# 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 AcademyMidfield Campus |
| Number of pupils in school  | 17 |
| Proportion (%) of pupil premium eligible pupils | 70.5% 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strategy plan covers **(3 year plans are recommended)** | Three year plan was started in 2019/20 however this has been replaced by one year plan due to substantially lower funding than anticipated. |
| Date this statement was published | 22.10.21 |
| Date on which it will be reviewed | 22.07.21 |
| 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 | £3362 |
| Recovery premium funding allocation this academic year | £793 |
| 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 | £3362 |

# 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 students with the currency to progress towards their chosen direction. Our curriculum is designed specifically with our students in mind so as to develop the whole person and the talents of the individual so that students 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. All pupil progress data of 2020/21 demonstrates the majority of pupils made at least expected progress in the areas of reading, writing and maths.

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|   |   | Autumn Term | Spring Term  | Summer Term  | Three Term Average |
| Reading | Expected and exceeding progress | 89.47% 47.37% exceeding | 80%32% exceeding | 84% 56% exceeding | 84.49%45.12% Exceeding |
| Writing | Expected and exceeding progress | 89.47% 36.84% exceeding | 88% 32% exceeding | 76% 36% exceeding | 84.49%41.61% Exceeding |
| Maths | Expected and exceeding progress | 68.42% 36.84% exceeding | 72% 44% exceeding | 80% 44%exceeding | 73.47%41.61% Exceeding |

Gaps between PP and non PP pupils were marginal and in Writing, PP pupils out performed non PP in regards to expected progress.

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| --- | --- | --- | --- | --- | --- |
|  |  | Autumn | Spring | Summer | Av |
| Reading | *PP* | 83.33% | 76.47% | 84.21% | 81.34% |
| *Not PP* | 100% | 87.50% | 66.67% | 84.72% |
| Writing | *PP* | 100% | 88.24% | 78.95% | 89.06% |
| *Not PP* | 71.43% | 87.50% | 66.67% | 75.20% |
| Maths | *PP* | 75% | 70.59% | 78.95% | 74.85% |
| *Not PP* | 57.14% | 87.50% | 83.33% | 75.99% |

Maths has been noted as a key area, as although pupil progress improved across the year, it did not meet the same levels as Reading and Writing. This has been recognized in this year’s SDP with ‘*The teaching of mathematical knowledge and the application of skills, concepts and procedures are an area of focus’,* a recognized Key priority with the teaching of problem solving an area to be focused on.*\*By end of 2020/21 – 84.21% of Pupils were PP, this high percentage significantly impacts on distinctions between whole school, PP and non PP, whilst cohort fluctuation due to transient nature of BTA as an interim Alternative Provision can impact on ability to predict and read trends.* |
| 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 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 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, 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 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.

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| Intended outcome | Success criteria | Outcomes/Review – July 2022 |
| 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.
 | * On average the following % of pupils across the school made at least expected progress.

Reading – 88.64%Writing – 86.57%Maths – 94.44%* In regards to PP pupils the following made at least expected progress.

Reading – 86.68%Writing – 85.78%Maths – 95.83% |
| 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
 | * On average the following % of pupils across the school exceeded expected progress.

Reading – 48.04%Writing – 59.65%Maths – 67.77% |
| 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. | * Gap between amount of PP and Non PP children making expected progress in Reading, Writing and Maths is no greater than 4.9%
 | * In regards to PP pupils vs non PP Pupils the following made at least expected progress. (Average across the Year)

Pupil PremiumReading – 86.68%Writing – 85.78%Maths – 95.83%Non Pupil PremiumReading – 100%Writing – 83.33%Maths – 83.33% |
| 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 experience e.g. Science Show, Junk Orchestra, visit to a museum, gallery, Impact or Carers Day etc.
 | * 100% of pupils had opportunity to extend / develop their experiences of ‘Discovery’. The impact of this was reflected in the high levels of ‘on task behaviour’ and outcomes for expected progress.
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| To provide SALT evaluation, 1:1 individual intervention for identified pupilsClass 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
 | * All pupils were SALT assessed as part of assessment process when starting at BTAM.
* Pupils made expected progress as outlined above.
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| 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 intervention across the school. Impact of this is monitored through termly SEMH data meetings with the therapy team.
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| 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.
 | * Pupils were well supported with their SEMH and well being.
* SEMH data is monitored Termly – Outcomes for 2021-22 to be reviewed as a whole with Therapy team in Autumn One 2022-23.
* On task behaviour for 2021-22 averaged 97.33% across the school.
* Mental Health week took place.
* Weekly whole class Therapy sessions took place.
* All therapists receive independent supervision.
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| BTA Midfield attendance to improve to 92%. | * Pupil attendance to increase to 92.3%
* Where pupil attendance prior to joining BTA was low, for this to have improved significantly and is rising towards national averages.
 | * Attendance across the year was 86.12% and was particularly impacted on by:

Higher levels of school anxiety/ refusal. Social Care and transporting issues with pupils residing outside of borough for periods of time, however still placed at BTA. |
| 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.
 | * On task behaviour average improved from 95.98% previous year to 97.93% average.
* Behaviour across the school remained positive, with zero FTE’s.
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| To provide opportunities to all pupils from disadvantage families/ backgrounds with similar enrichment opportunities as their peers.  | * Termly Diversity Day held
* 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.
 | * All pupils had the opportunity to participate in Educational Visits and Wider Educational Experiences.

These included class trips to the Farm, Zoo, Aquarium. ‘Kids Zone, half termly reward trips. The impact of these was seen through progress data and high standards of behaviour across the school as outlined in this document.  |
| 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%
 | * SEMH data is monitored Termly – Outcomes for 2021-22 to be reviewed as a whole with Therapy team in Autumn One 2022-23.
* Termly meetings during the year, showed progress in identified strands and Action plan in place to support this.
* On task behaviour remained over 95% across the year, despite changes to cohort.
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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)

Budgeted cost: CPD £500, Phonics Package £1000, Additional Interventions £150x38

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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, intervention in and out of class Cognitive load theory and further retrieval practice in the classroom to support developing learning opportunities for pupils with working memory difficulties as identified through classroom practice and SALT intervention and assessment.  | 1&2 |
| CPD for teaching staff on enhancing the maths curriculum and effective use of assessment and developing the use of manipulatives to support the consolidation of number (for the lower attaining pupils) and enhancing problem solving and use of subject specific vocabulary (for pupils with a secure understanding of number) | New subject leader identified for maths who is being developed as part of a whole school middle leadership development programme (this includes being a delegate on the Olevi Outstanding Leaders in Education Programme, to be facilitated in Spring 2). CPD is being sought via White Rose Maths on the concrete and pictoral teaching approaches which support the scheme of learning. This is a series of highly effective video CPD. Subject lead to research the ones most effective for our needs and support the CPD process of these once purchased. To be followed up by conducting learning walks and support planning to ensure that this is being used to effectively support the development of basic understanding of number in pupils with particularly low baselines. Revisiting CPD for the use of flasbacks for retrieval practice on prior learning in maths and ensuring that there are problem solving opportunities (particularly for pupils working closer to, at or above ARE) on a weekly basis, whether this is part of the whole class learning or the maths working wall which is to be updated regularly. The use of mathematical vocabulary is a part of the focus of the vocabulary groups which take place across the school weekly using the ‘Word Aware’ intervention by BTAM communication champion, whose CPD and development is supported by the SALT. | 1 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.(Current Phonics programme is not DfE validated)  | 1,2&3 |
| Additional support from PEG, one day per week to compliment the work of 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*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional support from PEG, to deliver four 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. | Phonics approaches 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 working below gold level in reading book bands access phonics daily. | 1,2,3&4 |

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

Budgeted cost: £ *£500 CPD – Trips £300 per Term*

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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 SessionsClass 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 behaviour management, anti-bullying and restorative justice 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: £** *[insert sum of 3 amounts stated above]*

# 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.

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| *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. Pupil Asset was still used to update against the National Curriculum standards for all pupils, very conservatively through the spring term and with full confidence though 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 national curriculum standards on pupil asset. This data demonstrated that across the whole year, an average of 84.49% of pupils made at least expected progress in reading (15.5% of which were exceeding);84.49% of pupils made at least expected progress in writing (15.5% of which were exceeding) and 73.47% of pupils made at least expected progress in maths (of which 26.53% were exceeding).**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, Mathseeds was purchased as an intervention resources to encourage the younger pupils to engage in more opportunities to practice basic number (at the start of the Spring term) and this supported in seeing the increase in pupils making expected progress on a termly basis across the year, making the target of 80% by the end of summer term, increasing from 68.42% at the end of the Autumn term.* *Precision teaching was also used to support a small number of pupils with the most significant difficulties in reading and further books were purchased. The focus for the Precision Teaching was highlighted by the use of assessment on Phonics Tracker.* |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | For this information, please refer to previous Pupil Premium document:*Bromley Trust Academy - Midfield Campus**3-Year Long-Term Pupil Premium Funding -2019 – 2022* |
| What was the impact of that spending on service pupil premium eligible pupils? | Please see previous PP Document (as above). |

# 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.* |