

Bromley Trust Academy

Hayes Campus

Pupil Premium Funding 2018/19

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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.

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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 2018-19**
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 2018-19

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 2018-19

The Pupil Premium allocation for the academic year 2018-19 is projected to be **£47, 218**. 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
2018-19	£47,218

	2016-17	2017-18	2018-19
Percentage of FSM pupils	(38/54) = 70%	(49/67.) = 73%	(51/70) = 72%
Number of FSM pupils eligible for the Pupil Premium	38@£935 = £35,530	49@£935 = £45,815	51@£935 = £47,218
Number of looked after pupils eligible for the Pupil Premium	@£1900 = 0	@£1900 = 0	@£1900 = 0
Number of service children eligible for the Pupil Premium	@£250 = 0	@£250 = 0	@£250 = 0
Total	£35,530	£45,815	£47,218

Pupil Premium Project:	Barrier to learning:	Cost	Objective	Intended impact	Actual impact/Outcome
GCSE and FS intervention teachers for English and Maths.	a, b, c, d, e, f, i	£36,000	<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 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. (2017/18 15% more non PP students achieved 5 x 1-9 passes at GCSE)</p>	<p>Level 1: 100% of students obtained a level 1 qualification in English and Maths.</p> <p>Level 2: 38% of students obtained a level 2 qualification in English and Maths.</p> <p>2018/19 8% more non PP students achieved 5 x 1-9 passes at GCSE. This is a 7% improvement on last year.</p>
Behaviour Support	a, e, g, h	£4,500	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 ensure they are more able to access education.	<p>Parent & student questionnaires Dec 2019.</p> <p>92% of parents believe concerns raised have been dealt with appropriately.</p>

			<p>DDSL training will improve safeguarding expertise and ensure early intervention for all PP students deemed at risk.</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 families engage productively with external agencies to access support.</p>	<p>97% state that the school supports students with their personal development.</p> <p>100% of students stated that they know who to go to for support if they feel worried or upset.</p> <p>Detentions of PP students in line with non PP students.</p> <p>40 students currently engage with other agencies who can support them. (60%)</p> <p>The numbers of agencies used to secure positive results is ongoing, and includes, TAPS, CAMHS, Well Being, EBP mentoring, SALT team, YOS, Police, EWO, School Nurse, IASS, Turnaround, Living On, MACE, MAPP, Young Carer, Bromley Changes, Bromley and Croydon Women's Aid, Community Paediatrician, Barnardo's, EP, Social Care.</p>
Extra-curricular activities.	a, e, f, g, h	£2,600	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.	A safe and regular space to train to improve feeling of belonging and self- esteem as performance levels improve.	<p>Attendance at sports club has risen steadily throughout the year and by 60% in total.</p> <p>Reduction in detentions by 10% on Thursdays as students are not permitted to</p>

			<p>Termly progress reports provided as part of the package to improve student motivation as they identify progress in performance.</p> <p>Student fitness levels improve.</p> <p>Student attendance and punctuality records improve.</p>	<p>Rewards and certificates provided as part of the package 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>participate if they have behaved inappropriately throughout the day.</p> <p>Staff supporting sports club report improved relationships with students in lessons as a result, on staff questionnaire.</p> <p>Incident of 2 x students returning to school to participate in sports club following YOS appointments.</p> <p>Purchase of specialist shoes to support participation in activities for PP students.</p>
Counselling	a, d, e, h	£4000	<p>To secure school counsellors to provide talking therapy sessions to support PP students while they cope with their issues and worries, thus improving student feelings of self-worth in line with SEMH tracking report, Summer 2018.</p> <p>To ensure ALL PP students are prioritised to access and gain benefit from this service, in line with students identified as in need in the SEMH tracking report Summer 2018.</p> <p>To ensure students needing to access the service are aware of the processes and procedures for self-referral, as well as staff being encouraged to refer as appropriate.</p>	<p>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, as well as deal with friendship issues in a productive manner.</p> <p>Numbers of PP students engaging with counselling and therapy is in line with non PP.</p> <p>Numbers of PP students self-referring improves by 10%</p> <p>Therapeutic ethos of school makes us a suitable and developmental</p>	<p>All students requiring therapeutic support via Headspace now have immediate access to deal with ongoing issues or crisis situations.</p> <p>In the most recent data report there was a noticeable increase in all development strands for Pupil Premium students. Most improved areas were Communication and interaction (+7%) and relationships (+6%). Overall non pupil premium students still had a greater overall improvement (+9%) but this</p>

				<p>provision for students of therapy in training.</p> <p>SEMH tracker is used to identify areas of need for PP students in the school, such as self-worth, and counsellors given specific remits to work with certain young people.</p>	<p>intervention reduced the gap further than the previous year (4%)</p> <p>The handover of the SEMH tracker to counsellors covering therapist maternity leave has been a success.</p>
Attendance and Punctuality.	a, e, g, h,	£150	<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> <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 Nov'18.</p>	<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>	<p>Whole school attendance is stable, with student data presented to demonstrate improvement since arrival. Persistent absence data has also improved by 3%.</p> <p>Year 11 revision and intervention sessions during registration periods are valued by students.</p> <p>Peer mentoring has been a success during registration periods. Re-launch planned for this year following departure of staff member leading it.</p> <p>Accelerated Reader re-launch January 2020. Star reading tests undertaken for new cohort 2019/20.</p> <p>Reward breakfasts and pizza lunches have been valued and</p>

					appreciated by students (pupil questionnaires)
Total cost		£47,250			