

# Pupil premium statement Bristol Brunel Academy 2024-2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1334
Proportion (%) of pupil premium eligible pupils	38.16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	<i>Jen Cusack</i> , Head of school
Pupil premium lead	<i>Kelly Jefferies</i> , Vice Principal
Governor / Trustee lead	<i>Georgina Hopkins</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£534,865
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£534,865</b>



# Part A: Pupil premium strategy plan

## Statement of intent

At Bristol Brunel Academy (BBA), our objectives for disadvantaged students align with the Cabot Learning Federation intent and values. At BBA, our objectives include: Staff have a collective understanding of the impact of disadvantage on students' learning, achievement and success in later life. We will consider the challenges faced by vulnerable students, such as those who have a social worker or family support worker, are young carers, are experiencing mental health challenges and those experiencing other adverse childhood experiences, when making decisions. We recognise that not all pupils who receive free school meals will be socially disadvantaged. We hope to enable all students, but particularly our most disadvantaged, to look after their social and emotional wellbeing and to develop resilience. We make decisions through the "lens of the disadvantaged". We are committed to being an evidence informed school. This means that we use research to make decisions about what and how we develop teaching and learning in our school. (Sutton Trust Toolkit & EEF)

Our areas of focus will include;

- High quality teaching and raising attainment (RA) is at the heart of our approach and are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. This is done through consistent use of formative assessment.
- Literacy, where there is a focus on vocabulary, oracy, speaking writing, reading and comprehension.
- Careers education.
- The Enrichment offer.
- Pastoral offer supports students to feel listened to and be part of the BBA community.

1. Our use of the pupil premium funding will help us to improve and sustain higher attainment for disadvantaged students, through our taught and wider curriculum, with a specific focus on high quality teaching, RA and delivery, where there are minimal gaps in progress and attainment between groups. By incorporating the Brunel Way and through the lens of the disadvantaged, our curriculum ensures that all our students are successful academically, personally, socially and within the wider community.

2. Ensuring that literacy underpins learning in all our classrooms, where we explicitly focus on improving reading, particularly for children from disadvantaged backgrounds. All students should leave as functional readers. There should not be gaps between reading performance of disadvantaged students and their peers when they leave BBA.

3. Providing Careers Education, Information and Guidance (CEIAG) which supports students into their post 16 and Further Education (FE) options and chosen next steps

particularly those who are disadvantaged. No students should be Not in Education, Employment, or Training (NEET). As a result, all students leave Bristol Brunel Academy prepared for success in modern Britain.

4. Designing an Enrichment programme that is broad and appeals to all students particularly our disadvantaged. Enabling a growing sense of belonging within the Academy.

5. We have invested heavily in our Pastoral teams across the Academy to support students from their transition from Primary school, onwards to year 11 and throughout their Post 16 and FE options.

*How does your current pupil premium strategy plan work towards achieving those objectives?*

The strategy plan ensures that funding is used to:

- Provide the support required to create stable foundations for learning and to remove barriers. For example, providing improved attendance, family engagement, behaviour and well-being support and interventions. Students are then able to fully engage in the taught and wider curriculum and are more likely to achieve outcomes in line with non-disadvantaged peers.
- Support progress in reading throughout the Academy through the use of Accelerated Reader and our specialist Reading Tutor. A range of other reading strategies are in place, but these are not included in the costings.

*What are the key principles of your strategy plan?*

- All strategies are evidence informed and have specifically been selected to support the needs of disadvantaged students.
- A wider array of strategies (e.g., uniform, equipment etc) are in place to support disadvantaged students but they may not support student progress directly but do support a positive and equitable experience for disadvantaged students at BBA. These wider strategies have not been noted below.
- With 38.16% of students at Bristol Brunel Academy designated as pupil premium, the Academy looks through the lens of disadvantage. This is supported and explicit in the Academy Improvement Plan, Department Improvement Plans and Year Improvement Plans.

## Challenges

This section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	<p><b>ACHIEVEMENT (particularly attainment)</b></p> <p>Analysis of internal and external data shows that disadvantaged students (DA) arrive with KS2 data that shows lower attainment, and they go on to achieve a lower level of attainment and progress in their Y11 outcomes compared to non-disadvantaged students. Attainment is the key that unlocks future pathways for DA students, so this is a particular focus ins KS3 and KS4 raising attainment.</p>
2	<p><b>ATTENDANCE</b></p> <p>Our data indicates that for 2023/24 attendance for disadvantaged students was lower than non-disadvantaged students; attendance – 92.3% compared to 83.4%. PA - 47.% compared to 20.6%. Term 1 &amp; term 2 (24/25) attendance and PA figures are showing a similar trend with an attendance of 92.8% compared to 86.1% and PA of 40.8% compared to 28.3%.</p>
3	<p><b>LITERACY / ORACY / READING</b></p> <p>Disadvantaged students spoken language reading skills are significantly lower than their peers. This supports our analysis of the NGRT completed in July 2024 which showed that on average the reading scores of disadvantaged students were more likely to have lower reading scores compared to non-disadvantaged students. We know that reading, for many of our disadvantaged students, is not commonplace and is a barrier to accessing the curriculum, which can lead to disengagement from education.</p>
4	<p><b>SUSPENSIONS</b></p> <p>Analysis of data indicates that disadvantaged students are overrepresented in suspension data and internal negative behaviour scores, impacting their learning.</p>
5	<p><b>PASTORAL CARE</b></p> <p>Analysis of data shows that there is an increase identification for social emotional and mental health issues including increased anxiety, low self-esteem, self-harm, trauma and ACES among our disadvantaged students.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>1 ACHIEVEMENT</b></p> <p>Improve attainment among disadvantaged students across the academy specifically at the end of KS4.</p>	<p>We are successful in achieving our Academy target of 70% of students achieve 5 or above in all subjects and there are minimal gaps between groups and cohorts</p>
<p><b>2 ATTENDANCE</b></p> <p>To achieve and sustain improved attendance for all students, particularly our disadvantaged, so that attendance and persistent absence (PA) are in line with their peers.</p>	<p>There is no gap between in the attendance of disadvantaged and non- disadvantaged students, with both groups exceeding national averages.</p> <p>A significant reduction in persistent and severe absence of all students especially disadvantaged students.</p>
<p><b>3 LITERACY / ORACY / READING</b></p> <p>Through Voice 21, develop and improve students' spoken language skills alongside improving reading comprehension among disadvantaged students across all year groups.</p>	<p>Reading ages for all students will increase to be in line with, or very close to, chronological age. Measured using NGRT. Students will leave the Academy with a reading score of above 100.</p>

<p><b>4 POSITIVE EXPERIENCE</b></p> <p>Disadvantaged students have a positive experience in school where they speak positively about their day to day and whole school experience.</p>	<p>Analysis of the Resilience survey to compare trends, year on year, with our disadvantaged students, seeking improved ratings compared to non-disadvantaged students.</p> <p>Student voice demonstrates a greater sense of belonging in the Academy with a better sense of place and self-esteem for our disadvantaged students.</p> <p>Extra curriculum clubs show that disadvantaged students engage in the extra curriculum offer inline with their non-disadvantaged peers.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£167,157**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional leadership capacity</b></p> <p>As the level of student need in the Academy grows, staffing has been restructured to provide more rigour in tracking and intervening with students, including PP students, SEND K and E who are not achieving expected progress. We have recruited into the following roles to support this:</p> <p>Inclusion manager Leader of Learning Support Strategic Leader of Learning Support Operational</p>	<p>These roles implement a wide range of strategies from the EEF toolkit. For example:</p> <p>Parental engagement (+4 months)</p> <p>By designing and delivering effective approaches to support parental engagement through the new roles, leaders, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>1, 2, 3, 4, 5</p> <p>EVIDENCE: Attendance data. Student and parent voice. Exclusion &amp; behaviour data. Student movement data. Outcomes data. Leadership impact.</p>

<p>Leadership has oversight of ensuring a range of strategies are used in subjects, intervention groups and with individuals to track, intervene and accelerate progress.</p> <p>Leadership is responsible for coordinating intervention through the new leadership roles discussed above and alongside Heads of Year and Curriculum Leaders and seeking and sharing best practice for shifting students.</p>	<p>Behaviour interventions (+4 months)</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills</p>	
<p><b>Achievement Head of Year (HOY)</b></p> <p>The Academy has restructured staffing this year to provide additional academic and pastoral support. This makes a wide and deep impact on students, particularly our PP students.</p> <p>Year Teams focus not just on removing barriers to learning, but on tracking and enhancing the achievement of students.</p> <p>There is a strong link with families to ensure barriers for PP students is reduced.</p> <p>HOYs focus on the overall experience of students, including identifying students for targeted interventions.</p>	<p>These roles implement a wide range of strategies from the EEF toolkit. For example:</p> <p>Parental engagement (+4 months)</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Social and Emotional (SEL) Learning (+4 months)</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand</p>	<p>1 2 3 4 5</p> <p>EVIDENCE: Attendance data. Student and parent voice. Exclusion &amp; behaviour data. RnR's. Outcomes data.</p>



	and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
<p><b>Assistant SENDCO</b></p> <p>This Academy has a significant number of students with EHCPs and complex learning needs.</p> <p>The Assistant SENDCO supports the rigour of the use of TAs and interventions alongside quality first teaching in the classroom.</p> <p>The Assistant SENDCO will monitor and support the implementation of the DELTA project.</p> <p>We are investing in training for two Assistant SENDCOs.</p> <p>LSA deployment is a priority and part of the Academy Review Process.</p>	<p>Teaching Assistant interventions (+4 months)</p> <p>Schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils. However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p>	<p>1 2 3 5</p> <p>EVIDENCE: Intervention impact data. Attendance data. Student voice. Parent voice. Staff voice. RnR's. Outcomes data ARV Feedback.</p>
<p><b>Literacy / Oracy / Reading</b></p> <p>Our dedicated member of staff for literacy has oversight and is responsible for whole academy training with regards to literacy.</p>	<p>Oral language interventions (+6 months)</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some</p>	<p>1 3</p> <p>EVIDENCE: NGRT comparison data. Intervention data.</p>

<p>The focus and work completed throughout the Academy will directly impact classroom teachers and their practice.</p>	<p>disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://voice21.org/">https://voice21.org/</a></p>	<p>Student voice.</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£248,038**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Read Write Inc</b></p> <p>Students are identified through transition and teacher data.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics?utm_source=/projects-and-evaluation/projects/read-write-inc-phonics&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics?utm_source=/projects-and-evaluation/projects/read-write-inc-phonics&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>1 3</p> <p>EVIDENCE: Student voice. Staff voice Analysis of reading data.</p>
<p><b>The Delta Project</b></p> <p>BBA has implemented the DELTA project to develop the leadership of our learning support assistants.</p> <p>We are on Year three of the DELTA project</p>	<p>Bristol City, the EEF and WSRS evidenced informed project.</p> <p>This fully funded project offers sustained support for schools looking to derive maximum benefit from TA's as part of a whole school strategy for supporting children at risk of underachieving.</p> <p>One of the characteristics of effective schools, in addition to what approaches they adopt, is how they implement those approaches to bring about sustained changes in practice. In response, EEF is working in</p>	<p>1 3</p> <p>EVIDENCE: Staff voice through impact survey. LSA voice. Student voice. RNR Feedback. ARV Feedback.</p>

	partnership with Bristol City Council to support evidence-informed school improvement across the city.	
<p><b>Reading interventions (Reading tutor providing That Reading Thing and inference interventions)</b></p> <p>BBA is currently seeking to employ a Reading Tutor to explicitly teach reading.</p> <p>Following a successful recruitment:</p> <p>The intervention timetable will cross all year groups and will be made up of one-to-one and small group intervention.</p> <p>TRT sessions and small group inference sessions.</p>	<p>Reading comprehension strategies (+6months)</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	<p>1 2 3</p> <p>EVIDENCE: Analysis of reading data Student voice. Intervention data. Outcomes data.</p>
<p><b>Small group interventions from HLTA's &amp; TA's</b></p> <p>HLTA's and TA's provided targeted interventions for students who require literacy and numeracy interventions.</p>	<p>Small Group Tuition (+4 months)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p>	<p>1 2 3</p> <p>EVIDENCE Analysis of reading data. Student voice. Intervention data. Outcomes data.</p>

	<p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
<p><b>Accelerated Reader for Years 7 &amp; 8</b></p> <p>All Year 7 and 8 students receive a dedicated weekly reading lesson using AR. This sits alongside a range of other reading strategies</p>	<p>Accelerated Reader (0-5 months)</p> <p>The initial study conducted at Broadgreen High School and evaluated by Durham University found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. A 2021 study with primary students showed 0 months' progress.</p>	<p>1 2 3</p> <p>EVIDENCE:          Analysis of reading data.          Student voice.          Analysis of intervention data and outcomes data.          Analysis of reading scores          AR quiz completion.</p>
<p><b>Nurture Year 7 and 8</b></p> <p>BBA has invested in employing a primary school specialist in order to meet the academic needs of those students who are significantly behind their peers in numeracy and literacy</p>	<p>Reading comprehension strategies (+6months)</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for</p>	<p>1 3</p> <p>EVIDENCE:          Student Voice          Parent Voice          Outcomes data          Attendance to lessons</p>

	reading and understanding challenging texts.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £119,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year Team Interventions</p> <p>Attendance, Behaviour &amp; SEMH Interventions run by the Pastoral Support Lead and the Pastoral Support Officers.</p> <p>The Academy has restructured staffing to provide additional pastoral support. This makes a wide and deep impact on students, particularly our PP students. Year Teams focus not just on removing barriers to learning, but on tracking and enhancing the</p>	<p>Parental engagement (+4 months)</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Behaviour interventions (+4 months) According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent exclusion or suspension compared to those who do not. The most common reason for suspension at BBA is persistent disruptive behaviour. Pupil behaviour will have multiple</p>	<p>1 2 4 5</p> <p>EVIDENCE:            Analysis of attendance data.            Analysis of lesson score data.            Analysis of suspension data.            Analysis of exclusion data.</p>

<p>achievement of students. Deep involvement with families and ensuring any disadvantaged for PP students is reduced.</p>	<p>influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	
<p>Uniform and Equipment provision</p> <p>The Academy has a relentless focus to remove barriers for all students particularly our disadvantaged as we know they are less likely to be able to afford uniform and equipment and may be a barrier to attending school.</p>	<p>Removal of barriers</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>We believe that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. We believe that a uniform promotes social equity.</p> <p>However, there is little robust evidence that having a school uniform will, by itself, improve academic performance, behaviour or attendance.</p> <p>There is a general belief in the UK that school uniform leads to improvements in students' behaviour. It is important to remember that improved behaviour, on its own, does not necessarily lead to better learning, though it may be an important precondition.</p>	<p>1 2 4 5</p> <p>EVIDENCE: Student voice. Parent voice. Analysis of attendance data.</p>
<p>Attendance Officer and Assistant Attendance Officer</p> <p>The Attendance Officer and Assistant Officer directly work with hard to reach families and support students back into the Academy. They have a particular focus on disadvantaged</p>	<p>Parental engagement (+4 months)</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>1 2 3 4 5</p> <p>EVIDENCE: Termly analysis of attendance data. Termly analysis of PA data.</p>

<p>students as their attendance is lower and PA and SA is higher than their peers.</p>		
<p>Fresh Start Provision</p> <p>The Fresh Start provision is a specialist provision for students who are identified as having high SEMH needs. Key workers run targeted sessions, behaviour support and intervention for some of our most vulnerable/difficult students.</p> <p>The focus is to provide wrap around care and support to remove barriers and allow students to successfully access their learning by attending lessons. A high proportion of PP students are part of the Fresh Start programme.</p> <p>We have invested in a full time Pastoral Support Manager to oversee the Fresh Start provision.</p>	<p>Behaviour interventions (+4 months)</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent exclusion or suspension compared to those who do not. The most common reason for suspension is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Social and Emotional Learning (SEL) (+4 months)</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1 2 4 5</p> <p>EVIDENCE:</p> <p>Analysis of the Fresh Start students who are successfully integrated into the Academy.</p> <p>Analysis of attendance data.</p> <p>Improved rates of progress and attainment</p> <p>Greater sense of belonging demonstrated through improved attitudes.</p> <p>Analysis of the suspension, SURP and Off Site Direction data.</p> <p>Analysis of lesson scores.</p> <p>Positive safeguarding internal and external reviews.</p>
<p>Counsellors</p> <p>Two counsellors are employed to work with our highest need, vulnerable and SEMH impacted students. Approximately 80% of students currently</p>	<p>Social and Emotional Learning (SEL) (+4 months)</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-</p>	<p>1 2 4 5</p> <p>EVIDENCE</p> <p>Attendance of specific students increases.</p>

<p>accessing this service are PP. There is a sizable waiting list.</p>	<p>regulation, both of which may subsequently increase academic attainment.</p>	<p>Progress and attainment improves. Sense of belonging increases. Improved SEMH and wellbeing scores Reduction in suspensions. Improved lesson scores. Successful onward referrals for specific students.</p>
<p>Engage Provision</p> <p>Engage provides an alternative provision for students who find mainstream more difficult. It is a revolving door provision that is part of Snowden Village. It is targeted and specific to the students' needs.</p>	<p>Behaviour interventions (+4 months)</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent exclusion or suspension compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Social and Emotional Learning (SEL) (+4 months)</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1 2 4 5</p> <p>EVIDENCE: Improved lesson scores. Improved wellbeing measures. Successful reengagement to BBA. Student movement decreases and specific students remain at BBA until the end of Y11 following intervention. A greater sense of belonging felt by students, through student voice.</p>



<p>Alternative Learning Provisions</p> <p>Across the academic year a few students who are facing significant challenges require alternative provision. We have a wide range of outside agencies and provision that we use. A proportion of which are used by PP students to enable them to have more appropriate provision that is tailored to their specific needs.</p>	<p>Behaviour interventions (+4 months)</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for suspension is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills</p> <p>Social and Emotional Learning (SEL) (+4 months)</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1 2 3 4 5</p> <p>EVIDENCE: Improved lesson scores. Improved wellbeing measures. Successful reengagement to BBA. Student movement decreases and specific students remain at BBA until the end of Y11 following intervention. A greater sense of belonging felt by students, through student voice.</p>
<p>Enrichment Provision</p> <p>We have invested in an Enrichment Coordinator to increase and enhance the quality of and update extra-curricular provision. Extra-curricular activities are developed through clubs, trips and</p>	<p>Physical activity (+1 months)</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p>1 2 3 4 5</p> <p>EVIDENCE: Analysis of student voice. Analysis of parent voice. Analysis of attendance to extra curricular provision.</p>

<p>workshops which are targeted at high uptake of disadvantaged students.</p>	<p>Arts participation (+3 months)</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p>	
<p>Careers and Employability Coach</p> <p>To support students to have and realise future aspirations by providing targeted and specific support for students to secure pathways and reduce numbers of NEETs.</p>	<p>Having the right careers education is key to ensuring young people know all the options available to them and are able to make informed decisions regarding subject choices, apprenticeships and college or university courses. International research suggests that careers education can also have a positive effect on attainment by engaging and motivating students with their school work The EEF and Bank of America Merrill Lynch study results found that: •60% of the 45 studies reviewed showed that CEIAG provided largely positive findings of educational outcomes. •62% of 25 studies reviewed showed that CEIAG provided evidence of positive social outcomes, with improvements in students' self-efficacy, self-confidence, career maturity, decision making skills, career competencies, or career identity.</p>	<p>2</p> <p>EVIDENCE: Analysis of NEET figures. Increased numbers securing first choice P16 destinations. Analysis of student voice.</p>
<p>Breakfast Club</p> <p>Breakfast is provided to all students free of charge to ensure access to food at the start of the Academy Day. Students, particularly PP, are encouraged to attend. Year Teams inform</p>	<p>Magic Breakfast Club (up to +2 months)</p> <p>This EEF reviewed project demonstrated up to +2 months of progress in key areas at primary level (notably in Key Stage 1) for a free breakfast. There were also improvements in behaviour and attendance</p>	<p>2 5</p> <p>EVIDENCE: Analysis of students attending. Analysis of student voice.</p>

students of the provision and there is a termly reminder in our newsletter. This is an opportunity to build relationships and provide a better start to the day.		
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**Total budgeted cost: £534,865**

## **Part B: Review of the previous academic year**

## (2022 2023)

### Outcomes for disadvantaged pupils

#### Attainment

The outcomes of our disadvantaged students are improving over time but are not in line with our non-disadvantaged students. Staff recruitment remains a priority for us to ensure that we recruit and retain those that have the biggest impact on the quality of teaching, support and intervention across the Academy.

		Results								Nat Av 2023
		2021		2022		2023		2024		
		No.	A8	No.	A8	No.	A8	No.	A8	
<b>Attainment</b>	PP	72	4.23	64	3.80	75	3.73	104	3.79	3.50
<i>Y11 Disadvantaged</i>	Non PP	136	5.10	163	5.22	151	5.16	150	4.97	5.03
<i>Attainment 8</i>	Gap		-0.87		-1.42		-1.44		-1.18	-1.53
		Results								Nat Av 2023
		2021		2022		2023		2024		
		No.	P8	No.	P8	No.	P8	No.	P8	
<b>Progress</b>	PP	66	0.18	62	-0.24	69	-0.09	95	-0.02	-0.57
<i>Y11 Disadvantaged</i>	Non PP	124	0.51	150	0.33	140	0.43	141	0.41	0.17
<i>Progress 8</i>	Gap		-0.33		-0.57		-0.52		-0.43	-0.74
									YTD T5W6	

#### Curriculum / Teaching

The gap between pupil premium students and non-pupil premium students still exists with our PP students performing less well in their P8 and attainment scores. Much time has been dedicated to the training, moderation and standardisation of teaching and assessment both at KS3 and KS4 in order to ensure consistency across subjects and departments. Staff have heavily invested time in the design of our curriculum. Our staff recognise the importance of good quality feedback and marking to ensure that all students but particularly our PP students make better progress. To ensure that our compound PP students make better progress we have trained our staff using dyslexia strategies and assistive technology. Our staff are used to deliver interventions from Thrive, social skills, precision training, speech and language, Lexia and numeracy.

#### Enrichment

Having leadership capacity in this area of the school community has enabled us to increase the number of activities on offer which have grown significantly year on year. As we know students from disadvantaged backgrounds are less likely to select after school clubs, activities and trips, we actively select on their behalf.

#### Literacy / reading

Overall, the SAS scores of our disadvantaged students are lower compared to non-disadvantaged students. Analysis of our reading programme has demonstrated significant impact with 75% selected for intervention showing an increase of SAS scores, enabling greater access to the curriculum.

## Careers Education

Our careers education information and guidance targets the most disadvantaged to ensure that these students receive the most time to ensure that they know what is available to them and that they progress onto their chosen next steps. Work starts in year 7 and stretches all the way through the years with a particular focus on year 11.

## Pastoral support

The work provided by the pastoral team includes attendance, safeguarding and behaviour support advice, guidance and counselling. A section of our community, including pupil premium students, have struggled post covid and their mental health, behaviour and general wellbeing have been significantly impacted. The use of pupil premium funding allocated across all year groups have enabled the PSLs and PSOs to run targeted interventions and home visits alongside our attendance officer. Our Fresh Start programme (SEMH provision) has had significant success with 70% of their cohort being successfully reintegrated into lessons, some of their students are still receiving support to be successful and attend school, more regularly, this year. Our counselling team are oversubscribed and have a waiting list. All students are triaged within 2 weeks of a referral, as a result of which student engagement in the Academy has seen an improvement.

## Attendance

Overall attendance has been lower than previous years with our disadvantaged students being impacted the most. The gap between pupil premium and non-pupil premium continued to increase, however together with the attendance team, the year teams and the Fresh Start team targeted interventions are run specifically to address attendance. Parental engagement and home visits for our hard-to-reach PP students is improving year on year.

Suspension data demonstrates that more needs to be done with selected students, this continues to be our focus.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Sport and Education Provision	Urban Pursuits
Emotional & Relationships based Programme	Education 1st

Mentoring & Tutoring provision	Impact Mentoring
Mentoring & Tutoring provision	Pyramid mentoring
Mentoring & Tutoring provision	Bristol Tuition
Alternative Curriculum Placements	Peopleton Brooke Farm
Alternative Learning Provision	BHES
Alternative Learning and Mentoring	South West Alternative Learning Provision
Mentoring & Tutoring provision	Targeted provision
Sport and Education Provision	Bristol City Robins
Mentoring & Tutoring provision	Academy 21
Alternative Learning and Mentoring	The ALP
Alternative Learning and Mentoring	Engage
Alternative Learning and Mentoring	Rock Steady
Alternative Learning and Mentoring	St Matthias PRU

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)