Roehampton University to secure benefits of trainee therapists being placed in our school, with a view to providing an extended offer.
Attendance and Punctuality.	a, e, g, h,	£1500	To implement strategies addressing gap between PP and Non-PP students. Attendance reward system.	Improved pupils' attendance through half-termly attendance rewards.	Rewards of pizza lunches for best form and most improved teaching group. Individual end of year gift vouchers and for 100% attenders. Presentation of data demonstrates sustained improvement of most PP students. In year 9 PP student's attendance exceeds non PP. In KS4 the attendance of PP students exceeds the percentage of the whole school.
Teaching Assistant	b, c, d, i	£9500	Effective deployment of teaching assistants to provide one-to-one tuition. To support the increase in TA hours to ensure relevant and effective TA/Teacher planning and reflection can take place.	To enable PP pupils that have been identified as underperforming in English or Maths to catch up with their peers. To remove the barriers to learning and enhance academic progress.	Intervention reports to demonstrate impact have been provided by both Maths and English intervention teachers. Prioritised PP students have made 2% more progress than non PP students in English and 1% in Maths.

Resources:	a, e, f	£4000	<p>To replace old Laptops:</p> <p>Use of laptops in lessons to support PP students 'Independent Learning'. Especially for PP students at home.</p>	<p>Use of laptops to support learning in subjects specific resources.</p> <ul style="list-style-type: none"> • Practical Science curriculum. • Maths Personalised Learning Checklists (PLCs). • Lessons in Financial Education (LiFE). 	<p>All PP students now have access to Lap Tops, C Pens and Kindles to support learning.</p> <p>All year 11 PP students will leave school with a qualification in English and Maths. 2 year 11 PP students will definitely leave with level 2 FS, equivalent to a GCSE pass.</p>
CPD	b, c, d	£750	<p>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.</p>	<p>To demonstrate improvement on pupils' learning process rather than product. In other words, testing for 'competence' rather than for 'intelligence'.</p> <p>Evidence to reflect from regular book scrutiny of PP students' books.</p>	<p>The books of PP students are marked according to the marking and feedback policy. Dialogue between staff and students in books demonstrate development in communication of PP students.</p>
Homework	a, d, e, i	£950	<p>Regular homework is given to complete out of school for all pupils and is monitored through a simple school homework System. Staff carry out homework club after school with the support of TA for 1-2-1.</p> <p>To allow additional time for learning supported by staff and TA.</p>	<p>Pupils receive feedback when homework is completed well, it is acknowledged and praised.</p> <p>To support attainment of all pupils especially the disadvantaged pupils.</p> <p>Participation in homework club by PP students.</p> <p>To form part of good home/ school partnership.</p>	<p>PP students are encouraged to participate in homework support club. 1% more PP students attend this extra-curricular activity than non PP.</p> <p>PP students receive an equal number of homework detentions when compared with Non PP.</p> <p>Positive feedback on parent questionnaires. 90% of parents</p>

					believe their children are taught well in school.
Tracking and reporting pupils' progress	c, d	£3500	To maintain the subscription a new pupil tracking system called 'Pupil Asset'. To continue to train staff on how to use the new system.	Drilling down forensically all individual student's levels, identifying key individuals who are underachieving, identify their gaps and closing them. System to be operated with greater confidence by all staff for the benefit of student understanding.	Appointment of new data lead. Data produced for meetings with EHT is far more robust and provides accurate detail.
	c, d, i	£1450	This will enable the school to measure the rate of progress of all its pupils and the impact of any interventions been implemented. This system caters for tracking pupils without using NC Levels.	Development of new reporting system for parents to improve understanding of their child's progress.	Progress meeting paperwork highlights PP students and ensures staff are monitoring their progress carefully in comparison with non PP. Comparison to be made between parent feedback questionnaires March 2018 and July 2018.
Total cost		£45,815			