# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*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

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| Detail | Data |
| School name | Bromley Trust Academy  Midfield Campus |
| Number of pupils in school – Sept 2023 | 35 |
| Proportion (%) of pupil premium eligible pupils | 71% of cohort is PP.  25 pupils are PP, however as pupils are Dual Registered, funding remains with home school – BTA does not receive funding for these pupils. |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Three year plan was started in 2019/20 however this has been replaced by one year plans from 2021-22 due to substantially lower funding than anticipated.  All PP documents are on school website or available on request. |
| Date this statement was published | 16th September 2024 |
| Date on which it will be reviewed | 1st September 2025 |
| Statement authorised by | Rob Freeman |
| Pupil premium lead | Gina Queeley |
| Governor / Trustee lead | TBC |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £0 |
| **As pupils remain on Dual Reg – funding remains with Home School.** | |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| Challenge number | Detail of challenge |
| 1 | **Poor Reading, Writing and Numeracy Skills.**  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.  Pupil progress data from 2023/24 demonstrates the majority of pupils made at least expected progress in the areas of reading, writing and maths.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  | Autumn Term | Spring Term | Summer Term | Three Term Average | | Reading | Expected and exceeding progress | 86.21%  37.93% exceeding | 85.71%  42.86% exceeding | 85.71%  54.29% exceeding | 85.88%  45.03% Exceeding | | Writing | Expected and exceeding progress | 82.75%  44.83% exceeding | 82.14%  39.29% exceeding | 85.71%  51.43% exceeding | 83.53%  45.18% Exceeding | | Maths | Expected and exceeding progress | 93.10%  41.38% exceeding | 78.57%  53.57% exceeding | 91.43%  51.43%  exceeding | 85.85%  48.79% Exceeding |   Due to the rolling/ fluctuating cohort of a PRU - PP pupils accounted for about 3/4 of the cohort on average across the terms.  In regards to Pupil Progress Averages across the three terms of 2023/2024  Reading PP = 88.71%  Reading NPP = 82.14%  Difference = +6.57%  Writing PP = 89.03%  Writing NPP = 66.07%  Difference = +22.96%  Maths PP = 85.71%  Maths NPP = 85.71%  Difference = 0%  In no case were PP pupils disadvantaged when compared to NPP pupils |
| 2 | **Poor Independent Learning Skills**  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. |
| 3 | **Poor Speech and language Skills**  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 difficultis 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. |
| 4 | **Low Resilience and Self-esteem**  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. |
| 5 | **Attendance**  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 intervention in required in this area to support disadvantaged pupils whilst attending BTA and to improve on overall attendance. |
| 6 | **Lack of opportunity and exposure to social and cultural experiences**  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. |
| 7 | **All children have special needs that impact on the above**  The majority of pupils referred to BTA Midfield 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. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our strategy plan for 2024-25**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| 85% of pupils within all classes demonstrate in year, consistently strong progress or better in Reading, Writing and Maths. | * 85% of pupils make at least expected progress in Reading, Writing, Maths across the year. |
| To achieve 35% of pupils within all classes demonstrating in year substantial and sustained progress in Reading, Writing and Maths. | * 35% of pupils make exceeded progress in Reading, Writing and Maths. |
| To ensure PP pupils are supported in Reading, Writing and Maths so that gaps in progress do not appear when compared to non PP pupils. | * There are no significant Gaps/ deficits between PP and Non PP children making expected progress in Reading, Writing and Maths. |
| All pupils to have the opportunity to participate in termly educationally enriching experiences in line with school’s value of ‘Discovery’.  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. | * 100% of pupils to have had opportunity to attend educational visits or participated in wider educational experiences/ visits e.g. Farm, Science Museum, V&A, places of religious worship, Impact or Carers Day etc. |
| To provide SALT evaluation,  1:1 individual intervention for identified pupils  Class support for pupils with speech and language difficulties. | * Improved SALT outcomes for identified pupils through 1-1/small group support * Improved in class SALT interventions * Pupils making expected progress within Reading, Writing and Maths = 85% expected progress * Staff trained to deliver SALT support |
| To ensure that all pupils where appropriate have access to a level of therapy whilst attending BTAM. | * 100% therapy offer (apart from those accessing therapeutic support off site e.g. CAMHs) * Mental Health Weeks * Drop in sessions offered * In class mental health interventions * All therapists receive correct level of supervision to support own well-being. |
| 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. | * 100% therapy offer (apart from those accessing therapeutic support off site e.g. CAMHs) * Increase in SEMH data across the 5 identified development strands: Self-worth, Self-awareness, Relationships, Communication/Interaction and Problem Solving. * On task behaviour to remain above 95% * Mental Health Weeks * Drop in sessions offered * In class mental health interventions * All therapists receive correct level of supervision to support own well-being. |
| BTA Midfield attendance to improve to above 90% with an aspirational target of 95%. | * Pupil attendance to increase to above 90% across the Provision. * Where pupil attendance prior to joining BTA was low, for this to have improved significantly and is rising towards national averages. |
| On task behaviour to remain above 95% | * Improved behaviour – reduction in time, number of pupils accessing interventions for behaviour. On task behaviour remains above 95% average. |
| To provide opportunities to all pupils from disadvantage families/ backgrounds with similar enrichment opportunities as their peers. | * 100% of pupils to have had opportunity to attend educational visits or participated in wider educational experience e.g. Museums, Galleries Places of Heritage or Worship, Impact or Carers Day. |
| 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. | * Increase in SEMH data across the 5 identified development strands: Self-worth, Self-awareness, Relationships, Communication/Interaction and Problem Solving. * On task behaviour to remain above 95% |

Activity in this academic year – 2024/25

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 £500, Additional Interventions £150x38 = **£6200**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional time/ support for Teaching, Learning and Assessment Lead to administer 1:1 standardised diagnostic assessments. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: | 1&2 |
| CPD to support specific areas of need/ gaps in learning as identified through assessment and progress review meetings. | 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.  Precision teaching lead supported to ensure that specific small step gaps in learning are taught to fluency.  CPD moving forward focuses on effective use of assessment and questioning, metacognition, further embedding of RE, STEAM, History, Geography and Music elements to the curriculum and ongoing CPD to further enhance our phonics teaching using LWL&SR | 1&2 |
| Additional support from PEG, Two Mornings per week to compliment the work of Speech and Language Therapist (SALT) time. | Speech and Language sessions/ interventions has a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on pupil progress | 3,2&4 |

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

Budgeted cost: £ *Additional Staff Intervention £150 x 38 =****£5700***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional support from PEG, to deliver two mornings of Precision Teaching Sessions | PEG supported and work overseen regularly by TLA lead around effectiveness, progress, charting and quality assurance. The focus of the individual session comes from regular progress reviews between PT lead and class teachers to ensure every child has the opportunity to make progress and apply this in the classroom context – often the focus is in line with phonics or basic number and also aligned with the current classroom learning, maths topic or phonics phase as this is an intervention offered to the pupils who are working significantly below ARE. | 1,2&4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Little Wandle catch up sessions have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. All pupils IN Reception, Y1 and Y2 and all pupils working below reading phase | 1,2,3&4 |

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

Budgeted cost: £ *£500 CPD – Trips £300 per Half Term Educational - Trips £300 per Half Term Reward =* ***£4100***

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| 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&7 |
| Whole staff training/CPD on ADHD, attachment Theory, Trauma informed practice 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. | 7&2 |
| Half-termly educational - enrichment trips to take place, class teachers to plan half termly educational visit relating to taught topics in either Literacy, Numeracy, Science or Computing. | Trips to the science museum, British Museum, Farms etc are used on a termly basis to enhance the curriculum and act as a stimulus for further learning and writing opportunities. Research suggests that experiential, immersive and multi-sensory approaches to learning create a stronger foundation for learning being transferred to the long term memory and this highly influences the learning process, receptiveness to learning and builds resilience in children. | 1,2,4,5,6,&7 |
| Half-termly reward trips to take place in accordance with school calendar. | This intervention alongside the ‘Decide’ ethos of the school whereby positive actions, behaviour are rewarded, has had continued positive overall effects across the school resulting in higher levels of on task behaviour and behaviour. | 4,5,6&7 |

**Total budgeted cost: £ 16,000**

# 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 2023 to 2024 academic year.

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| *Please see Pupil Premium Document for 2021-22 alongside expected Outcomes as given below.*   |  |  |  | | --- | --- | --- | | Intended outcome | Success criteria | Outcomes/Review – July 2024 | | 85% of pupils within all classes demonstrate in year, consistently strong progress or better in Reading, Writing and Maths. | * 85% of pupils make at least expected progress in Reading, Writing, Maths across the year. | * Average progress data for the year shows that across the school, the following % of pupils made at least expected progress from their starting point: * Reading – 85.88% * Writing – 83.53% * Maths – 85.85% | | To achieve or move towards 35% of pupils within all classes demonstrate in year substantial and sustained progress in Reading, Writing and Maths. | * 35% of pupils make exceeded progress in Reading, Writing and Maths | * The following made more than expected progress.(%) * Reading – 45.03 * Writing – 45.18 * Maths – 48.79 | | To ensure PP pupils are supported in Reading, Writing and Maths so that gaps in progress do not appear when compared to non PP pupils. | * There are no significant Gaps/ deficits between PP and Non PP children making expected progress in Reading, Writing and Maths. | * Averages across the three terms of 2023/24 * Reading PP = 88.71% * Reading NPP = 82.14% * Difference = +6.57% * Writing PP = 89.03% * Writing NPP = 66.07% * Difference = +22.96% * Maths PP = 85.71% * Maths NPP = 85.71% * Difference = 0% | | All pupils to have the opportunity to participate in termly educationally enriching experiences in line with school’s value of ‘Discovery’.  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. | * 100% of pupils to have had opportunity to attend educational visits or participated in wider educational experiences/ visits e.g. Farm, Science Museum, V&A, places of religious worship, Impact or Carers Day etc. | * All pupils have had the opportunity to participate in ‘in school activities’– such as ‘Silly Science Show’ and Carers Day – All classes have attended educationally appropriate visits that have included trips to the Dover Castle, Farm, Zoo etc. | | To provide SALT evaluation,  1:1 individual intervention for identified pupils  Class support for pupils with speech and language difficulties. | * Improved SALT outcomes for identified pupils through 1-1/small group support * Improved in class SALT interventions * Pupils making expected progress within Reading, Writing and Maths – 85% expected progress * Staff trained to deliver SALT support | * Improved SALT Outcomes were seen through the average progress data for the year shows that across the school, the following % of pupils made at least expected progress from their starting point: * Reading – 85.88% * Writing – 83.53% * Maths – 85.85% | | To ensure that all pupils where appropriate have access to a level of therapy whilst attending BTAM. | * 100% therapy offer (apart from those accessing therapeutic support off site e.g. CAMHs) * Mental Health Weeks * Drop in sessions offered * In class mental health interventions * All therapists receive correct level of supervision to support own well-being. | * All pupils had access to a level of therapy support on a tiered approach of 1:1 sessions for identified pupils – ‘Drop in sessions’ as required – whilst every class/ pupil were provided with weekly ‘Well being sessions, led by the therapy team’.   Therapy team led on whole school support such as Mental Health Week/ Day and through Student Project Feel Good. | | 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. | * 100% therapy offer (apart from those accessing therapeutic support off site e.g. CAMHs) * Increase in SEMH data across the 5 identified development strands: Self-worth, Self-awareness, Relationships, Communication/Interaction and Problem Solving. * On task behaviour to remain above 95% * Mental Health Weeks * Drop in sessions offered * In class mental health interventions * All therapists receive correct level of supervision to support own well-being. | * All pupils have access to a level of therapeutic support, either 1:1, drop in, or whole class session. * On task behaviour remained above 95% at each half termly measured point. * Mental Health week held – and Mental Health remained a focus throughout the year. | | BTA Midfield attendance to improve to 90% + with an aspirational target of 95% | * Pupil attendance to increase to 90%+ * Where pupil attendance prior to joining BTA was low, for this to have improved significantly and is rising towards national averages. | * Attendance from 2022/23 to 2023/4 was 88.9% to 88.3% so no real significant impact either way. * Attendance continued to be significantly impacted on by minority of pupils who were unable to attend due to Social Care or transport issues. | | On task behaviour to remain above 95% | * Improved behaviour – reduction in time, number of pupils accessing interventions for behaviour. On task behaviour remains above 95% average. | * The average on task behaviour for pupils across the school was 97.91%. | | To provide opportunities to all pupils from disadvantage families/ backgrounds with similar enrichment opportunities as their peers. | * 100% of pupils to have had opportunity to attend educational visits or participated in wider educational experience e.g. Museums, Galleries Places of Heritage or Worship, Impact or Carers Day. | * All pupils have had the opportunity to participate in ‘in school activities’– such as ‘Silly Science Show’ and Carers Day – All classes have attended educationally appropriate visits that have included trips to the Dover Castle, Farm, Zoo etc. | | 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. | * Increase in SEMH data across the 5 identified development strands: Self-worth, Self-awareness, Relationships, Communication/Interaction and Problem Solving. * On task behaviour to remain above 95% | * On task behaviour remained above 95% at each half termly measured point. | |

# Further information (optional)

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| *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.* |