

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	Bromley Trust Academy Hayes Campus
Number of pupils in school – Sept 2023	52
Proportion (%) of pupil premium eligible pupils	73% of cohort is PP. 12 pupils are PP but dual registered: where pupils are Dual Registered, funding remains with home school – BTA does not receive PP funding for pupils on DR
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	One-year plans are used due to changing cohort of a Pupil Referral Unit and level of needs
Date this statement was published	4 <sup>th</sup> September 2023
Date on which it will be reviewed	19 <sup>th</sup> July 2024
Statement authorised by	Rob Freeman
Pupil premium lead	Myra Brown
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 25,350

## Part A: Pupil premium strategy plan

### Statement of intent

A broad and balanced curriculum is an entitlement, BTA believe in providing fair access and opportunities for progress for all, providing pupils with the currency to progress towards their chosen direction. Our curriculum is designed specifically with our pupils in mind so as to develop the whole person and the talents of the individual so that pupils become active and economically self-sufficient.

We aim, to develop the whole of the child; as well as focusing on academia, through positive relationships we endeavour to raise self-esteem, self-worth, communication and interaction skills, confidence and self-belief. We support pupils in becoming well-rounded effective members of a community, within school and society, ensuring they are well prepared for the next steps of their educational journeys.

Our objective is to identify gaps in learning and through re-engaging, enriching and supporting our pupils, we aim to build confidence and robust foundations of learning skills and strategies, in order for all pupils to make the best possible progress they can.

We strongly believe that regardless of starting point and baseline, all of our pupils can progress and be successful in their learning.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Poor Reading, Writing and Numeracy Skills.</b></p> <p>Our assessments show that disadvantaged pupils generally make less progress and have lower levels of attainment. They have experienced wide ranging barriers to learning, largely of an SEMH nature prior to attending BTA and are often significantly behind in most subjects compared to non-disadvantaged pupils.</p> <p><b>Outcomes</b> data from 2022/23 demonstrates a significant gap between achievement of PP and NPP students at Hayes in the following areas:</p> <ul style="list-style-type: none"> <li>- Progress from Baseline in English</li> <li>- Progress from baseline in Maths</li> <li>- Number of qualifications achieved in Year 11</li> </ul>
2	<p><b>Poor Independent Learning Skills</b></p> <p>Many disadvantaged pupils arrive at BTA with poor independent learning skills and gaps in this area, more-often as a result of the wide ranging barriers they face, including underlying SEN needs, low self-esteem and low resilience.</p>
3	<p><b>Poor Speech and language Skills</b></p> <p>Our observations and discussions with our Speech and Language Therapist, pupils, parents and partner schools show that disadvantaged pupils are generally more likely to have language comprehension difficulties and compared to non-disadvantaged pupils who attend BTA. Disadvantaged pupils generally have greater challenges around communicating and expressing their needs, compared to their peers, including non-verbal, limited language, language disorders and language processing difficulties and social interaction difficulties. This has more often manifested itself through behaviour as a means of communicating an underlying, unmet need; this has been a key factor in their referral to BTA.</p>
4	<p><b>Low Resilience and Self-esteem</b></p> <p>Our observations and assessments of pupils on entry to BTA show that disadvantaged pupils generally have less resilience, lower self-esteem challenges. This has more often manifested itself through Behaviour as a means of communicating an underlying, unmet need, this has been a key factor in their referral to BTA.</p>
5	<p><b>Attendance</b></p> <p>Our observations, working with partner schools show that many disadvantaged children, due to the wide ranging barriers they face, often have lower attendance prior to attending at BTA. Continued</p>

	intervention in required in this area to support disadvantaged pupils whilst attending BTA and to improve on overall attendance.
6	<p><b>Lack of opportunity and exposure to social and cultural experiences</b></p> <p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Whilst some may also have had in-school opportunities impeded due to issues around attendance, behaviour and exclusion.</p>
7	<p><b>All children have special needs that impact on the above</b></p> <p>The majority of pupils referred to BTA are due to difficulties of an SEN - predominantly of an SEMH nature, that have significantly impacted whilst in a mainstream setting. More pupils are arriving with other undiagnosed needs around their learning, communication etc that have often been masked by their SEMH needs and the impact of their behaviour.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our strategy plan for 2023-24**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All pupils in Year 11 to leave with an appropriate English and Maths qualification.	<ul style="list-style-type: none"> <li>Pupils to achieve between an E13 – Level 2 at Functional Skills English and Maths</li> <li>Pupils to achieve a grade 1 or higher at GCSE Maths and English</li> </ul>
All Year 11 pupils to leave with an appropriate post-16 destination.	<ul style="list-style-type: none"> <li>0% NEET across Hayes and Blenheim.</li> </ul>
To ensure all pupils have access to a diverse and varied curriculum offer.	<ul style="list-style-type: none"> <li>Vocational offer to include Construction, Horticulture, Food Technology and Health and Fitness.</li> </ul>
To ensure PP pupils are supported in <b>English, Maths and Science</b> so that gaps in progress do not appear when compared to non-PP pupils.	<ul style="list-style-type: none"> <li>There are no significant Gaps/ deficits between PP and Non-PP children making expected progress in <b>English, Maths and Science</b></li> </ul>
<p>All pupils to have the opportunity to participate in termly educationally enriching experiences in line with school's value of 'Discovery'.</p> <p>Experiences to be linked to the learning and support opportunities to explore new ways of thinking i.e., how curriculum links to the world, how curriculum links to careers etc.</p>	<ul style="list-style-type: none"> <li>100% of pupils to have had opportunity to attend educational visits or participated in wider educational experiences/ visits e.g., Science Show, Junk Orchestra, visit to a museum, gallery, Impact or Carers Day etc.</li> </ul>

<p>To provide SALT evaluation, 1:1 individual intervention for identified pupils Class support for pupils with speech and language difficulties.</p>	<ul style="list-style-type: none"> <li>• Improved SALT outcomes for identified pupils through 1-1/small group support</li> <li>• All pupils to undertake a SALT screener within two weeks of starting BTA</li> <li>• Improved in class SALT interventions</li> <li>• Staff trained to deliver SALT support</li> </ul>
<p>To ensure that all pupils, where appropriate, have access to a level of therapy whilst attending BTA.</p>	<ul style="list-style-type: none"> <li>• Mental Health Weeks</li> <li>• Drop-in sessions offered</li> <li>• All therapists receive correct level of supervision to support own well-being.</li> <li>• Daily crisis slots timetabled in to the weekly rota</li> <li>• Timetabled sessions reviewed on a half-termly basis to ensure that the maximum number of pupils is able to access 1-1 therapy</li> <li>• Therapy team to form part of the wider school safeguarding team</li> </ul>
<p>All pupils are supported with their social and emotional wellbeing so that they are able to make better choices with their own behaviour, feel safe, settled and supported allowing them greater access to their academic studies.</p>	<ul style="list-style-type: none"> <li>• Increase in SEMH data across the 5 identified development strands: Self-worth, Self-awareness, Relationships, Communication/Interaction and Problem Solving.</li> <li>• Improved attendance</li> <li>• Mental Health Weeks</li> <li>• Drop-in sessions offered</li> <li>• SEMH targets to be discussed and reviewed with parents/carers during Academic Review Day</li> <li>• All therapists receive correct level of supervision to support own well-being.</li> </ul>
<p>Overall Attendance to improve.</p>	<ul style="list-style-type: none"> <li>• Pupil attendance to increase across the Provision.</li> <li>• Punctuality to improve.</li> <li>• There is a significant reduction in the number of PA's</li> <li>• SA's are reduced.</li> <li>• Where pupil attendance prior to joining BTA was low, for this to have improved significantly and is rising towards national averages.</li> </ul>

<p>To provide opportunities to all pupils from disadvantage families/ backgrounds with similar enrichment opportunities as their peers.</p>	<ul style="list-style-type: none"> <li>• 100% of pupils to have had opportunity to attend educational visits or participated in wider educational experience e.g. Science Show, Junk Orchestra, visit to a museum, gallery, Impact or Carers Day etc.</li> </ul>
<p>All pupils are supported with their social and emotional wellbeing so that they are able to make better choices with their own behaviour, feel safe, settled and supported allowing them greater access to their academic studies. Pupils to have opportunities to develop their independence and risk taking skills and develop social interaction skills.</p>	<ul style="list-style-type: none"> <li>• Increase in SEMH data across the 5 identified development strands: Self-worth, Self-awareness, Relationships, Communication/Interaction and Problem Solving.</li> <li>• Pupils, staff and parent/carers to have an input into behaviour support plans.</li> <li>• Pupils to be able to verbalise their own trigger points and contribute to strategies which may help to promote their positive</li> </ul>

Activity in this academic year – 2023/24

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)

Predicted cost: CPD - £250, Staffing £19,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD provided by Speech and Language therapists</p>	<p>Information and strategies discussed and explored with BTA staff provided a deeper knowledge and understanding of speech and language needs and how to implement these strategies within lessons.</p>	<p>2, 3 &amp; 7</p>
<p>CPD to support specific areas of need/ gaps in learning as identified through assessment and progress review meetings.</p>	<p>CPD schedule in place designed to address all areas of the curriculum and ensure that learning opportunities are being maximised in both core and foundation curriculum. CPD for the academic year will focus on embedding the Gateway Science,</p>	<p>1, 2, 3, 6 &amp; 7</p>

	Electronics, and Entrepreneurship qualifications, the NCFE Health and Fitness and to develop understanding of how to support pupil with the speaking and listening modules of the FS and GCSE English qualifications.	
Additional SEN support	Employment of an additional member of staff to support with SEN across the school and EHCNAs. This has included observations, supporting with the application process, finding appropriate SEN CPD (incl. S&L), completing provision maps and pupil/parent views. Advice and guidance is also provided on individual pupils.	7

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

Budgeted cost: Additional Staff - £3530, learning resources and subscriptions - £2190

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring provided for selected pupils	1:1 tutoring at the home address for 2x Year 11 pupils who suffered with severe anxiety and were unable to leave the home address.	4, 5, 7
Dyslexia screener for all pupils on arrival	All pupils complete a GL assessment Dyslexia Screener that provides accurate data for EHCNAs and supports with additional strategies for staff to adapt their lessons and resources for pupils.	1, 3, 5, 7
Additional learning resources and baseline assessment tools embedded as part of the curriculum and academic offer	All pupils have 1x Lexia lesson per week, focusing on reading and writing skills and 1x Maths Sparks session per week, focusing on core numeracy skills. All pupils complete a BKSB baseline assessment in English and Maths to determine their current level of ability prior to entering the main classroom environment.	1, 7



	All pupils completed a reading assessment via Accelerated Reader which generate a reading age and list of strategies to support their reading in class.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: CPD - £80, Trips - £250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to onsite Therapy team: 1:1 sessions 'Drop ins'. Small Group Sessions Class Sessions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4, 5
Whole staff training/CPD on behaviour management, positive handling and de-escalation in line with our school ethos and maintaining behaviour across school.	These targeted interventions and universal approaches have had continued positive overall effects across the school resulting in higher levels of on task behaviour and fixed term exclusions have been significantly impacted on.	1, 3 5 & 7
Half-termly educational - enrichment trips to take place	Trips to Ninja Warriors, Go Ape, The Reach climbing wall, Kayaking and The Science Museum to develop pupils' wider world experiences and to help develop their social skills. Nature expeditions also planned for all year groups throughout the academic year to support pupils' mental health and well-being and to develop their social skills and team working abilities.	5 & 6

**Total budgeted cost: £ Needs to equal £25,350**

## **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 pupils in the 2021 to 2022 academic year.

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### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*