

Following the Centre Assessed Grade process in Summer 2020, outcomes will not be published. Therefore, the outcomes below follow examinations in Summer 2019 and 2018.

	Basics 9-4	Basics 9-5	P8 Overall	P8 Eng	P8 Maths	P8 EBacc	P8 Other
2019 PP	49.4%	20.0%	0.069	-0.012	-0.049	0.184	0.226
2019 Non-PP	62.2%	41.2%	0.279	-0.219	0.307	0.255	0.455
Gap	-12.8%	-21.2%	-0.21	-0.207	-0.356	-0.071	-0.229
2018 PP	39%	23%	0.04	-0.05	-0.33	0.11	0.05
2018 Non-PP	62%	33%	0.27	0.08	-0.03	0.37	0.50
Gap	-23%	-10.4%	-0.24	-0.13	-0.30	-0.27	-0.23

Expected 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.

Core Aim One <u>Academy Improvement</u> 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 <u>Teaching and Learning</u> 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 <u>Outcomes</u> 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 <u>Culture and Ethos</u> 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 <u>Post-16 Performance</u> 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 (to be completed Autumn 2021)
1	Leader of Literacy	£3,000	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. EEF: Reading comprehension strategies +6 months; Oral language interventions +5 months; Accelerated Reader (FSM) +5 months	To secure literacy skills across oracy, writing and reading in order to improve access and performance across all areas of the curriculum,	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. Both achievement and attainment of PP students to increase.	
2	Support Groups	£4,000	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. EEF: Social and emotional learning +4 months	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.	

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. 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. Students report greater student confidence & self-esteem..</p>	
5	Non-Teaching Pastoral Support Pastoral Year Leaders (PYLs) and Pastoral Support Assistants (PSAs)	£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>	<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>	<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>	
6	Teaching Pastoral Support Achievement Year Leaders (AYLs)	£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>	<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>	<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>	

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: <i>Aspiration interventions 0 months</i>	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.	Number of NEETs reduces over time. Expected and good progress of PP students. PP uptake to the Envision programme. Positive student voice and outcomes for the group. Greater Future Focus within the Academy. Numbers of students securing first choice Post 16 courses.	
8	Attendance Officer	£12,000	Supporting students where barrier to achievement is attendance. Working with families to raise aspiration and engagement in education. EEF: <i>parental engagement +3 months</i>	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%.	
9	Numeracy HLTA	£9,600	Supporting students in mathematics who need additional tuition to close the gap with their peers. EEF: <i>Teaching Assistants +1 month; one-to-one tuition +5 months.</i>	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.	
10	Literacy HLTA	£9,600	Supporting students in literacy who need additional tuition to close the gap with their peers. EEF: <i>Teaching Assistants +1 month; one-to-one tuition +5 months; reading comprehension strategies +6 months; oral language interventions +5 months</i>	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.	
11	SLT Extended Roles (additional leadership capacity)	£112,000	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. EEF: <i>these staff identify and implement a wide range of strategies from the EEF toolkit.</i>	More students make expected/good levels of progress; Quality of tracking and intervention improves. Attendance levels increase. Students behave well and have a positive attitude to learning.	Evidence of impact of Literacy strategy clear from Reading metrics in most year groups. Numbers of students making expected and good levels of progress. Attainment grows. Reducing the number of months behind students are. Attendance is above 95%. Fixed Term Exclusion levels are much reduced on previous academic year. 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. EEF: <i>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.	
13	Summer School	£6,000	Year 6 students attend Summer School to support transition and secure early progress-literacy and numeracy. EEF: <i>Summer Schools +2 months</i>	Students achieve early progress and enjoy smooth transition to BBA.	Attendance in the summer and individual successes.	
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. EEF: <i>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.	

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.	
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>	
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. 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>	
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.	
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.	

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. Not evidenced by EEF	PP students who do not have planners are re-issued without charge.	Number of students receiving free planner. Amount of homework completed.	
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. EEF: No direct evidence. Summer schools are the closest provision adding 2 months of progress.	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.	
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. Not evidenced by EEF	Ensure that no students, regardless of economic background, are left unable to access provision or extra-curricular activities.	Number of students accessing the fund.	
4	PP Rewards Fund	£5,000	A specific fund of money to reward exceptional participation or encourage raising aspirations for pupil premium students. Not evidenced by EEF	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.	
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. EEF: Outdoor adventure learning +4 months; sports participation +2 months2	To introduce a range of outdoor and adventurous activities that will develop students' self-confidence, perseverance and resilience which will be transferable to an academic context.	Increased aspiration of disadvantaged student. Number of PP student engaging in extra-curricular provision increases and is aligned with that of other students.	
	TOTAL	£538,150	NB: Overspend of £112,715			