



Bromley Trust Academy - Midfield Campus

3-Year Long-Term Pupil Premium Funding

2019 – 2022

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Bromley Trust Academy Midfield - Pupil Premium Funding Report

Our philosophy

At Bromley Trust Academy we have the highest expectations and aspirations for all our pupils. Our Trust Board shares our belief that every pupil should have an equal opportunity to achieve their full potential. We share the drive to ensure that every pupil'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 pupils 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 pupils 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
 - Pupils consistently progress, particularly the most disadvantaged.
 - Pupils are taught the key skills they need to be able to apply knowledge, concepts and procedures appropriate for their developmental level.
 - The school curriculum extends beyond the academic and provides for pupils' broader development and pupils have access to a wide, rich set of experiences, with the opportunity to develop, nurture and stretch talents or interests.
 2. Targeted academic support
 - Interventions to target key areas of low progress in Reading, Writing and Maths based on schools holistic approach to assessment supported by Pupil Assessment.
 - Speech and Language Therapy (SALT)
 3. Targeted SEMH support
 - Pupils have highly positive attitudes and commitment to their education, they develop resilience, motivation and are persistent in the face of difficulties.
 - Pupils are supported in developing and demonstrating high levels of self-control, pupil behaviour supports the learning of others.
 4. Wider strategies
 - Pupils value their education and have high attendance.
 - Few are absent or persistently absent, whilst the attendance of pupils who have previously had exceptionally high rates of absence shows a marked and sustained improvement.
 - The school curriculum extends beyond the academic and provides for pupils' broader development and pupils have access to a wide, rich set of experiences, with the opportunity to develop, nurture and stretch talents or interests.

Funding Overview – 3 year estimate

Funding summary: Year 1					
Total number of pupils	KS1 – 4	PPG received per pupil	£1320	Indicative PPG as advised in School Budget Statement	£11880
	KS2 – 31				
	Total – 35	Number of pupils eligible for PPG	9 at time of census count.	Actual PPG budget	£11880
	*as of 2 nd September 2019		(25 pupils as of 2/9/19 PP)		
Funding estimate: Year 2					
Estimated pupil numbers		45 PRU Commissioned places – 8 KS1 SEMH places			
		KS1 – 4 pupils			
		KS2 – 20			
		Total – 24			
		*as of 3 rd September 2020			
Estimated number of pupils eligible for PPG		9 (Based on 2019-20 figure)			
Estimated funding		£11880 +			
		45 x £240 = £10,800 Covid Catch up premium			
Funding estimate: Year 3					
Estimated pupil numbers		45 PRU Commissioned places – 8 KS1 SEMH places			
Estimated number of pupils eligible for PPG		9 (Based on 2019-20 figure)			
Estimated funding		£11880			

Intervention planning

Intervention: 1	Assessment – Rigorous Baseline/ Termly Assessment – small group 1:1 Intervention sessions with PEG, Reading, Writing, Maths																																																														
Barrier to learning:	b, c, d, f, g																																																														
Category:	Teaching: Pupils consistently progress, particularly the most disadvantaged. Pupils are taught the key skills they need to be able to apply knowledge, concepts and procedures appropriate for their developmental level.																																																														
Intended outcomes:	<ul style="list-style-type: none">85% of pupils within all classes demonstrate in year, consistently strong progress or better in Reading, Writing and Maths.To achieve or move towards 35% of pupils within all classes demonstrate in year substantial and sustained 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. <p>Table to show - 2018/19 - % of pupils making at least expected progress in Reading, Writing, Maths.</p> <table><tr><td></td><td></td><td>A1</td><td>A2</td><td>SP1</td><td>Sp2</td><td>Sm1</td><td>Sm2</td><td>Av</td></tr><tr><td rowspan="2">Reading</td><td>PP</td><td>84.62%</td><td>80.95%</td><td>85%</td><td>95.83%</td><td>88.89%</td><td>96.97%</td><td>88.71%</td></tr><tr><td>Not PP</td><td>75%</td><td>80%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>92.50%</td></tr><tr><td rowspan="2">Writing</td><td>PP</td><td>88.46%</td><td>95.24%</td><td>90%</td><td>75%</td><td>85.19%</td><td>90.91%</td><td>87.47%</td></tr><tr><td>Not PP</td><td>75%</td><td>80%</td><td>77.78%</td><td>88.89%</td><td>91.67%</td><td>100%</td><td>85.56%</td></tr><tr><td rowspan="2">Maths</td><td>PP</td><td>92.31%</td><td>80.95%</td><td>80%</td><td>91.67%</td><td>85.19%</td><td>96.97%</td><td>87.85%</td></tr><tr><td>Not PP</td><td>75%</td><td>80%</td><td>88.89%</td><td>88.89%</td><td>100%</td><td>100%</td><td>88.80%</td></tr></table>			A1	A2	SP1	Sp2	Sm1	Sm2	Av	Reading	PP	84.62%	80.95%	85%	95.83%	88.89%	96.97%	88.71%	Not PP	75%	80%	100%	100%	100%	100%	92.50%	Writing	PP	88.46%	95.24%	90%	75%	85.19%	90.91%	87.47%	Not PP	75%	80%	77.78%	88.89%	91.67%	100%	85.56%	Maths	PP	92.31%	80.95%	80%	91.67%	85.19%	96.97%	87.85%	Not PP	75%	80%	88.89%	88.89%	100%	100%	88.80%	Success criteria:	<ul style="list-style-type: none">85% of pupils make at least expected progress in Reading, Writing, Maths across the year.35% of pupils make exceeded progress in Reading, Writing and MathsGap between amount of PP and Non PP children making expected progress in Reading, Writing and Maths is no greater than 4.9%
		A1	A2	SP1	Sp2	Sm1	Sm2	Av																																																							
Reading	PP	84.62%	80.95%	85%	95.83%	88.89%	96.97%	88.71%																																																							
	Not PP	75%	80%	100%	100%	100%	100%	92.50%																																																							
Writing	PP	88.46%	95.24%	90%	75%	85.19%	90.91%	87.47%																																																							
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Maths	PP	92.31%	80.95%	80%	91.67%	85.19%	96.97%	87.85%																																																							
	Not PP	75%	80%	88.89%	88.89%	100%	100%	88.80%																																																							

Staff lead:	Teaching and Learning Lead – Class Teachers, PEGS
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	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Termly assessments and progress review meetings identify pupils, who are at risk of not making at least expected progress and 1:1 intervention sessions put in place. • Assessment to identify and support pupils who are able to make accelerated progress. • CPD for all staff delivered by EP service around 'Precision Teaching'. • Class Teacher/ Progression Engagement Guide to work with identified children in class using interventions such as 'Precision Teaching'. • PEGs participate in (OTAP) and teachers (OTP) where appropriate to develop practice and move towards outstanding. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Elsa training for all support staff • Additional Kindles/ Tablets purchased to support assessments/ blended learning. • Implementation of phonics tracker to identify gaps in learning • Dynamo Maths subscription 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</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>Annual review notes:</p> <p>The year was largely interrupted due to Covid-19 and the lockdown of schools. As a consequence, pupil progress in reading, writing and maths was not tracked during Summer Term.</p> <p>Prior to this, consistently strong progress was seen across the school with the following making</p>	<p>Annual review notes:</p> <p>The year again was interrupted with a period of lockdown/ remote learning through the Spring term. The impact of Covid presented the school with challenges in regards to re-integrating pupils through Autumn Term One and the later part of Spring Term two, following pupils being out of school.</p>	<p>Final review notes:</p>

at least expected progress: (average across Autumn and Spring terms).

Reading – 91.38% (69.22% exceeding progress).

Writing - 88.13% (46.79% exceeding)

Maths - 86.66% (44.64% exceeding)

There is some gap between the progress of PP and non pp pupils, however it is difficult to get an accurate representation due to the majority of pupils in the school being PP – more than 80%.

		Autumn	Spring	Summer	Av
Reading	PP	96.43%	84%	NA	90.21%
	Not PP	100%	100%	NA	100%
Writing	PP	92.86%	80%	NA	91.43%
	Not PP	100%	100%	NA	100%
Maths	PP	92.86%	84%	NA	88.43%
	Not PP	83.33%	66.67%	NA	75%

- Staff received Precision teaching training to support assessment.
- Phonics CPD and consultancy was utilised via Local Mainstream Primary School.

Pupils making expected progress in Reading writing and Maths across the year is demonstrated as:

Reading – 84.49% (45.12% exceeding progress).

Writing - 84.49% (41.61% exceeding progress).

Maths - 73.47% (41.61% exceeding progress).

Gaps between PP and non PP pupils are marginal and in Writing, PP pupils out performed non PP.

		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%

- A new phonics tracker was implemented to identify gaps in learning
- Dynamo Maths subscription was purchased.
- ELSA training did not take place, and is in the school's development plan for this year 2021/22.

Light-touch review overall assessment	The intervention is performing: (Prior to Lockdown)		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected X Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected X Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£500 – CPD Costs	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	£500 £500 towards CPD, additional Covid catch up funding to be utilised towards additional Tablets/ Kindles.	Year 3	£500
	Total anticipated expenditure:	£1500				
	Year 1	£500	Year 2	£1959.94 (Dynamo Maths)	Year 3	£

Actual expenditure			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 <input type="checkbox"/>
	Total actual expenditure:	£2459.94			

Intervention: 2	Half-termly educational enrichment trips/ activities take place to develop cross curricular links and experiences of education.		
Barrier to learning:	a, b, c, d, e, f, i		
Category:	Teaching The school curriculum extends beyond the academic and provides for pupils' broader development and pupils have access to a wide, rich set of experiences, with the opportunity to develop, nurture and stretch talents or interests.		
Intended outcomes:	<ul style="list-style-type: none"> 85% of pupils within all classes demonstrate in year consistently strong progress or better in Reading, Writing and Maths. To achieve or move towards 35% of pupils within all classes demonstrate in year substantial and sustained progress in Reading, Writing and Maths. To maintain consistency of teaching and learning standards and ensure 100% of lessons are at least 'good'. 100% of pupils to have had opportunity to attend educational visits or participated in wider educational experience e.g. Science Show, Junk Orchestra etc. 	Success criteria:	<ul style="list-style-type: none"> 85% of pupils make at least expected progress in Reading, Writing, Maths across the year. 35% of pupils make exceeded progress in Reading, Writing and Maths Standards of teaching are at 'least good' across the school. All pupils to have had opportunity to participate in termly educationally enriching experience in line with school's value of 'Discovery' - which are linked to the learning and give opportunities to explore new ways of thinking, how curriculum links to the world, how curriculum links to careers etc.
Staff lead:	Teaching and Learning Lead – Class Teachers, Head of School, EVC		

	Year 1	Year 2	Year 3		
Implementation	How we will implement this intervention in year 1: <ul style="list-style-type: none">• All themes for the year to be pre planned• Designated CPD time to be given to discuss and decide curriculum links/ planning• Planned trips to link to learning and curriculum aims.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <p>Due to ongoing restrictions of Covid-19, enrichment trips and off site visits are not looking possible throughout the Autumn Term.</p> <ul style="list-style-type: none">• Development of school resources, topic boxes implemented to support/ develop teaching of specific subjects.• Where possible, planned trips or visitors to school, to take place to support learning and curriculum aims	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): <p><i>Please see new Pupil Premium Strategy Document that is in line with required reporting arrangements as of 2021/22.</i></p>		
	Annual review notes: <p>Covid-19 and the lockdown of schools impacted on school from March onwards.</p> <p>Prior to this, consistently strong progress was seen across the school with the following making at least expected progress: (average across Autumn and Spring terms).</p> <p>Reading – 91.38% (69.22% exceeding progress).</p> <p>Writing - 88.13% (46.79% exceeding)</p>	Annual review notes: <p>The year again was interrupted with a period of lockdown/ remote learning through the Spring term. This had a significant impact on pupil progress as the good progress from the Autumn term in Reading and Writing was unable to be sustained throughout the rest of the year, however maths improved:</p> <table><tr><td>Expected Progress</td><td>Autumn</td><td>Whole Year</td></tr></table>	Expected Progress	Autumn	Whole Year
Expected Progress	Autumn	Whole Year			
Light-touch review notes					

	<p>Maths - 86.66% (44.64% exceeding)</p> <p>The majority and consistency of teaching remained at least ‘good’. Where standards or performance dropped, subsequent measures and interventions were implemented.</p> <p>All attending pupils had the opportunity to participate in wider educational experiences including, Junk Orchestra, Live Music now – Year Six pupils had visit booked for Ben Kinsella.</p>		<table><tr><td>Reading</td><td>89.47%</td><td>84.49%</td></tr><tr><td>Writing</td><td>89.47%</td><td>84.49%</td></tr><tr><td>Maths</td><td>68.42%</td><td>73.47%</td></tr></table> <p>Pupils were able to participate in reward trips/ activities but not until the Summer Term as restrictions lifted.</p> <p>Activities included Year 6 Trip, Go Ape, Bunker 51, KS1 Reward Trip, Whole class Seaside visits.</p> <p>In the terms where visits were not possible, Amazon reward tokens were used to recognize success.</p>	Reading	89.47%	84.49%	Writing	89.47%	84.49%	Maths	68.42%	73.47%	
Reading	89.47%	84.49%											
Writing	89.47%	84.49%											
Maths	68.42%	73.47%											
Light-touch review overall assessment	<p>The intervention is performing: (Prior to Lockdown)</p> <ul style="list-style-type: none">Far above expectations <input type="checkbox"/>Above expectations <input type="checkbox"/>As expected XBelow expectations <input type="checkbox"/>Far below expectations <input type="checkbox"/>		<p>The intervention is performing:</p> <ul style="list-style-type: none">Far above expectations <input type="checkbox"/>Above expectations <input type="checkbox"/>As expected XBelow expectations <input type="checkbox"/>Far below expectations <input type="checkbox"/>	<p>The intervention is performing:</p> <ul style="list-style-type: none">Far above expectations <input type="checkbox"/>Above expectations <input type="checkbox"/>As expected <input type="checkbox"/>Below expectations <input type="checkbox"/>Far below expectations <input type="checkbox"/>									
Anticipated expenditure	Year 1	£2400 (£400 per half term – planned	Is expenditure anticipated to increase, decrease or remain the same?	Increase Decrease Remain the same ✓	Is expenditure anticipated to increase,	Increase Decrease Remain the same ✓							

		trips/ external visitors)			decrease or remain the same?	
			Year 2	£2400	Year 3	£2400
	Total anticipated expenditure:	£7200				
Actual expenditure	Year 1	£0	Year 2	£250 – KS1/ Go Ape	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" 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 <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£474				

Intervention: 3	1:1 Writing interventions to target key areas of low progress – Outside of classroom.		
Barrier to learning:	b, c, d, e, f		
Category:	Targeted academic support Interventions to target key areas of low progress in Reading, Writing and Maths based on schools holistic approach to assessment supported by Pupil Assessment.		
Intended outcomes:	<ul style="list-style-type: none"> 85% of pupils within all classes demonstrate in year, consistently strong progress or better in Maths. To achieve or move towards 35% of pupils within all classes demonstrate in year substantial and sustained progress in Writing. To ensure PP pupils are supported in Writing so that gaps in progress do not appear when compared to non PP pupils. 	Success criteria: <ul style="list-style-type: none"> 85% of pupils make at least expected progress in Writing across the year. 35% of pupils make exceeded progress in Writing Percentage gap between PP and Non PP no greater than 5%. 	

Staff lead:	Teaching and Learning Lead, Literacy Lead Teacher, Designated Literacy PEG		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Termly assessments and progress review meetings identify pupils, who are at risk of not making at least expected progress and 1:1 intervention sessions put in place. • Assessment to identify and support pupils who are able to make accelerated progress. • Designated Literacy Progression Engagement Guide to be released from classroom one day per week to provide 1:1 or small group interventions for Literacy. • Progression Engagement Guide to work as directed by the Teaching and Learning Lead, working to outcomes as identified by the assessment processes in place. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continue with:</p> <ul style="list-style-type: none"> • Termly assessments and progress review meetings identify pupils, who are at risk of not making at least expected progress and 1:1 intervention sessions put in place. • Assessment to identify and support pupils who are able to make accelerated progress. • Designated Literacy Progression Engagement Guide to be released from classroom one day per week to provide 1:1 or small group interventions for Literacy. • Progression Engagement Guide to work as directed by the Teaching and Learning Lead, working to outcomes as identified by the assessment processes in place. • Additional Kindles/ Tablets purchased to support reluctant writers, those with difficulties. (Use of Covid Catch up funding). 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><i>Please see new Pupil Premium Strategy Document that is in line with required reporting arrangements as of 2021/22.</i></p>

			<ul style="list-style-type: none">Additional Kindles/ Tablets purchased to support blended learning.			
Light-touch review notes	Annual review notes: Covid-19 and the lockdown of schools impacted on school from March onwards. Prior to this, consistently strong progress was seen across the school with the following making at least expected progress: (average across Autumn and Spring terms). Writing - 88.13% (46.79% exceeding).		Annual review notes: Across the Year, despite disruptions, 84.49% of pupils made at least expected progress in in writing with 41.61% exceeding progress. Pupil Premium Pupils out performed non PP with 89.06% making at least expected progress compared with 75.20%. The use of additional technologies within the classroom (and during remote learning) along with a Designated Literacy PEG, supported in this area.		Final review notes:	
Light-touch review overall assessment	The intervention is performing: (Prior to Lockdown) <ul style="list-style-type: none">Far above expectations <input type="checkbox"/>Above expectations <input type="checkbox"/>As expected XBelow expectations <input type="checkbox"/>Far below expectations <input type="checkbox"/>		The intervention is performing: <ul style="list-style-type: none">Far above expectations <input type="checkbox"/>Above expectations <input type="checkbox"/>As expected <input type="checkbox"/>Below expectations <input type="checkbox"/>Far below expectations <input type="checkbox"/>		The intervention is performing: <ul style="list-style-type: none">Far above expectations <input type="checkbox"/>Above expectations <input type="checkbox"/>As expected <input type="checkbox"/>Below expectations <input type="checkbox"/>Far below expectations <input type="checkbox"/>	
Anticipated expenditure	Year 1	£1500 (Contribution towards release time/ training for	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 ✓

		designated Literacy PEG)	Year 2	£1500 Covid Catch up funding – TBC to be used to purchase additional tablets/ kindles.	Year 3	£1500
	Total anticipated expenditure:	£4500				
Actual expenditure	Year 1	£3600	Year 2	£2636.81 – IPADs/Kindles	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> 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 <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£6236.81				

Intervention: 4	1:1 Numeracy interventions to target key areas of low progress – Outside of classroom.		
Barrier to learning:	a, b, c, d		
Category:	Targeted academic support Interventions to target key areas of low progress in Reading, Writing and Maths based on schools holistic approach to assessment supported by Pupil Assessment.		
Intended outcomes:	<ul style="list-style-type: none"> 85% of pupils within all classes demonstrate in year, consistently strong progress or better in Maths. To achieve or move towards 35% of pupils within all classes demonstrate in year substantial and sustained progress in Maths. To ensure PP pupils are supported in Maths so that gaps in progress do not appear when compared to non PP pupils 	Success criteria:	<ul style="list-style-type: none"> 85% of pupils make at least expected progress in Maths across the year. 35% of pupils make exceeded progress in Maths
Staff lead:	Teaching and Learning Lead, Literacy Lead Teacher, Designated Literacy PEG		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Termly assessments and progress review meetings identify pupils, who are at risk of not making at least expected progress 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Continue with:	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

	<p>and 1:1 intervention sessions put in place.</p> <ul style="list-style-type: none"> • Assessment to identify and support pupils who are able to make accelerated progress. • Designated Numeracy Progression Engagement Guide to be released from classroom one day per week to provide 1:1 or small group interventions for Numeracy. • Progression Engagement Guide to work as directed by the Teaching and Learning Lead, working to outcomes as identified by the assessment processes in place. 	<ul style="list-style-type: none"> • Termly assessments and progress review meetings identify pupils, who are at risk of not making at least expected progress and 1:1 intervention sessions put in place. • Assessment to identify and support pupils who are able to make accelerated progress. • Designated Numeracy Progression Engagement Guide to be released from classroom one day per week to provide 1:1 or small group interventions for Numeracy. • Progression Engagement Guide to work as directed by the Teaching and Learning Lead, working to outcomes as identified by the assessment processes in place. • Dynamo maths subscription. 	<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>Annual review notes:</p> <p>Covid-19 and the lockdown of schools impacted on school from March onwards.</p> <p>Prior to this, consistently strong progress was seen across the school with the following making at least expected progress: (average across Autumn and Spring terms).</p> <p>Maths - 86.66% (44.64% exceeding)</p>	<p>Annual review notes:</p> <p>73.47% of all pupils made at least expected progress within maths, with 41.61% exceeding progress. Despite the lower progress rates in maths across the school compared to Reading and Writing, there is only a marginal difference between PP and Non PP pupils in this area.</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing: (Prior to Lockdown)		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected X Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£1500 (Contribution towards release time/ training for designated PEG)	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	£1500	Year 3	£1500
	Total anticipated expenditure:	£4500				
Actual expenditure	Year 1	£3789	Year 2	£4500	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> 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 <input type="checkbox"/>
	Total actual expenditure:	£8289 (additional costs/ contribution from School's budget).				

Intervention: 5	Speech and Language Therapy (SALT) - 1:1 interventions to target key areas – Outside of classroom.		
Barrier to learning:	a, b, c, d		
Category:	Targeted academic support Speech and Language Therapy (SALT)		
Intended outcomes:	<ul style="list-style-type: none"> To provide SALT evaluation, 1:1 individual intervention for identified pupils Class support for pupils with speech and language difficulties. 	Success criteria:	<ul style="list-style-type: none"> 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
Staff lead:	SENCo, SALT specialist, SALT champion, Teaching and Learning Lead		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> SALT evaluation and intervention will support both in and out of class interventions to assist pupils to reach their full communicative potential. Identified pupils are given individualized SALT targets and advice is given for 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> SALT evaluation and intervention will support both in and out of class interventions to assist pupils to reach their full communicative potential. Identified pupils are given individualized SALT targets and advice is given for 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): <i>Please see new Pupil Premium Strategy Document that is in line with required reporting arrangements as of 2021/22.</i>

	<p>individual pupils to support with emotional literacy.</p> <ul style="list-style-type: none"> • Advice is given to support lego therapy, social stories and whole school emotional literacy. • SALT specialist directly undertakes literacy interventions including vocabulary and expressive language and emotional literacy. • SALT to train PEGs in each class so that SALT support is given at all times 	<p>individual pupils to support with emotional literacy.</p> <ul style="list-style-type: none"> • Advice is given to support lego therapy, social stories and whole school emotional literacy. • SALT specialist directly undertakes literacy interventions including vocabulary and expressive language and emotional literacy. • SALT to train PEGs in each class so that SALT support is given at all times 	
Light-touch review notes	<p>Annual review notes:</p> <p>Covid-19 and the lockdown of schools impacted on school from March onwards, impacting on the completion of some of the above actions i.e. SALT to train PEGs in each class so that SALT support is given at all times and advice is given to support lego therapy, social stories and whole school emotional literacy.</p> <p>Other actions were ongoing and part of the continuous cycle within a PRU and are to be continued each year due to 'pupil turnover'.</p>	<p>Annual review notes:</p> <p>Designated PEG was able to provide additional 1 day per week interventions alongside/ in addition to interventions/ work of Speech and Language Therapist.</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected X Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£1500 (Contribution towards release time/ training for designated Literacy PEG)	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	£1500	Year 3	£1500
	Total anticipated expenditure:	£4500				
Actual expenditure	Year 1	£3600	Year 2	£4500	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> 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 <input type="checkbox"/>
	Total actual expenditure:	£8100 (additional costs/ contribution from School's budget).				

Intervention: 6	Group and individual therapy offer		
Barrier to learning:	a, d, e, h		
Category:	<p>Targeted SEMH support</p> <p>Pupils have highly positive attitudes and commitment to their education, they develop resilience, motivation and are persistent in the face of difficulties.</p> <p>Pupils are supported in developing and demonstrating high levels of self-control, pupil behaviour supports the learning of others.</p>		
Intended outcomes:	<ul style="list-style-type: none"> To ensure that all pupils where appropriate have access to a level of therapy whilst attending BTAM. 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. 	Success criteria:	<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. 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.
Staff lead:	<ul style="list-style-type: none"> Therapy team, AHoS/ Pastoral and Welfare Lead and SLT 		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Full therapeutic team in place at the start of the year – supplemented and enhanced through supervised trainee therapist team • Regular line management with AHoS/ Pastoral and Welfare Lead • Regular feedback to staff including in class, SENCO, welfare officer etc. • Regular weekly drop ins • Analysis of SEMH data to decide on whole school strategies and individual student needs • Organisation of Mental Health Weeks (at least 3 over the year) • Supervision provided for all therapists (including trainees) 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Appointment of new therapist to team due to additional KS1 SEMH class. • Whole school re-baselined, new targets, strategies set. • Regular line management with AHoS/ Pastoral and Welfare Lead • Regular feedback to staff including in class, SENCO, welfare officer etc. • Regular weekly drop ins • Analysis of SEMH data to decide on whole school strategies and individual student needs • Organisation of Mental Health Weeks (at least 3 over the year) • Supervision provided for all therapists (including trainees) • Therapy included as part of the Recovery Curriculum, with therapy team providing supportive whole class therapy sessions based around the key areas of Belonging, Predictability, Organisation, Regulation, Differentiation, Relationships. • Resources available to ensure each child is able to create and decorate their own 'happiness box', filled with things they love, support them in being calm and reducing their levels of anxiety. • Whole school CPD – ‘ Zones of regulation’. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><i>Please see new Pupil Premium Strategy Document that is in line with required reporting arrangements as of 2021/22.</i></p>
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Light-touch review notes	Annual review notes: Prior to lockdown – data from SEMH tracker outlines progress of pupils in the areas of self-worth, self-awareness, communication and interaction and relationships. Where there had been dips or discrepancies between key groups, these have been reflected and acted upon through a thorough action plan. During Lock-down, all staff including the therapy team endeavoured to keep relationships and communication in place with pupils and families.		Annual review notes: Two New Therapists appointed to ensure all children have level of access to Therapy. New Head of Therapy for Trust in post. SEMH tracking data should increases in all strands across the year, despite difficulties. Gaps analysis shows that non PP pupils made around 5% greater progress in each area than non PP. (See SEMH Data Pack)		Final review notes:	
Light-touch review overall assessment	The intervention is performing: (Prior to Lockdown) <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected X • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected X • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£500 (supervision costs)	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	£500	Year 3	£

	Total anticipated expenditure:	£1500				
Actual expenditure	Year 1	£240	Year 2	£500	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> 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 <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£1000				

Intervention: 7	Half-termly enrichment trips/ activities take place to support improved behaviour and attendance		
Barrier to learning:	a, e, g, h, i		
Category:	Wider Strategies Pupils value their education and have high attendance Few are absent or persistently absent, whilst the attendance of pupils who have previously had exceptionally high rates of absence shows a marked and sustained improvement.		
Intended outcomes:	<ul style="list-style-type: none"> BTA Midfield attendance to improve by 1% to 92.3%. On task behaviour to remain above 95% 	Success criteria:	<ul style="list-style-type: none"> Pupil attendance to increase by 1% to 92.3% Where pupil attendance prior to joining BTA was low, for this to have improved significantly and is rising towards national averages. Improved behaviour – reduction in time, number of pupils accessing interventions for behaviour. On task behaviour remains above 95% average.
Staff lead:	HoS - AHOs/ Pastoral and Welfare Lead, Behaviour Lead and SLT		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> All trips/experiences for the year to be pre planned. Behaviour/ Pastoral team identify and support pupils with behaviour/ attendance issues, through mentoring, meeting with parents/ relevant agencies to support improvements. 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> Due to ongoing restrictions of Covid-19, reward trips and off site visits are not looking possible throughout the Autumn Term. Instead and as part of the School's recovery curriculum, there will be supportive whole class therapy 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): <i>Please see new Pupil Premium Strategy Document that is in line with required reporting arrangements as of 2021/22.</i>

		<p>sessions based around the key areas of Belonging, Predictability, Organisation, Regulation, Differentiation, Relationships and resources available to ensure each child is able to create and decorate their own 'happiness box', filled with things they love, support them in being calm and reducing their levels of anxiety.</p> <ul style="list-style-type: none"> • In school reward activities will take place on a half termly basis to support improved/ continued good behaviour and attendance of pupils. 	
Light-touch review notes	<p>Annual review notes:</p> <p>Prior to lockdown pupil behaviour data continued to show a high trend with 'On task behaviour' at 97% and no FTE's for 2019-20.</p> <p>Attendance remained around the 91% mark across the academic year. (prior to Covid19).</p> <p>Reward trips for three half terms were implemented for those pupils who had shown sustained good behaviour and or attendance and or significant improvements in these areas.</p>	<p>Annual review notes:</p> <p>Attendance prior to and after Spring closures for Covid was around the 96% mark.</p> <p>On task behaviour across the year dipped to 95.98% compared to 97% for previous two years.</p> <p>Lockdowns and the effect of these and Covid notably effected levels of behaviour throughout the year.</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing: (Prior to Lockdown)		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected X Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected X Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2400	Is expenditure anticipated to increase, decrease or remain the same?	Increase	Is expenditure anticipated to increase, decrease or remain the same?	Increase
		£400 per half term for reward trips/ incentives.		Decrease		Decrease
			Year 2	£3000	Year 3	£3000
Total anticipated expenditure:		£7200				
Actual expenditure	Year 1	£1601.13	Year 2	£244 – Bunker 51 - Amazon	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> 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 <input type="checkbox"/>

	Total actual expenditure:	£1845.13
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Intervention: 8	Termly 'Diversity Days'		
Barrier to learning:	a, e, g, h, i		
Category:	Wider Strategies The school curriculum extends beyond the academic and provides for pupils' broader development and pupils have access to a wide, rich set of experiences, with the opportunity to develop, nurture and stretch talents or interests.		
Intended outcomes:	<ul style="list-style-type: none"> To provide opportunities to all pupils from disadvantage families/ backgrounds with similar enrichment opportunities as their peers. 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. 	Success criteria:	<ul style="list-style-type: none"> Termly Diversity Day held 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%
Staff lead:	Therapy team, AHoS/ Pastoral and Welfare Lead and SLT		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • All Diversity Days for the year to be pre planned linking to key themes or identified areas of interest for pupils. • Book appropriate speakers/ companies etc acquire required resources. • Days to be assessed and reviewed so that improvements can be put in place for following Diversity Days • Feedback from class staff and company running the day. • Tracking of behaviours/ SEMH strands on the day to feed into recording systems. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • All Diversity Days for the year to be pre planned linking to key themes or identified areas of interest for pupils. • Book appropriate speakers/ companies etc acquire required resources. <i>(this would be in line with Covid 19 restrictions).</i> • Days to be assessed and reviewed so that improvements can be put in place for following Diversity Days • Feedback from class staff and company running the day. • Tracking of behaviours/ SEMH strands on the day to feed into recording systems. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</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>Annual review notes:</p> <p>Covid-19 and the lockdown of schools impacted on school from March onwards, impacting on the completion of some of the above actions – only one diversity day was carried out (Autumn Term).</p> <p>Prior to lockdown – data from SEMH tracker outlines progress of pupils in the areas of self-worth, self-awareness, communication and interaction and relationships. Where there had been dips or discrepancies between key groups, these have been</p>	<p>Annual review notes:</p> <p>The impact of Covid and subsequent restrictions prevented opportunities in this area again – despite this SEMH tracker showed that progress was made by the majority of pupils in all areas, with only a marginal difference between PP and Non PP pupils.</p>	<p>Final review notes:</p>

	reflected and acted upon through a thorough action plan.					
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations X (due to Covid 19) • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations X (due to Covid 19) • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£1500 (£500 per term, resources for Diversity Day/ guest speakers/ visitors etc).	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	£1500	Year 3	£1500
	Total anticipated expenditure:	£4500				
Actual expenditure	Year 1	£500	Year 2	£395 – Live Music Now	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> 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 <input type="checkbox"/>

	Total actual expenditure:	£895
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