

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/Blenheim Campus
Number of pupils in school	80 + 14
Proportion (%) of pupil premium eligible pupils	66% + 24% of cohort is PP. 12 pupils are PP, however as pupils are Dual Registered, funding remains with home school.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three year plan was started in 2019/20
Date this statement was published	29.11.21
Date on which it will be reviewed	22.07.21
Statement authorised by	Julie Loizou
Pupil premium lead	Julie Loizou
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24, 352
Recovery premium funding allocation this academic year	£7,395 + £8,090
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	<u>£39,837</u>

Part A: Pupil premium strategy plan

Statement of intent

- To develop the whole person and the talents of the individual so that students become active and economically self sufficient
- Our curriculum is designed specifically with our students in mind
- A broad and balanced curriculum is an entitlement and we believe in providing fair access and opportunities for progress for all
- Providing students with the currency to progress towards their chosen direction
- Strategically planned curriculum to develop new knowledge and build on what has been taught before

Challenges

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

Challenge number	Detail of challenge
1	<p>GCSE and FS intervention teachers for English and Maths.</p> <p>Maths has been noted as a key area.</p> <p>All students leave year 11 with qualifications which will provide them with a stepping stone to access, at least, level 2 courses at college or 6th form, with a higher number also in a position to access level 3.</p> <p>Students with the ambition of seeking post 16 employment and/or apprenticeships can compete with young people applying from mainstream settings.</p> <p>All students leave with at least an English or Maths qualification at level 1 (100%), level 2 (25%), empowering them, within a competitive world, to move forward from their difficult life experiences and to ensure they are not disadvantaged by limited access to high quality learning materials/environment outside of school.</p> <p>PP students to achieve at the same level as non PP students in terms of 5 x 1-9 GCSE passes, including English and Maths.</p>
2	<p>Poor Independent Learning Skills</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>

	These issues have been exacerbated by the national pandemic and remote learning.
3	Low Resilience and Self-esteem: Pastoral support 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.
4	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 is required in this area to support disadvantaged pupils whilst attending BTA and to improve on overall attendance.
5	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; some may also have had in school opportunities impeded due to issues around attendance, behaviour and exclusion.
6	All children have special needs that impact on the above The majority of pupils referred to BTA Hayes and Blenheim are due to difficulties of an SEN-predominantly SEMH nature that have significantly impacted whilst in a mainstream setting. Many of our disadvantaged pupils have been further impacted in the challenges outlined above by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
85% of pupils within all classes demonstrate in year, consistently strong progress or better in Reading, Writing and Maths.	<ul style="list-style-type: none"> 85% of pupils make at least expected progress in English and Maths across the year.
To achieve or move towards 35% of pupils within all classes demonstrate in year substantial and sustained progress in Reading, Writing and Maths.	<ul style="list-style-type: none"> 35% of pupils make exceeded progress in English 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.	<ul style="list-style-type: none"> Gap between amount of PP and Non PP children making expected progress in English and Maths is no greater than 5%
<p>All pupils to have the opportunity to participate in termly educationally enriching experiences.</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"> 100% of pupils to have had opportunity to attend educational visits or participated in wider educational experience e.g. Trips to the Science Museum, Impact Day, Sexual Health workshops and Sports Club.
To ensure that all pupils where appropriate have access to a level of therapy whilst attending BTAH/B	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 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 Hayes attendance to improve to 90%	<ul style="list-style-type: none"> 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.
To provide opportunities to all pupils from disadvantage families/ backgrounds with similar enrichment opportunities as their peers.	<ul style="list-style-type: none"> Annual Impact Day held 100% of pupils to have had opportunity to attend educational visits or participated in wider educational experience e.g. Science Museum, Impact Day or Carers Day etc.

Pupils to have opportunities to develop their independence and risk taking skills and develop social interaction skills.	<ul style="list-style-type: none"> • 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%
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Activity in this academic year – 2021/22

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)

£20,000 PP funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 GCSE and FS intervention teachers for English and Maths.	<p>GCSE TAGs matched FS actual outcomes in summer 2021. PP and non PP outcomes were equal. This represents success of previous intervention programmes.</p> <p>To provide additional tuition, either one to one or in small groups, to enhance performance in these core areas to ensure all pupils leave year 11 with an English and Maths qualification.</p> <p>All students leave year 11 with qualifications which will provide them with a stepping stone to access, at least, level 2 courses at college or 6th form, with a higher number also in a position to access level 3.</p> <p>Students with the ambition of seeking post 16 employment and/or apprenticeships can compete with young people applying from mainstream settings.</p> <p>All students leave with at least an English or Maths qualification at level 1 (100%), level 2 (40%), empowering them, within a competitive world, to move forward from their difficult life experiences and to ensure they are not disadvantaged by limited access to</p>	1&2

	high quality learning materials/environment outside of school.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Budgeted cost: £15,485 RPG & SLTG (Recovery funding) via NTP tutoring.

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP tutoring to provide 'recovery' support post pandemic for all students.	<p>Specialist teachers employed to deliver 1-1 sessions and small group work to all year groups.</p> <p>Specialist staff take ownership of decision making surrounding FS exam entries.</p> <p>Lead of operations to implement bespoke TT to ensure there is parity of opportunity for all students and the organisation does not have a detrimental impact on outcomes in other level 2 subject areas in year 11 particularly.</p>	1,2&4

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

Budgeted cost: £3,000 *behaviour/pastoral support* – Trips £1,352 *per year*.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities, including sports clubs and reward trips/lunches	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): Attendance reward breakfasts/lunches to improve attendance and punctuality.	5&6
Behaviour Support/pastoral support.	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	Trips to external venues and participation in extra-curricular activities 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-	1,2,4,5,6,&7

termly educational visit relating to taught topics in either Literacy, Numeracy, Science or Computing.	<p>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.</p> <p>Our children have previously been excluded from these types of activity in mainstream schools due to their challenging presentation and high risk.</p>	
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Total budgeted cost: £39,837

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- After the Spring term national lockdown, the summer term was spent consolidating the learning from the autumn and spring term due to the high levels of disruption. Our bespoke data system, to replace pupil asset, was developed throughout this time & used to update against the National Curriculum standards for all pupils, very conservatively through the spring term and with full confidence through the summer term, as the pupils had returned. During the summer term, a range of assessment were completed as part of our normal cycle of assessment and this was used to moderate the judgements made for each pupil as highlighted by their coverage and achievement against the pupil standards. This data demonstrated that across the whole year, an average of 60% of pupils made at least expected progress in English and Maths in KS4; The target for 80% progress in English for Year 11 was not achieved, largely due to extensive periods of remote learning – 80% target set again for 2021-2022 academic year*
- Through lockdown, the area most impacted by COVID was maths as this started with the lowest % of pupils making expected progress in the spring term. To combat this, Hegarty Maths was purchased as an intervention resource to encourage the pupils to engage in more opportunities to practice basic number skills. Maths remains an area of focus – KS3/Year 10 maths progress. New HoD, intervention TT, timetabled FS lessons, updated half-termly planners and co-planning with BTAB to help improve overall progress for this academic year*

Tutoring was also offered to support pupils with the most significant difficulties in English and Maths via Covid Catch Up funding and the NTP programme.