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**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 “t*horoughly* *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
5. 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.

1. 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)

1. 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.

1. 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**

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| Funding summary: Year 1 | | | | | | |
| Total number of pupils | KS1 – 4  KS2 – 31  Total – 35  \*as of 2nd September 2019 | PPG received per pupil | | £1320 | Indicative PPG as advised in School Budget Statement | £11880 |
| Number of pupils eligible for PPG | | 9 at time of census count.  (25 pupils as of 2/9/19 PP) | Actual PPG budget | £11880 |
| Funding estimate: Year 2 | | | | | | |
| Estimated pupil numbers | | | 45 PRU Commissioned places – 8 KS1 SEMH places  KS1 – 4 pupils  KS2 – 20  Total – 24  \*as of 3rd 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**

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| 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: | * 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.   Table to show - 2018/19 - % of pupils making at least expected progress in Reading, Writing, Maths.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | 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: | * 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 * Gap between amount of PP and Non PP children making expected progress in Reading, Writing and Maths is no greater than 4.9% |
| Staff lead: | Teaching and Learning Lead – Class Teachers, PEGS | | |

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| Implementation | Year 1 | | | Year 2 | | Year 3 | |
| **How we will implement this intervention in year 1:**   * 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. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**   * 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 | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  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.  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).  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. | | | **Annual review notes:** | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing: (Prior to  Lockdown)   * Far above expectations 🞏 * Above expectations 🞏 * As expected X * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| 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. Cost **TBC** | Year 3 | £500 |
| Total anticipated expenditure: | £1500 | | | | | |
| Actual expenditure | Year 1 | £500 | Year 2 | | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | |

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| 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: | * 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: | | * 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 | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**   * 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):**  Due to ongoing restrictions of Covid-19, enrichment trips and off site visits are not looking possible throughout the Autumn Term.   * 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):** | |
| 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).  Reading – 91.38% (69.22% exceeding progress).  Writing - 88.13% (46.79% exceeding)  Maths - 86.66% (44.64% exceeding)  The majority and consistency of teaching remained at least ‘good’. Where standards or performance dropped, subsequent measures and interventions were implemented.  All attending pupils had the opportunity to participate inin wider educational experiences including, Junk Orchestra, Live Music now – Year Six pupils had visit booked for Ben Kinsella. | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing: (Prior to  Lockdown)   * Far above expectations 🞏 * Above expectations 🞏 * As expected X * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £2400  (£400 per half term – planned trips/ external visitors) | 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 | | | £2400 | | Year 3 | £2400 |
| Total anticipated expenditure: | £7200 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

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| 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: | * 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: | | * 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 | |
| **How we will implement this intervention in year 1:**   * 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. | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  **Continue with:**   * 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). * Additional Kindles/ Tablets purchased to support blended learning. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| 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:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing: (Prior to  Lockdown)   * Far above expectations 🞏 * Above expectations 🞏 * As expected X * Below expectations 🞏 * Far below expectations 🞏 | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| 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  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 | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | |

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| 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: | * 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: | | * 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:**   * 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. | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  **Continue with:**   * 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. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| 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).  Maths - 86.66% (44.64% exceeding) | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing: (Prior to  Lockdown)   * Far above expectations 🞏 * Above expectations 🞏 * As expected X * Below expectations 🞏 * Far below expectations 🞏 | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| 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 | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | |

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| 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: | * To provide SALT evaluation, * 1:1 individual intervention for identified pupils * Class support for pupils with speech and language difficulties. | | | Success criteria: | | * 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:**   * 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 individual pupils to support with emotional literacy. * 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 | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**   * 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 individual pupils to support with emotional literacy. * 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 | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  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.  Other actions were ongoing and part of the continuous cycle within a PRU and are to be continued each year due to ‘pupil turnover’. | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected X * Below expectations 🞏 * Far below expectations 🞏 | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| 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 | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | |

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| Intervention: 6 | **Group and individual therapy offer** | | | | | | | |
| Barrier to learning: | **a, d, e, h** | | | | | | | |
| Category: | **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. | | | | | | | |
| Intended outcomes: | * 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: | | * 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: | * Therapy team, AHoS/ Pastoral and Welfare Lead and SLT | | | | | | | |
| Implementation | Year 1 | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**   * 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) | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**   * 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’. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| 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:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing: (Prior to  Lockdown)   * Far above expectations 🞏 * Above expectations 🞏 * As expected X * Below expectations 🞏 * Far below expectations 🞏 | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| 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 | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £1500 | | | | | | |
| Actual expenditure | Year 1 | £240 | Year 2 | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | |

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| 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: | * BTA Midfield attendance to improve by 1% to 92.3%. * On task behaviour to remain above 95% | | | | Success criteria: | | * 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:**   * 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):**   * 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 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. * In school reward activities will take place on a half termly basis to support improved/ continued good behaviour and attendance of pupils. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  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.  Attendance remained around the 91% mark across the academic year. (prior to Covid19).  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. | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing: (Prior to  Lockdown)   * Far above expectations 🞏 * Above expectations 🞏 * As expected X * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £2400  £400 per half term for reward trips/ incentives. | 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 | | | £3000 | | Year 3 | £3000 |
| Total anticipated expenditure: | £7200 | | | | | | | |
| Actual expenditure | Year 1 | £1601.13 | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

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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: | * 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: | | * 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 | |
| **How we will implement this intervention in year 1:**   * 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. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**   * 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. *(this would be in line with Covid 19 restrictions).* * 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. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  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).  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. | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations X (due to Covid 19) * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| 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 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £100 | | | | | | | |