

Bristol Brunel Academy: Pupil premium strategy statement

This statement details Bristol Brunel Academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our academy.

School overview

Detail	Data
School name	Bristol Brunel Academy
Number of pupils in school	1258 (September '21) 1187 (September '20)
Proportion (%) of pupil premium eligible pupils	37.52% (September '21) 40.69% (September '20)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24 (Strategies specific to 2021-22 are noted)
Date this statement was published	11 th October 2021
Date on which it will be reviewed	15 th September 2022
Statement authorised by	Jon Jones, Principal
Pupil premium lead	Vic Boynton, Vice Principal
Governor / Trustee lead	Emma Thorn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£461,190
Recovery premium funding allocation this academic year	£ 68,150 (£145 x 470 (Oct '20 census) 20% pooled to Central CLF resourcing. Net funding:

	£54,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£515,710 (£515,099.17 allocated under Pupil Premium funding. £53,909.17 overspend.) (£54,520 allocated)

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Bristol Brunel Academy (BBA), our objectives for disadvantaged students align with the Cabot Learning Federation intent and values. At BBA, our objectives include:

1. Ensuring our taught and wider curriculum improves life chances for all our community, particularly children who are disadvantaged. The curriculum inspires a 'greater sense of self' in young people. By incorporating the Brunel Way, our curriculum ensures that all our students are successful academically, personally, socially and within the wider community.
2. Providing enabling outcomes for all our community, particularly those from disadvantaged backgrounds or/and with a SEND. There should be minimal gaps in progress and attainment between groups.
3. Ensuring that literacy underpins learning in all our classrooms, and 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.
4. Providing Careers Education, Information and Guidance (CEIAG) and an Enrichment programme which ensures all students, particularly those who are disadvantaged, progress onto their chosen next steps. No students should be Not in Education, Employment, or Training (NEET).

As a result, all students leave Bristol Brunel Academy prepared for success in a modern Britain.

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 provide stable foundations for learning and to remove barriers. For example, providing 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 specialist Reading Tutor. A range of other reading strategies are in place but these are not included in the costings.

- Provide enrichment opportunities and CEaIG to increase cultural capital and support students into their Post 16 options with zero NEET.

What are the key principles of your strategy plan?

All strategies included directly below are evidence informed and have specifically been selected to support the needs disadvantaged students. Costing for specific roles are linked to PP funding within the budget. These are included in the strategy.

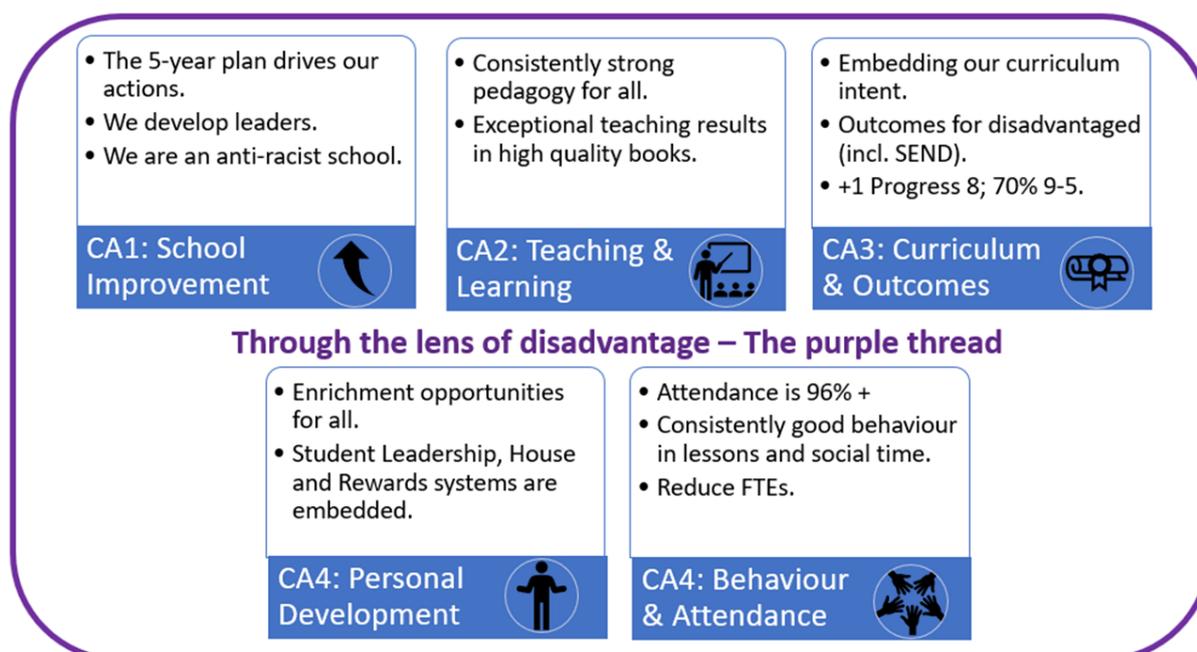
A wider array of strategies (e.g. uniform, equipment etc) are in place to support disadvantaged students but they may not support student progress directly but do support a positive and equitable experience for disadvantaged students at BBA. These wider strategies have not been noted below.

With almost 40% 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 (see below).

Recovery funding has been considered independently and is focused on the following key areas with a view to specific support at this stage of the pandemic:

- [Reading interventions and Accelerated Reader](#)
- [Remote learning and home learning provision](#)
- [Small group interventions from HLTAs and TAs](#)

Academy Improvement Plan (AIP) 2021-22



Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium attendance is currently above national average. Mean attendance for PP was also above national average across 2016-2019. However, the attendance of disadvantage students is less than that of other students in the Academy at -3.6% between 2016 and 2021.
2	Pupil Premium progress is well above national with students making +0.05 progress in the last 2019 published results. This was +0.5 higher than the national average for disadvantaged students. A –0.21 negative gap in outcomes remains between disadvantaged and non-disadvantaged students between 2016 and 2021.
3	On average, disadvantaged students have lower levels of reading (compared to the rest of the BBA cohort) on entry and do not often undertake wider reading. Reading ages average 5.5 months less on entry than non-disadvantaged students between 2016 and 2020).
4	The mean percentage of exclusions for disadvantaged students is below average across 2017-2021. On average, disadvantaged students receive a higher number of Fixed Term Exclusions (FTEs) than non-disadvantaged students. FTEs for disadvantaged students was on average 6.9% higher than non-disadvantaged students between 2016 and 2021.
5	With focused support for remote learning during the final lockdown, work submission improved to 66% in the space of a few weeks before matching the average of 72% (it fluctuated week on week) across all the year groups for this cohort. Without focused support, the submission of good quality work from Y11 disadvantaged SEND students for remote learning during the pandemic was 9.8%.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in July 2024**, and how we will measure whether they have been achieved.

Success criteria are linked to the Key Performance Indicators (KPIs) on the Bristol Brunel Academy 5 Year Plan which runs from September 2021 – July 2027.

Challenge number	Intended outcome	Success criteria
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1	<p>Attendance for disadvantaged students is in-line with non-disadvantaged students and above national average.</p>	<p>5-year plan KPI 4:22 Student attendance is at least 95% with minimal gaps between groups. Persistent Absence is below national with minimal gaps between groups.</p>
2	<p>There is no gap between progress and attainment for disadvantaged students compared to non-disadvantaged students.</p> <p>Progress and attainment are above national.</p>	<p>5-year plan KPI 3:6</p> <p>Our academy headline figures are: p8 +1; 70% of students achieve 9 – 5 in English and Mathematics; All subjects achieve 70% 5+.</p> <p>5-year plan KPI 3:7</p> <p>There are minimal gaps between groups and cohorts.</p>
3	<p>Disadvantaged students leave the Academy as functional readers with a standardised reading score in line with the national average.</p>	<p>All Year 11 students leave BBA as functional readers.</p> <p>5-year plan KPI 3:9</p> <p>Every child leaves the academy with a standardised reading score of above 100.</p>
4	<p>Disadvantaged students have a positive experience in school: there is no difference between behaviour measures between disadvantaged and non-disadvantaged students. Disadvantaged students speak positively about their school experience.</p>	<p>There is no gap between exclusions, student voice and behaviour between disadvantaged and non-disadvantaged students.</p> <p>Overall KPIs in the 5-year plan are:</p> <p>4:19 Exclusions are below national: incidences of poor behaviour show a steady decline across all elements of the Academy as students live and breathe the Brunel Way.</p> <p>4.20 The Academy has an exceptional reputation in the community with exceptional student, staff and family voice on key issues.</p> <p>4:21 There is a palpable sense of calmness and serenity coupled with purposeful engagement across the academy and within our community.</p>

5	Disadvantaged students maximise remote learning and home learning opportunities.	<p>100% of disadvantaged students have access to technology to complete home learning.</p> <p>There is no gap in the proportions and quality of completion of home and distance learning between disadvantaged and non-disadvantaged students.</p> <p>Overall KPIs in the 5-year plan are: 3:6 Our academy headline figures are: p8 +1; 70% of students achieve 9 – 5 in English and Mathematics; All subjects achieve 70% 5+.</p> <p>3:7 There are minimal gaps between groups and cohorts.</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: £279,308.66 (£264,032.66 + £15,276)

Activity	Evidence that supports this approach (taken directly from the EEF)	Challenge number(s) addressed
<p>Additional leadership capacity (including Associate Assistant Principals)</p> <p><i>As the Academy grows, staffing has been restructured to provide more rigour in tracking and intervening on students, including PP students, who are non-moving and not achieving expected and good progress. Ensuring a range of strategies are used in subjects and with individuals to track, intervene and accelerate progress. Coordinating intervention from Year and Curriculum Leaders and seeking and sharing best practice for shifting students.</i></p>	<p><i>These roles implement a wide range of strategies from the EEF toolkit. For example:</i></p> <p>Parental engagement (+4 months) 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 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>1-5</p> <p><u>Key evidence:</u> -Attendance -Pupil and family voice -Exclusion & behaviour metrics - Outcomes</p> <p>£178,514.40</p>
<p>Achievement Year Leaders (AYLs)</p> <p><i>The Academy has restructured staffing this year 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 achievement of students. Deep involvement with families and ensuring any disadvantaged for PP students is reduced. AYLs focus on the overall experience of students, including identifying students for targeted interventions.</i></p>	<p><i>These roles implement a wide range of strategies from the EEF toolkit. For example:</i></p> <p>Parental engagement (+4 months) 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 Learning (SEL) (+4 months) 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, 5</p> <p><u>Key evidence:</u> -Attendance -Pupil and family voice - Outcomes - Homework data</p> <p>£79,323.31</p>

<p>Assistant SENDCO</p> <p><i>This growing Academy has a significant number of students with EHCPs and also with other needs. The Assistant SENDCO can support the rigour of the use of TAs and interventions alongside quality first teaching in the classroom. The Assistant SENDCO will support the implementation of the DELTA project.</i></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.</p> <p>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.</p> <p>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>2, 3, 4</p> <p><u>Key evidence:</u></p> <ul style="list-style-type: none"> - Intervention impact data - Pupil, staff and family voice - Learning walks - Outcomes <p>£6194.95</p>
<p>Remote Learning & Home Learning Co-ordinator</p> <p><i>This role supports students who are isolating to access and complete remote learning as well as establish and monitor a clear home learning programme and support.</i></p>	<p>Homework (+5 months)</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</p>	<p>2, 5</p> <p><u>Key evidence:</u></p> <ul style="list-style-type: none"> - Programme - Completion data - Homework Club attendance and outcome data - Pupil, family and staff voice - Outcomes <p>£15,276</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,848.07 (£46,446.07 + £29,402)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading interventions (Reading tutor providing That Reading Thing and inference interventions)</p> <p><i>BBA has employed a Reading Tutor to explicitly teach reading. The intervention timetable crosses all year groups and is made up of one-to-one</i></p>	<p>Reading comprehension strategies (+6 months)</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.</p> <p>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</p>	<p>3, 2</p> <p><u>Key evidence:</u></p> <ul style="list-style-type: none"> - Reading data - Pupil and family voice - Intervention outcomes <p>£24,443</p>

<p><i>TRT sessions and small group inference sessions.</i></p>	<p>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>At BBA we use That Reading Thing which is Greg Brooks' 2012 University of Sheffield study showed participants reading progress was 3.5 times faster than the standard rate.</p>	
<p>Small group interventions from HLTAs & TAs (partial allocation to recovery funding)</p> <p><i>HLTAs and TAs provided targeted interventions for students who require literacy and numeracy interventions. The PP & Recovery funding allocation does not apply to EHCP students as this covered by a separate funding stream.</i></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.</p> <p>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. 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>2, 3, 4</p> <p><u>Key evidence:</u> -Pupil and family voice -Intervention outcomes</p> <p>£46,446.07 (£36,624.07 from PP funding, £9,842 from recovery funding)</p>
<p>Accelerated Reader for Years 7 & 8</p> <p><i>All Year 7 and 8 students receive a dedicated weekly reading lesson using AR. This sits alongside a range of other reading strategies.</i></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.</p> <p>A 2021 study with primary students showed 0 months' progress.</p>	<p>3, 2</p> <p><u>Key evidence:</u> -Reading scores -AR quiz completion</p> <p>£4959 (£9 per student)</p>

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

Budgeted cost: £214,462.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer</p> <p><i>The Attendance Officer directly links with hard-to-reach families and supports students into the Academy.</i></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</p> <p><u>Key evidence:</u> -Attendance figures</p>

		£12,774.75
<p>Personalised Learning Centre (PLC) & additional safeguarding support</p> <p><i>PLC provides behaviour support and intervention for some of our most vulnerable/difficult students. These belong to the PLC family and enjoy wrap around support to remove barriers and allow students to more successfully access their learning. High proportion of PP students.</i></p> <p><i>The PLC operate a Fresh Start provision. This is a specialist provision for SEMH needs focusing on transition into the secondary environment.</i></p> <p><i>Key workers run targeted sessions including a bespoke programme delivered by Creative Youth Network focusing on building connectivity and identity within the academy. This provision includes high needs SEMH students as well as CiC students.</i></p> <p><i>Safeguarding support ensures students are safe and have the best opportunity to learn and make progress.</i></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 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>Social and Emotional Learning (SEL) (+4 months) 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>4</p> <p><u>Key evidence:</u> -Numbers of students supported. -Numbers of successful PLC students within mainstream. -Rates of progress and demonstration of improved attitudes. - Reduction in FTEs, FTERPs and NTs for named students. - Increased progress scores. Improved lesson scores. - Positive safeguarding review. -Anonymised case studies.</p> <p>£42,926.53</p>
<p>Pastoral Year Leaders (PYLs) and Pastoral Support Assistants (PSAs)</p> <p><i>The Academy has restructured staffing this year 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 achievement of students. Deep involvement with families and ensuring any disadvantaged for PP students is reduced.</i></p>	<p>Parental engagement (+4 months) 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 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>1, 2, 4</p> <p><u>Key evidence:</u> -Attendance -Pupil and family voice - Exclusions & behaviour measures</p> <p>£78,031.28 (PSAs not included in the budget)</p>
<p>Counsellors</p>	<p>Social and Emotional Learning (SEL) (+4 months)</p>	<p>4</p> <p><u>Key evidence:</u></p>

<p>Two full time counsellors are employed to work with vulnerable individuals, a higher than proportion of which are PP students. More than 40% of students currently accessing this service are PP. There is a sizable waiting list.</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>-Attendance of relevant individuals -Anonymous case studies</p> <p>£16,593.88</p>
<p>Engage Studio Provision</p> <p>Engage provides an alternative provision for students who find main stream more difficult. This provides more appropriate support for a few, some of which are PP 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.</p> <p>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>4</p> <p><u>Key evidence:</u></p> <p>-Impact on behaviour and wellbeing measures following provision.</p> <p>-Numbers remaining at BBA until the end of Y11 following intervention.</p> <p>£22,500</p>
<p>Alternative Learning Provision</p> <p>Across the academic year a few students who are face 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 for their 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.</p> <p>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>4</p> <p><u>Key evidence:</u></p> <p>-Impact on behaviour and wellbeing measures.</p> <p>-Quality of education measures (using case studies).</p> <p>-Numbers successfully completing placements.</p> <p>£20,000 (of £50,000)</p>
<p>Enrichment provision</p> <p>Additional leadership and teaching specialism secured to increase the quality of extra-curricular provision. Extra-curricular activities are to be developed through clubs, trips and workshops which are targeted at high uptake of disadvantaged students.</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>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>1,2, 4</p> <p><u>Key evidence:</u></p> <p>-Numbers of students partaking in activities.</p> <p>-Student and family voice.</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>Outdoor Adventure Learning (OAL) Although OAL does not show a causal impact on academic performance, OAL might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>£7610</p> <p>Incl: £4,785 (for TLR) £825 for enrichment £2,000 trips</p>
<p>Careers Advisor</p> <p><i>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.</i></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</p> <p>The EEF and Bank of America Merrill Lynch study results found that:</p> <ul style="list-style-type: none"> • 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>2</p> <p><u>Key evidence:</u> -NEET figures. - Numbers securing first choice P16 destinations. -Student and family voice. -Outcomes. -PP uptake to the Envision programme and positive student voice.</p> <p>£14,026</p>
<p>Breakfast club</p> <p><i>Breakfast 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 to direct students toward the provision. This is an opportunity to build relationships and provide a good start to the day.</i></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>4, 2</p> <p><u>Key evidence:</u> -Numbers attending -Attendance and behaviour figures for those attending -Outcomes for those attending</p> <p>Funded by the National Schools Breakfast Programme in 21-22</p>

Total budgeted cost: £568,784.17

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The COVID-19 pandemic provided significant challenges for all students but the impact on disadvantaged students was disproportionate. As a result, the support provided by the 2020-21 Pupil Premium Strategy and Catch Up Fund was instrumental in reducing the gap and ensuring high levels of support for disadvantaged students at BBA.

Although schools cannot publish performance measures for 2020-21, it is important to note that Pupil Premium students demonstrated positive progress. The additional support for remote learning and pastoral support ensured that 72% of PP/SEND students were regularly attending live lessons by the end of the national closures and submitting good quality work each day. Careers Education, Information, Advice and Guidance to Year 11 has ensured 100% of the cohort have successfully secured destinations.

Despite closures, Accelerated Reader lessons in Year 7 and 8 alongside the whole school reading strategy improved the mean Standardised Score.

The Academy Review Visit in September 2021 included student voice from disadvantaged students. Students talked positively about their experiences at BBA and the opportunities presented to them.

The package of provision for disadvantaged students across academic and pastoral support has reduced the potential gap at this stage of the pandemic. A more detailed summary of the impact of support is shown below.

Externally provided programmes

Bristol Brunel Academy did not take part in externally provided programmes such as the National Tutoring Programme in 2020-21.

Further information (optional)

Pupil Premium Impact 20/21

Pupil Premium Funding 2020/21 - £425,435

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in curriculum time)	
A.	The attendance of PP students is less than that of other students in school (-2%).
B.	There is a negative gap in outcomes with regard to PP students and other students.
C.	PP students, as well as other students, have low levels of reading on entry and do not often undertake wider reading.
External Barriers (issues which also require action outside of normal curriculum)	
D.	PP students do not always realise their own potential, which could be attributed to a cultural capital deficit. Academic aspiration, ambition to succeed and the desire to pursue an educational career pathway can sometimes be lacking.

Aspirations	
A.	PP student's attendance will be at least 95% and persistent absence for PP students will be below 20%.
B.	The progress and attainment gap between PP students and other students is eliminated.
C.	Reading becomes an established part of BBA's culture.

D.	All PP students are in education, employment or training when they leave year 11.
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Core Aim One | Academy Improvement | Vice Principal

Our students at Brunel are exceptional; they deserve the best in every aspect of their academy journey. Core aim one will achieve this through rigorous evaluation, scrutiny and focusing colleagues on the delivery of outcomes.

Core Aim Two | Teaching and Learning | Assistant Principal

Teaching and Learning is our core business and ultimately provides students with the key to their future pathways. Core aim two will relentlessly pursue the teaching methods and strategies that foster a 'love of learning' and secure outcomes for students in examinations / accreditations while engaging and stimulating students' interests.

Core Aim Three | Outcomes | Assistant Principal

Achievement of exam outcomes provides students with the ability to take their next steps in to the world equipped with the accreditations they need. Core Aim three will achieve outcomes for students that are beyond what their prior data may suggest, an academy of outliers where we constantly find the most effective strategies that secure the outstanding outcomes our students deserve. We never use prior performance as an excuse only a reason for greater focus on the things that will help a student achieve.

Core Aim Four | Culture and Ethos | Assistant Principal

We are proud of our students at Bristol Brunel, so the ethos we provide for them needs to reflect the respect we show them. We value their education and will not make excuses for underperformance or students who distract from learning. We seek opportunities to celebrate achievements and success no matter how small. Core Aim four will lift the aspirations, self-efficacy and self-awareness of every student in the academy through a rigorous focus on personal development using the Brunel Way, behaviour and welfare.

Core Aim Five | Post-16 Performance | Assistant Director Post-16

The academy continues to build a strong post 16 provision with the CLF post 16 team. We value the provision at BBA and our growing cohort of post 16 students represents that success we are achieving at key stage 4. Core Aim five will deliver achievement, teaching and CEIAG of an outstanding quality.

A	Area of Spend	Contribution from Pupil Premium	Description of Intervention *where identified by EEF	Intended Outcomes	Intended Impact of the Intervention (KPI's)	Impact of the Intervention (completed Autumn 2021)
1	Leader of Literacy	£3,000	<p>Additional leadership and focus on developing literacy across the curriculum. A CPD plan to support teachers to explicitly and consistently teach reading, writing and oracy will be implemented. The Leader of Literacy leads Accelerated Reader and the tutor reading programme.</p> <p>EEF: Reading comprehension strategies +6 months; Oral language interventions +5 months; Accelerated Reader (FSM) +5 months</p>	To secure literacy skills across oracy, writing and reading in order to improve access and performance across all areas of the curriculum,	<p>Greater rates of progress in English. Learning walks show a high standard, and explicit and consistent, of teaching literacy across the curriculum. Reading ages improve at an accelerated rate.</p> <p>Both achievement and attainment of PP students to increase.</p>	<p>Explicit teaching of reading strategies evident across all department areas. Academy Review Visit (Term 5 2021) confirmed good practice through learning walks and student voice.</p> <p>Outcomes in Best English have improved steadily between 2019 and 2021 (NB. Examination varied due to the pandemic)</p>
2	Support Groups	£4,000	<p>Outside provision (Hope's Place – both a girls' and boys' self-esteem group) is brought into the Academy to work with small groups to build social skills and self-esteem.</p> <p>EEF: Social and emotional learning +4 months</p>	Specifically targeted at vulnerable students to develop social skills and self-esteem.	Attendance of the targeted students improves, reduction in poor behaviour, greater involvement in lessons. Highly successful behaviour for learning system has facilitated a reduction in poor behaviour, greater involvement in lessons.	20 students were selected for intervention with Hope's Place. Exit survey suggested that students enjoyed the sessions, found them beneficial and it made a difference as to how they saw themselves in the wider community.

A	Area of Spend	Contribution from Pupil Premium	Description of Intervention *where identified by EEF	Intended Outcomes	Intended Impact of the Intervention (KPI's)	Impact of the Intervention (completed Autumn 2021)
3	Nurture Support Groups	£26,000	<p>Nurture Provision within Year 7 to support transition to secondary.</p> <p>An identified group of students are supported in smaller class sizes of no more than 12 for English and maths which makes up a third of their timetable. There are two nurture English groups and one maths group. The small group teaching is supported by a teacher and a specialist HLTA. All students follow specific intervention to support their literacy and numeracy skills to support their access to the secondary curriculum.</p> <p>The Nurture Tutor group supports students through a nurturing small group tutor group, based on Thrive for their tutor times and also their PSHE lesson. The intervention runs 3 times weekly with the academy's Thrive practitioner and supporting LSA. There is a dedicated focus on developing their emotional resilience and organisation to support their transition to secondary.</p> <p>EEF: Reducing class sizes +3 months; Social and emotional learning +4 months; Teaching Assistants +1 month; reading comprehension strategies +6 months.</p>	<p>Students make good progress in Year 7. English and maths gaps close. Students transition positively into the Academy.</p> <p>Students feel success and go on to achieve good levels of progress.</p>	<p>Progress levels in nurture groups are more rapid than non-nurture students.</p> <p>Students report greater student confidence & self-esteem.</p>	<p>Nurture Provision in English consisted of 2 small groups with 50 % PP students within the groups. The English curriculum was delivered alongside Read Write Inc Fresh Start Intervention. On-line teaching of specific intervention continued through lockdown.</p> <p>Impact – 12/ 14 PP students made accelerated progress in the Reading Comprehension spelling and single word reading decoding. 3 students made 2+ years and 3 students made 1+ years.</p> <p>Nurture Provision in Maths consisted of 1 small group with 40% PP students. On-line group was extended during lockdown to include other vulnerable students to support differentiated learning.</p> <p>Nurture Tutor provided small group tutoring 3 weekly, including a differentiated PSHE. The students were provided nurturing support to support their transition to secondary.</p> <p>All but 1 student has successfully transitioned back into mainstream in Year 8.</p>

A	Area of Spend	Contribution from Pupil Premium	Description of Intervention *where identified by EEF	Intended Outcomes	Intended Impact of the Intervention (KPI's)	Impact of the Intervention (completed Autumn 2021)
5	<p>Non-Teaching Pastoral Support</p> <p>Pastoral Year Leaders (PYLs) and Pastoral Support Assistants (PSAs)</p>	£118,000	<p>The Academy has restructured staffing this year 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 achievement of students. Deep involvement with families and ensuring any disadvantaged for PP students is reduced.</p> <p>EEF: Social and emotional learning +4 months; parental engagement +3 months; behaviour interventions +3 months.</p>	Work tirelessly to ensure all students are supported to attend and achieve. PP students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.	<p>Absence levels for PP students are much improved. Persistent Absence levels are reducing. Fixed Term Exclusion levels are much reduced on previous academic year.</p> <p>Increase in levels of expected and good progress by Year Team. Reduction in lesson "score 4s".</p>	<p>The pastoral support systems were critical in supporting students through the pandemic and continued when students returned. This included daily, three times a week and twice a week pastoral calls home totally 764 calls a week from the pastoral team (this does not include the tutor calls) Weekly home visits (between 10 – 15 families per week). Referrals to the Engage provision for 5 students. The distribution of food parcels to FSM families and in addition fortnightly food drops to 12 families. Support in remote learning engagement. Pastoral intervention resulted in closer links with our most vulnerable families</p>
6	<p>Teaching Pastoral Support</p> <p>Achievement Year Leaders (AYLs)</p>	£24,000	<p>The Academy has restructured staffing this year 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 achievement of students. Deep involvement with families and ensuring any disadvantaged for PP students is reduced.</p> <p>AYLs focus on the overall experience of students, including identifying students for targeted interventions.</p> <p>EEF: Social and emotional learning +4 months; parental engagement +3 months; behaviour interventions +3 months.</p>	Work tirelessly to ensure all students are supported to attend and achieve. PP students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.	<p>The progress gap for PP is 0.</p> <p>Absence levels for PP students are much improved. Persistent Absence levels are reducing. Fixed Term Exclusion levels are much reduced on previous academic year.</p> <p>Increase in levels of expected and good progress by Year Team. Reduction in lesson "score 4s".</p>	<p>PP progress in Y11 was positive. A gap still remains and is a focus for 21-22.</p> <p>As a starting point, only 9.8% of our PP/SEND students in year 11 (Nov 2020) were submitting work. We monitored this group as a key focus group.</p> <p>Following intervention and strategy our figures were:</p> <p>72% of PP/SEND students were regularly attending live lessons.</p> <p>51% were regularly submitting good quality work.</p> <p>More detail can be found on the academy website in the document entitled 'Distance Learning review 2021.</p> <p>Pastoral teams support the teaching staff in the following ways: by providing additional termly interventions across all year groups. This is evidenced through the identification of students who struggle to access their learning, stay in the</p>

						classroom or attend specific lessons. Hotspot lessons are visited by the pastoral team who support students in class to be more successful. Analysis of lesson scores identifies those who need a more bespoke approach to help them engage with their learning, often involving the wider family.
7	Careers Advisor	£10,000	To support students to have and realise future aspirations; providing targeted and specific support for students to secure pathways and reduce numbers of NEETs. PP students proportionately supported by this provision to increase PP progression. EEF: Aspiration interventions 0 months	Enable more PPs to realise the enabling power of education and that what they do now directly impacts on their future. Reduce the number of NEETs.	<p>Number of NEETs reduces over time. Expected and good progress of PP students.</p> <p>PP uptake to the Envision programme. Positive student voice and outcomes for the group.</p> <p>Greater Future Focus within the Academy.</p> <p>Numbers of students securing first choice Post 16 courses.</p>	<p>PP students to fall into the category 1 trail alongside EHCP and looked after students.</p> <p>1:1 career guidance meetings for all students with a focus on PP first. The advisor also called every family in the year team to check they started post 16 again prioritising PP students.</p> <p>Our 2021 leavers destination data is currently 0 NEET as things stand but the published data will be available in our March guarantee.</p> <p>During lockdown the advisor was also able to meet with 176 families virtually in preparation for year 9 option choices including 27/59 PP students.</p> <p>The advisor repeated the process for year 10 and 11 families.</p> <p>The advisor attended parents' evenings for bespoke career led conversation and we chase PP families to sign up through the year teams.</p> <p>Whilst Covid significantly impacted opportunities, career led interventions ran</p>

						<p>for 105 students, 56 were PP including the Envision programme.</p> <p>An alternative work experience programme ran for all year 10 students</p> <p>The wider picture of the careers programme is to deepen the knowledge of opportunities available at certain points of their life. The push to leave with secure plan A and plan B before sitting the GCSE is also a priority for all student but especially our PP cohort.</p>
8	Attendance Officer	£12,000	Supporting students where barrier to achievement is attendance. Working with families to raise aspiration and engagement in education. EEF: parental engagement +3 months	Enable more PPs to realise the importance of attendance in aspirations and achievement.	Attendance of PP will rise over time to be at least in line with peers. Attendance of all students will be above 95%.	Implementation of the updated attendance strategy has created better systems to operate within. Analysis of data has enabled the AO to allocate between 6 – 10 PP students, in need of termly intervention, to year groups. In total the AO provided 1:1 intervention for 7 students. The impact of the intervention is analysed and students are exited when successful. There was an 75% success rate with the intervention programme, across all year groups. Weekly home visits (4 families each week) have improved engagement and also attendance of our lowest attenders - five students who were non attenders / school refusers are now successfully attending. The AO attends LA workshops in order to ensure that we are compliant and providing the most up to date support for our lowest attenders.
9	Numeracy HLTA	£9,600	Supporting students in mathematics who need additional tuition to close the gap with their peers. EEF:Teaching Assistants +1 month; one-to-one tuition +5 months.	Enable PP students to close the gap in attainment between them and their peers.	Progress of PP students will accelerate enabling gaps in attainment to close.	Intervention groups were set up during Term 1 and 2. Due to lockdown the testing at end of the 12 week block was not able to be completed. HLTA for numeracy was onsite during lockdown to provide ongoing 1:1 support for PP / vulnerable

						<p>Specific focus on PP / SEND students for intervention in T4-6</p> <p>6 PP students received 1:1 support Y7-11</p> <p>31 PP Students Y7-9 accessed group intervention. 50% made accelerated progress, 15 missed assessments to evidence impact due to Covid.</p>
10	Literacy HLTA	£9,600	<p>Supporting students in literacy who need additional tuition to close the gap with their peers.</p> <p>EEF: Teaching Assistants +1 month; one-to-one tuition +5 months; reading comprehension strategies +6 months; oral language interventions +5 months</p>	<p>Enable PP students to close the gap in attainment between them and their peers.</p>	<p>Progress of PP students will accelerate enabling gaps in attainment to close.</p>	<p>PP / SEND students identified for specific intervention</p> <p>1:1 Literacy Switch On Reading –</p> <p>1:1 session daily for 20 mins. RA below 70SS – both moved through reading scheme from Book</p>
11	SLT Extended Roles (additional leadership capacity)	£112,000	<p>As the Academy grows, staffing has been restructured to provide more rigour in tracking and intervening on students, including PP students, who are non-moving and not achieving expected and good progress. Ensuring a range of strategies are used in subjects and with individuals to track, intervene and accelerate progress. Coordinating intervention from Year and Curriculum Leaders and seeking and sharing best practice for shifting students.</p> <p>EEF: these staff identify and implement a wide range of strategies from the EEF toolkit.</p>	<p>More students make expected/good levels of progress; Quality of tracking and intervention improves.</p> <p>Attendance levels increase.</p> <p>Students behave well and have a positive attitude to learning.</p>	<p>Evidence of impact of Literacy strategy clear from Reading metrics in most year groups.</p> <p>Numbers of students making expected and good levels of progress. Attainment grows. Reducing the number of months behind students are.</p> <p>Attendance is above 95%.</p> <p>Fixed Term Exclusion levels are much reduced on previous academic year.</p>	<p>SLT extended roles have resulted in high quality personal development provision, notably for PP students. This was evidenced in the Sept 21 Academy Review Visit through PP student voice, staff voice and review of programmes. The Anti-bully Alliance Award was achieved ensuring bullying incidents are dealt with well.</p> <p>The targeted support, from the pastoral team, with regards to the students who were not being successful in the Academy has seen a fall in negative behaviour points and FTE's. Education around poor behaviour has been a whole school focus and has then been driven within year groups by the AAP's.</p>

					Increase in levels of expected and good progress by Year Team. Reduction in lesson "score 4s".	
12	Student Counsellors	£10,000	Two full time counsellors are employed to work with vulnerable individuals, a higher than proportion of which are PP students. More than 40% of students currently accessing this service are PP. There is a sizable waiting list. <i>EEF: Social & emotional learning +4 months</i>	A number of vulnerable students, including PP are supported to overcome social, emotional and mental health difficulties.	Anonymous case studies of success with a number of students.	Students access expert therapeutic frontline intervention within the school environment. This support is often not accessed by our most vulnerable families outside of the school due to a number of factors. PP students are more likely to receive this intervention than their peers.
13	Summer School	£6,000	Year 6 students attend Summer School to support transition and secure early progress-literacy and numeracy. <i>EEF: Summer Schools +2 months</i>	Students achieve early progress and enjoy smooth transition to BBA.	Attendance in the summer and individual successes.	48 students attended for up to 3 days in summer 2020. Positive parental feedback from the transition survey.
14	Engage Studio Provision	£45,000	The Studio (Engage) provides an Alternative provision for students who find Main Stream more difficult. This provides more appropriate support for a few, some of which are PP students. <i>EEF: Behaviour Interventions +3 months</i>	To enable a few students to access a revolving door provision that provides small group support, of site, to support students to remain in mainstream.	Number of students who are successfully support through the Studio to return to the Academy and achieve good qualifications.	The bespoke programme of intervention and support has been successful for all students who have attended the Engage programme. Students who have high SEMH needs are supported emotionally and academically to be successful. Support, from Engage, continues when the student returns to BBA, ensuring a full wrap around provision.

15	Alternative Provision	£30,000	<p>Across the academic year a few students who are our most challenging 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 for their needs.</p> <p>EEF: Behaviour Interventions +3 months; Social & emotional learning +4 months</p>	Those students who require alternative provision are supported into placements in a timely fashion and that these lead to sustained improvement.	Number of successful alternative placements successfully completed. Improvements in achievement and approach.	The ALPs that BBA utilise are approved by BCC. We select the ALP based on the needs of the child and what we believe will suit the child and family most. All of our students have achieved success within their ALP setting. We follow a strict process to ensure that their needs are met and that are in line with the Bristol Inclusion Panel.
16	Safeguarding Lead	£17,200	<p>Extended SLT role to lead on safeguarding issues across the Academy. This role is also a significant part of the mental health team. This role ensures there is a dedicated strategic lead of safeguarding. The postholder also supports extensively with behaviour and social and emotional learning.</p> <p>EEF: Behaviour Interventions +3 months; Social & emotional learning +4 months</p>	Students are safe and have the best opportunity to learn and make progress.	<p>Positive safeguarding review,</p> <p>Reputation for outstanding safeguarding.</p> <p>Anonymised case studies.</p>	BBA's Pastoral and Safeguarding/Inclusion structure described as 'at the apex of the city' by Safeguarding in Education Team. DSL invited to work with Local Authority on how to implement Inclusion Groups in other schools.
17	Personal Learning Centre (PLC)	£40,000	<p>Personalised Learning Centre (PLC) provides behaviour support and intervention for some of our most vulnerable/difficult students. These belong to the PLC family and enjoy wrap around support to remove barriers and allow students to more successfully access their learning. High proportion of PP students.</p> <p>The PLC will operate a Fresh Start provision during 2020/21. This is a specialist provision for SEMH needs focusing on transition into the secondary environment. Key workers run targeted sessions with Year 7, including a bespoke programme delivered by Creative Youth Network focusing on building connectivity and identity within the academy. This provision includes high needs SEMH students as well as CiC students.</p> <p>EEF: Behaviour Interventions +3 months; Social & emotional learning +4 months</p>	To support some our most vulnerable and challenging students to be successful within the Academy. Wrap around support and ability to conduct targeted interventions for SEMH students. Interventions allow students to function well within the wider academy.	<p>Number of students supported.</p> <p>Number of successful PLC students within mainstream and rates of progress and demonstration of improved attitudes.</p> <p>Reduction in FTEs, FTERPs and NTs for named students. Increased progress scores. Improved lesson scores.</p>	<p>The high level of bespoke SEMH support has benefitted our highest need and most vulnerable SEMH learners as well as CiC.</p> <p>All Students have personalised timetables to support their SEMH and academic needs. Students were able to increase time in lessons and reduce FTEs, behaviour scores and FTERPS.</p> <p>Some students required additional external multi-agency support due to complex need for example; educational psychologists to offer support and to assess need. Usually with a focus to apply for an Education, Health and Care Plan to ensure needs were fully met.</p>

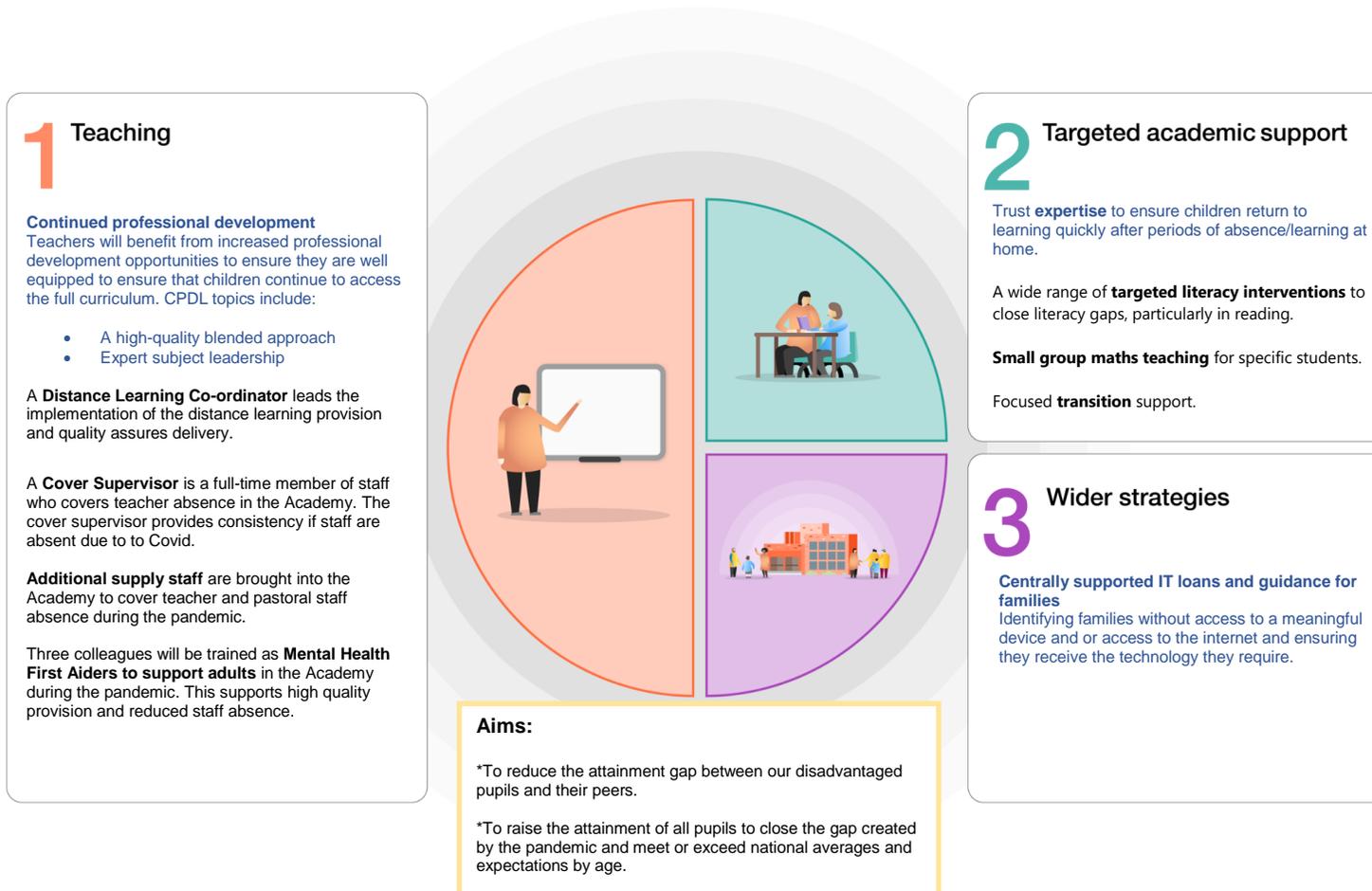
						<p>Parents/Carers have high level of communication with the team and regular contact to triangulate the support between school, student and home.</p> <p>Creative Youth Network offered enhanced transition support for identified Year 7 & Year 8 students to re-engage with their learning opportunities and to support transition following Covid-19 recovery.</p>
18	Breakfast Club	£27,000	<p>Breakfast 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 to direct students toward the provision. This is an opportunity to build relationships and provide a good start to the day.</p> <p>EEF: Up to +2 months of progress in key areas at primary level for a free breakfast. Improvement in behaviour.</p>	PP students have a nutritious breakfast, can focus in lessons and build positive relationships at the start of the day.	Number of breakfasts served to increase over time – securing as many PP students as possible.	Breakfast was provided to all students in need as they entered the building following the pandemic. No child would go hungry.
19	Uniform	£1,600	<p>Students in need, who have financial difficulties, are given uniform where appropriate. A number of PP students benefit from this opportunity that increases inclusion and removes a barrier to learning.</p> <p>EEF: Uniform 0 months</p>	PP students who do not have full uniform are given item free of charge.	Number of students receiving free uniform.	<p>In total 138 items of uniform were purchased for our PP students. This had a significant impact on our poorest families who cannot afford to purchase either the full uniform or specific items. This created a better sense of belonging as the barrier of having non uniform was removed. In addition to uniform, we supported the purchase of three pairs of trainers and two pairs of shoes.</p> <p>Between 20 and 30 ties were given to PP students throughout the year.</p> <p>2 school bags were also provided.</p>

20	Homework Planners	£150	A number of homework planners are funded so that where these are required, any financial requirement is removed for our PP students. <i>Not evidenced by EEF</i>	PP students who do not have planners are re-issued without charge.	Number of students receiving free planner. Amount of homework completed.	PP students who lost their planners and the ID badges were provided with new ones.
21	Exam revision classes and preparation	£7,000	Revision classes run during Half Term and the Easter break to ensure all students prepare for external examinations. This includes @Bristol days. PP students targeted for attendance. Cost of opening Academy and staffing. <i>EEF: No direct evidence. Summer schools are the closest provision adding 2 months of progress.</i>	PP students with others supported to attend the Academy in holidays to revise and perform better in exams.	Number of students attending and performance within exams.	We targeted pupils coming in (focusing on children from disadvantaged backgrounds) during February and Easter. This didn't then focus on exams (TAGs) but students were well supported to produce evidence for TAGs. As a result, we ensured that 100% of students were in EET in the September guarantee.
4	Hardship Fund	£3,000	This fund is used to provide additional resources, uniform, school trips, extra-curricular activities etc for students who are Pupil Premium. <i>Not evidenced by EEF</i>	Ensure that no students, regardless of economic background, are left unable to access provision or extra-curricular activities.	Number of students accessing the fund.	This year the fund was used to provide our PP students with stationary. Returning from Covid we needed to ensure that all our PP students were equipped with a fully loaded pencil case.
4	PP Rewards Fund	£5,000	A specific fund of money to reward exceptional participation or encourage raising aspirations for pupil premium students. <i>Not evidenced by EEF</i>	Ensure that specific funding is available to reward students for exceptional performance or commitment to learning.	Rewards supporting literacy strategy initiatives (e.g. Kindles and books) plus some sport and exercise related prizes awarded. Numbers of awards. Positive student voice.	Rewards were interweaved each term, year teams and HoHs allocated 'quick win' prizes including vouchers and stationary for students at the end of each term. Attendance rewards eg cinema trip raised students motivation to be in school. All students receiving awards reviewed to ensure PP representative of cohort, fund used to ensure students are not limited when it comes to accessing.
4	Enrichment Provision	£18,000	Additional leadership and teaching specialism secured to increase the quality of extra-curricular provision. Extra-curricular activities are to be developed through clubs, trips and workshops.	To introduce a range of outdoor and adventurous activities that will develop students' self-confidence, perseverance and resilience which	Increased aspiration of disadvantaged student. Number of PP student engaging in extra-curricular provision increases	Enrichment activities were sent out on a weekly basis through our enrichment co-ordinator. Students were sign posed to many opportunities such as virtual zoo visits, recorded theatre performances and personal challenges to help

			EEF: Outdoor adventure learning +4 months; sports participation +2 months	will be transferable to an academic context.	and is aligned with that of other students.	enrich the students' lives over the lock down period. Student surveys were carried out with a PP focus to obtain clear direction on what was wanted and needed by our students. The enrichment program was then changed to incorporate these changes and improve the uptake of our PP students. PP students got funding to complete our DofE program without any charge. Parental engagement was sort through regular phone calls and emails.
	TOTAL	£538,150	NB: Overspend of £112,715			

COVID-19 Catch Up Premium Funding Impact 20/21

Bristol Brunel Academy: COVID-19 catch-up premium report



○ **COVID-19 catch-up premium spending: summary**

○ SUMMARY INFORMATION			
Total number of pupils:	1192	Amount of catch-up premium received per pupil:	£65.16
Total catch-up premium budget:	£77,675 in school £95,360 gross	Allocation to trust primary settings: investment to support pupils to catch up and successfully transition to secondary in future years.	£17,685
Note: the total cost exceeds the budget. £3472.52 excess is funded from other internal funds.			

○ STRATEGY STATEMENT	
<p>The BBA Covid 19 catch up fund focuses on three key priorities:</p> <ol style="list-style-type: none"> 1. Ensuring high quality and consistent distance learning provision for isolating students. 2. Adding capacity to staffing to maintain a safe and purposeful environment, reducing the frequency of temporary year group closures. 3. Providing catch up provision for Year 7 students whose needs are greater than in previous years. A No More Marking study in October 2020 suggested Y7 students are 22 months behind expectations. 	

Barriers to learning

○ BARRIERS TO FUTURE ATTAINMENT (ACADEMIC AND EXTERNAL)	
A	Low levels of literacy, particularly in reading, which were exacerbated by lockdown. The loss of confidence in reading also reduces the completion of reading and extended writing tasks remotely.
B	Year 7 did not complete Year 6 within school therefore the literacy and numeracy gaps are greater for students joining Y7. A No More Marking study in October 2020 suggested Y7 students are 22 months behind expectations.
C	Self-isolation periods reduce attendance to school and access to face-to-face learning.
D	Lockdown and isolation can impact student mental health and well-being which, in turn, impacts the ability to engage and progress learning.

E	Lack of socialisation and ability to take part in enrichment activities impacts well-being, confidence and learning.
F	Lack of educational experience of parents meaning support for learning at home is varied.

Planned expenditure for 2020-21

Quality of teaching for all					
Action	Cost	Description of intervention	Intended Outcomes	How impact is to be measured	Impact of the intervention <i>(Completed in September 2021)</i>
Continued professional development to support a high-quality blended approach during the pandemic		<p>Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms-including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.</p> <p><i>EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.</i></p>	Teachers are well supported to effectively enact the full curriculum both on site and at distance.	<ul style="list-style-type: none"> ○ Distance learning lesson plans and tracking ○ Remote lesson drop ins ○ Completion rates ○ Student, staff and parent voice 	<p>As a starting point, only 9.8% of our PP/SEND students in year 11 (Nov 2020) were submitting work. We monitored this group as a key focus group.</p> <p>Following intervention and strategy our figures were:</p> <p>72% of PP/SEND students were regularly attending live lessons.</p> <p>51% of our PP/SEND cohort were regularly submitting good quality work.</p> <p>More detail can be found on the academy website in the document entitled 'Distance Learning review 2021'</p>

<p>Distance Learning Co-ordinator</p>	<p>£20,000</p>	<p>The Distance Learning Co-ordinator leads the implementation of the distance learning provision and quality assures delivery. This ensures consistent provision for all students who are isolating.</p> <p><i>THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2020-21 (P12): "Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning."</i></p>	<p>All isolating students access, and complete, high quality distance learning each day during their isolation period.</p> <p>Completion of work is monitored and access issues are remedied quickly.</p>	<ul style="list-style-type: none"> ○ Distance learning lesson plans ○ Completion rates ○ Student, staff and parent voice 	<p>Following the appointment of Distance Learning Coordinator (Nov 2020) work submission increased with the Compound groups she was asked to focus on. This was through contact home, ensuring all were logged on and that work was set for the key students.</p> <p>When we returned to school her role changed to ensure that those APs or not attending schools got the best outcomes given their circumstance.</p> <p>More detail can be found on the academy website in the document entitled 'Distance Learning review 2021'</p>
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Action	Cost	Description of intervention	Intended Outcomes	How impact is to be measured	Impact of the intervention <i>(Completed in September 2021)</i>
Cover supervisor	£20,000	<p>A Cover Supervisor is a full-time member of staff who covers teacher absence in the Academy. Cover Supervisors know the systems in the Academy and form effective relationships with staff and students. Cover Supervisors receive training within the Academy to improve classroom practice in line with academy priorities.</p> <p><i>This intervention was selected to reduce the need for external cover and reduce the need for forced closures when staff need to isolate.</i></p>	Where a staff member is absent, students receive a positive learning experience from consistent staff within the Academy.	<ul style="list-style-type: none"> ○ Number of code 3s and 4s in cover lessons. ○ Days of staff absence ○ Number of year group closures linked to staff absence. ○ Feedback from students and staff. 	<p>There were at least 368 days of staff absence due to Covid 19 in 20-21. This required extensive cover across the academic year.</p> <p>The colleague who took on the temporary role was so successful that they are now a permanent member of staff.</p>
Additional cover support	11,920	<p>Additional supply staff are brought into the Academy to cover teacher and pastoral staff absence during the pandemic.</p> <p><i>The Covid-19 pandemic impacts staffing: extremely clinically vulnerable staff need to work from home during lockdown periods and there is higher absence staff absence due to self-isolation needs. This significantly increases the need for cover staff to maintain safe provision within the Academy.</i></p>	The frequency of forced closure and distance learning for year groups is reduced due to staff shortages.	<ul style="list-style-type: none"> ○ Number of year group closures linked to staff absence. 	<p>There were at least 368 days of staff absence due to Covid 19 in 20-21. This required extensive cover across the academic year. The academy closed for a total of 4 days to a named year group due to staffing shortages. This would have been significantly higher if the Academy had not been able to fund and provide additional cover staff.</p>

Action	Cost	Description of intervention	Intended Outcomes	How impact is to be measured	Impact of the intervention <i>(Completed in September 2021)</i>
Mental Health First Aid training	£750	<p>Three colleagues will be trained as Mental Health First Aiders to support adults in the Academy during the pandemic.</p> <p>Mental Health First Aiders recognise warning signs of mental ill health, and develop the skills and confidence to approach and support someone. A key role is effective signposting to support.</p> <p><i>A report from Education Support assessing the impact of coronavirus on education professionals' mental health found 52 per cent of teachers felt their mental health and wellbeing had suffered during the pandemic.</i></p> <p><i>The 2018 M.E.N.T.O.R. Study showed that 83% of participants felt that signposting for mental health signposting procedures improved as a result of training. 91% reported an improvement in understanding of mental health issues.</i></p>	Staff are well-supported during the pandemic resulting in higher staff attendance and a higher quality of provision.	<ul style="list-style-type: none"> ○ Number of interactions with MHFAs. ○ Staff feedback. ○ Staff attendance data. 	<p>98.7% of colleagues knew who the MHFAs were.</p> <p>73.4% of colleagues responding to the well-being survey said that they may, or would, access one of the MHFAs if needed.</p> <p>97.4% of colleagues said that they had someone to turn to within the academy if needed.</p>
				Total budgeted cost:	52,670

Targeted support

Area of Spend	Cost (for Y7 catch up only)	Description of Intervention <i>*Potential impact where identified by EEF</i>	Intended outcomes	How impact is to be measured	Impact of intervention
Paired reading	£1579.20	<p>Students have 1:1 reading 10 minutes twice weekly with staff in termly blocks.</p> <p><i>Small group tuition +4 months</i></p> <p><i>Reading comprehension strategies +6 months</i></p>	The intervention is aimed at boosting reading to above 90+ Standardised Score (SS) in comprehension.	<p>Students are identified with below average standardised score in comprehension using the Access to Reading test (ART).</p> <p>Progress is tracked using Access to Reading Test (Comprehension), Single Word Reading Test (SWR).</p>	<p>33 students received paired reading intervention over the course of the Year once weekly with an LSA in tutor time. CPD was delivered in house to develop strategies to support vocabulary, inference and decoding.</p> <p>28 out of the 33 students made accelerated progress measure by STAR Reading</p>
Inference training	£1014.48	<p>Intervention designed to boost reading comprehension through inference skills.</p> <p>12 week intervention including 2 x 50 minute sessions per week.</p> <p><i>Reading comprehension strategies +6 months</i></p>	Improvement in comprehension and ability to readily access learning in all subjects.	The entry point standardised score is well below average (70-90): students have a higher single word reading score but low comprehension and low inference score on the ART test. Impact is measured through improvements to these scores.	<p>Two members of staff were trained in evidence based inference programme.</p> <p>16 students received a block of intervention 12 weeks+ (over time due to COVID).</p> <p>13 of these 16 students made progress during these interventions.</p>

Area of Spend	Cost (for Y7 catch up only)	Description of Intervention *where identified by EEF	Intended outcomes	How impact is to be measured	Impact of intervention
Read Write Inc.	£9572.55	<p>A structured phonics based programme designed to ensure all children learn to read accurately and fluently.</p> <p>Daily 50 minute interventions for identified groups of students.</p> <p>2x groups running on both sides of the timetable</p> <p><i>EEF project in progress – impact to follow</i></p>	Improvement in reading and writing accuracy and fluency.	Student identified using KS2 and transition information as well as very low ART scores. Impact measured by reading and spelling assessment using ART and Vernon.	<p>Students were identified to join the Nurture English Classes who received RWInc.</p> <p>Right side were comprised of High needs SEND group of 10 students.</p> <p>12 students received RWInc programme delivered by HLTA.</p> <p>1 Student received 1-1 intervention due to high needs.</p> <p>18 students made accelerated progress across literacy scores. One student transitioned to specialist provision.</p>
Lexia	£1181.70	<p>Literacy programme to develop word reading and phonological knowledge.</p> <p>Student have 1x 50 mins sessions and access at home, tracked through progress and areas of weakness specifically taught in 50 minute sessions.</p> <p><i>EEF project in progress – impact to follow</i></p>	Improvement in reading scores and phonological knowledge.	Students with below average Vernon and/or ART reading score. Impact measured through the programme but independently using reading comprehension score ART twice yearly and Vernon spelling score.	<p>49 students accessed Lexia intervention during the year.</p> <p>30/49 students made accelerated progress within the intervention. The home study aspect of this intervention was impacted on the progress due to engagement despite efforts of the team to contact students at home due to further lockdown.</p>

Area of Spend	Cost (for Y7 catch up only)	Description of Intervention *where identified by EEF	Intended outcomes	How impact is to be measured	Impact of intervention
Enhanced Transition	£2500	Enhanced transition for vulnerable Y7 students following lockdown. Students attended for up to 3 days before Term 1 started. Examples of content: Developing relationships; orientation; teamwork; preparation for student profiles; sensory activities. <i>Summer School +2 months</i>	Students make a successful (social, emotional and academic) transition into Y7.	Attendance figures. Feedback.	48 students attended for up to 3 days in summer 2020. Positive parental feedback from the transition survey.
Phonics	£1099.02	Evidence base programme teaching students to read by correlating sounds with symbols in an alphabetic writing system. <i>EEF evidence is variable depending on age and student experience. High impact for younger readers.</i>	Improvement in reading scores and phonological knowledge.	Identification through diagnosis of dyslexia, dyslexic traits identified through the use of the Dyslexia Portfolio following teacher referral, poor phonological awareness and well below average on Vernon spelling score. Progress tracked termly using the Units of Sounds Programme, Phonics check and SWR, 2 yearly by Vernon spelling and ART (Standardised scores).	9 students had phonics intervention, all except one student made accelerated progress (this student transferred to specialist provision).
Rapid maths intervention	£1099.02	Group numeracy intervention using Rapid Maths materials. Students receive 2 x sessions per week for 12 weeks. <i>Small group tuition +4 months</i>	Improvement in numeracy skills and student confidence.	Students identified because scores are below Age Related Expectations (ARE), have low KS2 results and ongoing lack of progress. Intervention is monitored using the Basic Numeracy Test at the start and end of the 12 week block of intervention.	40 students accessed Rapid Maths Small group numeracy interventions Intervention was impacted due to staff absence and further lockdown with regards to testing at the end of the intervention. Testing at the end of the year was impacted also by student isolating. 50 % of student made accelerated progress in their basic numeracy skills.

Area of Spend	Cost (for Y7 catch up only)	Description of Intervention *where identified by EEF	Intended outcomes	How impact is to be measured	Impact of intervention
Hub Small Group Maths	£9572.55	This is a small nurture maths group for students identified on transition, who are working well below age related expectations or high needs students with an Education Health Care Plan (EHCP)/Top Up funding. Students are taught in small group with specialist maths teachers. <i>Small group tuition +4 months</i>	Improvement in numeracy skills and student confidence.	Students were assessed on entry using the Basic Numeracy Test and re-assessed 6 months later as well in line with the reporting systems.	
Accelerated reader	£864 (£2331 for the whole cohort at £9 per student)	Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. <i>Accelerated Reader +3-5 months progress (higher for students with Free School Meals)</i>	Improve reading scores and engagement in reading.	Improvement in ART/STAR comprehension scores.	All Year 7 and Year 8 students accessed focused reading lessons weekly when in school. Data for year 7 usage shows 2662 quizzes were taken by year 7 students in 2020-2021 Academic year. Comparing the testing scores of year 7 students show: Scaled Score increased from (on average) 570 to 641. Average Norm References Standardised Score increased from 97 (on average) to 98 (on average) from October to July last Academic year.

<p>Trust expertise to ensure children return to learning quickly after periods of absence/learning at home</p>		<p>The investment of the trust into expertise to support the recovery of education for all has included work with Barry Carpenter, Professor in Mental Health at Oxford Brookes University.</p> <p>Regular support and challenge from central academy trust team will support implementation. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.</p> <p><i>A thorough approach to support pupils on return to school has also been advocated by the EEF, who state that 'All pupils will need support to transition back to school'.</i></p>	<p>Children's emotional, social and academic needs are met swiftly on return to school meaning they receive the right support to return to learning in school.</p>	<p>CPOMS logs.</p> <p>Lessons scores.</p> <p>Student and staff voice.</p> <p>ARM and ARV feedback.</p>	<p>Student, staff and parent voice have been positive about the support provided by BBA through the pandemic and the return to the academy.</p> <p>Case studies can be provided where necessary.</p>
<p>Total budgeted cost:</p>					<p>£28,482.52</p>

<p>Other approaches</p>					
<p>Area of Spend</p>	<p>Cost</p>	<p>Description of Intervention <i>*Potential impact where identified by EEF</i></p>	<p>Intended outcomes</p>	<p>How impact is to be measured</p>	<p>Impact of intervention</p>
<p>Central procurement and management of IT resources.</p>		<p>There is a dedicated IT team that works across the trust to support effective use and distribution of technology to where it is most needed.</p> <p>This has included central procurement of laptops, iPads and resources to support WIFI during lockdown and also during periods of isolation for individuals, bubbles and cohorts</p> <p><i>The EEF guide: Best evidence on supporting students to learn remotely states that: 'Ensuring access to technology is key, especially for disadvantaged pupils'</i></p>	<p>To ensure that no child is without the technology they need to access the high-quality curriculum on offer from the academy.</p>	<p>Allocation of devices is reviewed at least weekly by the central team.</p> <p>Engagement with learning is reviewed daily by the academy.</p>	<p>Over 300 laptops have been issued across the pandemic. At the time of writing (26.09.2021), 271 laptops are currently on loan.</p> <p>The impact was tangible through the pandemic with, for example, the completion of good work averaging 72% for our disadvantaged/SEND students – this increased to this number steadily over the pandemic.</p>