

**Bromley Trust Academy (Hayes & Blenheim Campus)**

**3-Year Long-Term Pupil Premium Funding**

**2019 - 2022**

**Year One Review**

**Sept – 2020**

**Year Two Review**

**Sept - 2021**

## **Contents**

Overview of Pupil Premium and proposed spend at Bromley Trust Academy.

Funding Overview 3 Year Estimate

Key Area 1 - Teaching

Key Area 2 – Targeted Academic Support

Key Area 3 – Targeted SEMH Support

Key Area 4 – Wider Strategies

### **Our philosophy**

At Bromley Trust Academy we have the highest expectations and aspirations for all our students. Our Trust Board shares our belief that every student should have an equal opportunity to achieve their full potential. We share the drive to ensure that every student's academic achievement and qualifications matters.

We make every effort to ensure that disadvantaged students receive outstanding support and believe that our core business is to ensure our students make at least good progress as a result of good or outstanding teaching. The Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the number of students eligible for Free School Meals (FSM) and the number of children who are looked after (CLA) and the aim of PPF is to support schools in raising the achievement of the most disadvantaged students.

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. We also know that Ofsted consider the active involvement of trustees as one of the characteristics of schools that are successfully using their PPF to improve achievement and that successful schools *"thoroughly involve trustees in the decision making and evaluation process"*.

### **Our priorities**

To ensure that we maximise the effectiveness of the PP monies we have set the following priorities:

- Outstanding teaching in all lessons
- Closing the attainment gap to at least national expected standards
- Targeted SEMH and academic support to ensure that all students progress appropriately
- Addressing other non-academic barriers (included below)

### **Barriers to Learning Pupil Premium Strategy Statement for 2019-2022**

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. Whilst the barriers to learning, identified below, are identified in the 2019/20 Pupil Premium Spending Plan they fully reflect our cohort of children.

### **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 issues.
- 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

### **Key areas**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. This is comprised of four categories:

1. Teaching
  2. Targeted academic support
  3. Targeted SEMH support
  4. Wider strategies
- 
1. Teaching
    - Bespoke CPD/training for individual members of staff
    - Weekly CPD training in line with PM targets.
    - Academic trips
    - Curriculum development
  2. Targeted academic support
    - English intervention to support FS outcomes in KS4.
    - Maths interventions to support FS outcomes in KS4.
    - Speech and Language Therapy (SALT)
  3. Targeted SEMH support
    - Group and individual therapy offer
    - SEMH Tracker
    - Reward systems, including raffle tickets and postcards.
    - Extra-curricular activities
  4. Wider strategies
    - Reward trips to support improving behaviour and attendance
    - Additional training/support for staff in key areas e.g. champions
    - School uniform - Rewards

### Funding Overview – 3 year estimate

Funding summary: Year 1					
Total number of pupils	Total – 45	PPG received per pupil	£290	Indicative PPG as advised in School Budget Statement	£42,542
		Number of pupils eligible for PPG	Total – 45	Actual PPG budget	£42, 542
Funding estimate: Year 2					
Total pupil numbers		Total 43: £41,065			
Funding estimate: Year 3					
Estimated pupil numbers		Total 45			
Estimated number of pupils eligible for PPG		25			
Estimated funding		£7,395 PPG £8,090 SLTG £24,352 PP <b><u>Total: £39,837</u></b>			

## Intervention planning

Intervention: 1	GCSE and FS intervention teachers for English and Maths		
Barrier to learning:	A, b, c, d, e, f, i		
Category:	Targeted academic support		
Intended outcomes:	<p>To provide additional tuition, either one to one or in small groups, to enhance performance in these core areas to ensure all students 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 6<sup>th</sup> 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>	Success criteria:	<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. (2017/18 15% more non PP students achieved 5 x 1-9 passes at GCSE)</p>
Staff lead:	SLG, Teachers.		

	Year 1	Year 2	Year 3
Implementation	<p><b>How we will implement this intervention in year 1:</b></p> <p>Specialist teachers employed to deliver 1-1 sessions and small group work.</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.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>Specialist teachers employed to deliver 1-1 sessions and small group work.</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.</p> <p>Additional £21k COVID 'close the gap' funding to be utilised to provide 1-1 tutoring by specialist teachers after school using gaps analysis data formulated in Autumn 1.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <p><i>Please see new Pupil Premium Strategy Document that is in line with required reporting arrangements as of 2021/22.</i></p>

Light-touch review notes	Annual review notes:  Outcomes:  63% FS level 2 English  46% FS level 2 Maths  Exceeding predictions by 20% in both subjects.		Annual review notes:  Outcomes:  57% level 2 English  39% level 2 Maths  Use of TAGs. Exceeded predictions by 20% in English and 25% in Maths.		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"><li>• Far above expectations <input type="checkbox"/></li><li>• Above expectations <input checked="" type="checkbox"/></li><li>• As expected <input type="checkbox"/></li><li>• Below expectations <input type="checkbox"/></li><li>• Far below expectations <input type="checkbox"/></li></ul>		The intervention is performing: <ul style="list-style-type: none"><li>• Far above expectations <input type="checkbox"/></li><li>• Above expectations <input checked="" type="checkbox"/></li><li>• As expected <input type="checkbox"/></li><li>• Below expectations <input type="checkbox"/></li><li>• Far below expectations <input type="checkbox"/></li></ul>		The intervention is performing: <ul style="list-style-type: none"><li>• Far above expectations <input type="checkbox"/></li><li>• Above expectations <input type="checkbox"/></li><li>• As expected <input type="checkbox"/></li><li>• Below expectations <input type="checkbox"/></li><li>• Far below expectations <input type="checkbox"/></li></ul>	
Anticipated expenditure	Year 1	£35,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓  Decrease  Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Increase  Decrease  Remain the same ✓
			Year 2	£35,000 plus £21,000 COVID ‘catch up’ funding post pandemic	Year 3	£35,485 Total:  £20,00 (PP)  £15,485 ((RPG/SLTG)
	Total anticipated expenditure:		£105,000			



Actual expenditure	Year 1	£35,000	Year 2	£ 56,000	Year 3	£ £35,485
			Did expenditure increase, decrease or remain the same?	Increased ✓ Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same ✓	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same ✓
	Total actual expenditure:	£ £35,000				

Intervention: 2	<b>Behaviour Support</b>
Barrier to learning:	<b>a,e,g,h</b>
Category:	<b>Targeted SEMH support</b>

Intended outcomes:	<p>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.</p> <p>DDSL will improve safeguarding expertise and ensure early intervention for all PP students deemed at risk.</p>	Success criteria:	<p>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 ensure they are more able to access education. Questionnaires and improved engagement and SEMH tracker will evidence success.</p> <p>She is the link between home and school and encourages parents to take a full and active role in their children's education.</p> <p>Aim to ensure number of PP students receiving detentions is reduced by 3% across the year.</p> <p>Aim to ensure 5% more PP families engage productively with external agencies to access support.</p>
Staff lead:	SLG		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>Family worker is first home/school link upon entry to the school. She monitors student progress once they transfer to the main school and provides immediate feedback to parents and families.</p> <p>Family worker is CAF trained and DSL trained. She attends Core group meetings and CIN meetings</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>Family worker is first home/school link upon entry to the school. She monitors student progress once they transfer to the main school and provides immediate feedback to parents and families.</p> <p>Family worker is CAF trained and DSL trained. She attends Core group meetings and CIN meetings</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <p><i>Please see new Pupil Premium Strategy Document that is in line with required reporting arrangements as of 2021/22.</i></p>

Light-touch review notes	<b>Annual review notes:</b> Excellent member of staff. Part of a safeguarding team regularly praised by LA for their robust processes and systems. Now DSL trained and able to cover in absence of experienced DSL.		<b>Annual review notes:</b> Safeguarding review stated our safeguarding at both sites is effective. Member of staff substitutes for DSL two days a week when she is working within outreach team. Leads on training.  2 x counsellors appointed to provide 100% therapy offer.		<b>Final review notes:</b>	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input checked="" type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input checked="" type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£4,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£4,000	Year 3	£3,000
	Total anticipated expenditure:	£12,000				
Actual expenditure	Year 1	£ 4000	Year 2	£ 4000	Year 3	£3,000

			Did expenditure increase, decrease or remain the same?	Increased ✓ Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased ✓ Remained the same <input type="checkbox"/>
	Total actual expenditure:	£4000				

Intervention:	<b>Extra-curricular activities, including sports clubs and reward trips.</b>				
Barrier to learning:	<b>a, e, f, g, h</b>				
Category:	<b>Targeted SEMH support and Wider strategies</b>				
Intended outcomes:	<ul style="list-style-type: none"> <li>• To expose students to cross curricular &amp; extra-curricular opportunities and education in context.</li> <li>• To make learning interactive and engaging.</li> <li>• To show students how their learning in school works within the world and why it is important. Introducing a clear link between learning and careers.</li> <li>• 40x 90 minute sessions of athletics training across the school year, provided as an extra -curricular activity to improve student engagement and in line with action point on school development plan.</li> <li>• Termly progress reports provided as part of the package to improve student motivation as they identify progress in performance.</li> <li>• Student fitness levels improve.</li> </ul>	Success criteria:	<p>A safe and regular space to train to improve feeling of belonging and self- esteem as performance levels improve.</p> <p>Rewards and certificates provided as part of the package to enhance feelings of self-worth.</p> <p>Access to high quality equipment and training are valued and appreciated by students and numbers of PP students engaging in extra-curricular rise by 10%.</p> <p>All students have access to reward trips, financially supported by the school, to improve motivation and widen life experiences.</p>		

	<ul style="list-style-type: none"> <li>• Student attendance and punctuality records improve.</li> </ul>		
Staff lead:	Curriculum lead, teachers and SLT		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• All trips to be planned at start of the year so students are aware.</li> <li>• Publicity for sports club around the school, discussed at initial interview and throughout period in ATC.</li> <li>• Planned trips to link to theme and curriculum aims, particularly in Life Skills cooking.</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"> <li>• All trips to be planned at start of the year so students are aware.</li> <li>• Publicity for sports club around the school, discussed at initial interview and throughout period in ATC.</li> <li>• Planned trips to link to theme and curriculum aims, particularly in Life Skills cooking. (COVID dependant)</li> </ul>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <p><i>Please see new Pupil Premium Strategy Document that is in line with required reporting arrangements as of 2021/22.</i></p>
Light-touch review notes	<p><b>Annual review notes:</b></p> <p>Attendance at Sports Club increased by 75% from Sept-March, when it was interrupted by the national health crisis. Engagement &amp; enjoyment of students has impacted on overall student behaviour.</p>	<p><b>Annual review notes:</b></p> <p>Restricted planning of trips and running of sports club due to Covid 19 guidelines.</p> <p>Planned consultation with school council for reintroducing trips successful.</p>	<p><b>Final review notes:</b></p>

Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations ✓</li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations ✓</li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>
---------------------------------------	--	--	---

Anticipated expenditure	Year 1	£2500.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
	Year 2	£2600.00			Year 3	£1,352
	Total anticipated expenditure:	£7800.00				
Actual expenditure	Year 1	£2,500	Year 2	£ 2,600	Year 3	£1,352
			Did expenditure increase, decrease or remain the same?	Increased ✓ Decreased <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased ✓

				Remained the same <input type="checkbox"/>		Remained the same <input type="checkbox"/>
	Total actual expenditure:	£2,500				

Intervention:	<b>Attendance &amp; Punctuality, linked to Accelerated Reader programme in registration.</b>				
Barrier to learning:	<b>a, e, g, h,</b>				
Category:	<b>Teaching plus Wider Strategies</b>				
Intended outcomes:	<p>To implement strategies addressing gap between PP and Non-PP students.</p> <p>Attendance reward system.</p> <p>Improvement of student punctuality, in line with current need of the school. Purchase of resources appropriate for use in tutor time to make it a more valued time of the day.</p>	Success criteria:	<p>Improved pupils' attendance and punctuality through half-termly attendance rewards.</p> <p>Student's perception of tasks undertaken in registration/ tutor time is improved and students view this time as a period of the day 'not to be missed'.</p> <p>Overall punctuality of the students improves by 5%. PP students improve in line with non PP.</p>		

	Purchase of further books to use as part of Accelerated Reader programme to improve levels of engagement when AR programme is delivered by form tutors from January 2020.		
Staff lead:	Curriculum lead, teachers and SLT		
	Year 1	Year 2	Year 3
Implementation	<b>How we will implement this intervention in year 1:</b> <ul style="list-style-type: none"> <li>• Re-launch of AR programme Jan'20 at both sites.</li> <li>• Training of staff in AR initiatives Dec'19.</li> <li>• Reward system for most pages read.</li> <li>• Reward breakfasts and lunches for good punctuality and engagement.</li> </ul>	<b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b> <ul style="list-style-type: none"> <li>• Re-launch of AR programme Sept'20 at both sites.</li> <li>• Training of staff in AR initiatives Sept'20</li> <li>• Reward system for most pages read.</li> <li>• Reward breakfasts and lunches for good punctuality and engagement</li> </ul>	<b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b>  <i>Please see new Pupil Premium Strategy Document that is in line with required reporting arrangements as of 2021/22.</i>
Light-touch review notes	<b>Annual review notes:</b>  AR was launched and then halted due to national health crisis. Rolled over to new year and PEG has now had embedded across the school. ARD report on AR for the first time.	<b>Annual review notes:</b>  Introduction of DEAR time linked to AR. Focus of staff on lowest 20% in the school. Diagnostic reports created to support staff in lessons with curriculum access.  All students star tested on arrival. Peer on peer review focus.	<b>Final review notes:</b>



Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input checked="" type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£1,042	Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to	Increase <input type="checkbox"/>
			increase, decrease or remain the same?	Decrease Remain the same <input checked="" type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£1,042	Year 3	£1,042
	Total anticipated expenditure:	£3,126				
Actual expenditure	Year 1	£1,000	Year 2	£1,000	Year 3	£1,352
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>

	Total actual expenditure:	£3,500
--	---------------------------	--------