

## Pupil Premium Spending Plan & Impact Analysis | Bristol Brunel Academy | Academic Year 2019-2020

Updated September 2020

This document outlines the spending plan for the academic year 2019-20. A summary of activity and impact considers the activities during the lockdown period and outcomes.

Please note that GCSE outcomes for 2019-20 have not been published due to the Centre Assessed Grading progress. However, the progress of PP students was almost in line with non-PP performance, notably in English and maths.

	Basics 9-4	Basics 9-5	P8 Overall	P8 English	P8 Mathematics	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

Pupil Premium Funding 2019/20 - £400,180

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.				
No.	Area of Spend	Contribution from Pupil Premium	Description of Intervention * where identified by Sutton Trust/Hattie	Intended Outcomes	Intended Impact of the Intervention (KPI's)
1	English Lead Practitioner	£3,000	Additional leadership and teaching specialism secured to increase the quality of teaching and learning in English. This improves the quality of English teaching, enabling greater progress of PP students regardless of ability. Lead Practitioner on part TT. <b>Sutton Trust: Feedback +8 months Learning Styles + 2months reduced class size +3 months</b>	To secure greater levels of progress for students in English, through the coaching and intervention of English teaching. This will increase the progress of PP students within English	Progress in English KS3 to KS4 is good. All lessons judged as Good or better. Both achievement and attainment of PP students has increased/decreased Greater rates of progress in English KS3 to KS4. Improved lesson grades achieved. Both achievement and attainment of PP students to increase.
2	Maths Lead Practitioner	£3,000	Additional leadership and teaching specialism secured to increase the quality of teaching and learning in Maths. This improves the quality of Maths teaching, enabling greater progress of PP students regardless of ability. Lead Practitioner on part TT. <b>Sutton Trust: Feedback +8 months Learning Styles + 2months reduced class size +3 months</b>	To secure greater levels of progress for students in Maths, through the coaching and intervention of Maths teaching. This will increase the progress of PP students within Maths	Greater rates of progress in Maths KS3 to KS4. Improved lesson grades achieved. Both achievement and attainment of PP students to increase.
3	Science Lead Practitioner	£3,000	Additional leadership and teaching specialism secured to increase the quality of teaching and learning in Science. This improves the quality of Science teaching, enabling greater progress of PP students regardless of ability. Lead Practitioner on part TT. Sutton Trust: Feedback +8 months Learning Styles + 2months reduced class size +3 months	To secure greater levels of progress for students in science, through the coaching and intervention of science teaching. This will increase the progress of PP students within science.	Greater rates of progress in Science KS3 to KS4. Improved lesson grades achieved. Both achievement and attainment of PP students to increase.
4	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. <b>Sutton Trust: Social and emotional learning +4 months</b>	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.

5	<b>Nurture Support Groups</b>	£26,000	<p>The Nurture Group is for Year 7 that supports some of our less able students to transition into secondary education; better supported through greater teacher continuity, designated classroom and targeted numeracy and literacy support. A good proportion of students are PP students.</p> <p>In KS3 &amp; 4 study support groups (50% PP) are timetabled targeted academic support and facilitate the development of Life Skills through The Princes Achieve Award.</p> <p><b>Sutton Trust: Small group tuition +4 months</b></p>	<p>Students make good progress in Yr 7, close gaps and to support students to transition into the Academy. PP students to feel success and go on to achieve good levels of progress.</p>	<p>Levels of progress achieved, closing the gap between outcomes of Base Camp and non-Base Camp. Greater student confidence &amp; self-esteem.</p>
6	<b>Non-Teaching Pastoral Support</b>  <b>PYL's</b>	£45,000	<p>The Academy spends c.£220,000 on Pastoral support. This makes a wide and deep impact of 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><b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</b></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", reduction in call outs by Year, recording progress of PP and comp to non-PP.</p>
7	<b>Teaching Pastoral Support</b>  <b>AYL's</b>	£18,000	<p>The Academy spends c.£220,000 on Pastoral support. This makes a wide and deep impact of 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><b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</b></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>Increase in levels of expected and good progress by Year Team. Reduction in lesson "score 4s", reduction in call outs by Year, recording progress of PP and comp to non-PP.</p>
8	<b>Careers Advisor</b>	£10,000	<p>To support students to have and realize 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. <b>Sutton Trust: Mentoring +1 month</b></p>	<p>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>	<p>Number of NEETs over time. Expected and good progress of PP students. Greater Future Focus within the Academy.</p>

9	Attendance Officer	£12,000	Supporting students where barrier to achievement is attendance. Working with families to raise aspiration and engagement in education. <b>Sutton Trust: Mentoring +1 month</b>	Enable more PPs to realize 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%
10	Mathematics TA	£6,000	Jointly funded by PP and Y7 Catch Up Funding. Supporting students in Mathematics who need additional tuition to close the gap with their peers. <b>Sutton Trust: Teaching Assistants +1 month, Small group tuition +4 months and one to one tuition +5 months</b>	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	£15,000	To deliver more rigour in tracking and intervening on students, including PP students, who are non-moving and not achieving expected and good progress from Year 7 to 9. 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. <b>Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months</b>	More students make expected/good levels of progress; Quality of tracking and intervention improves. Greater student progression through KS3	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 in Year 7,8 and 9. Reducing the number of months behind students are.
12	Inclusion & Safeguarding Manager	£16,000	Extended SLT role to support acute cases of behaviour that requires alternative provision. This role also seeks to improve behaviour management within classrooms. Manages all negotiated transfers in and out of the Academy. Ensures consistency of sanction and rebuild is applied. Good proportion of PP students involved. <b>Sutton Trust: Behaviour Interventions +4 months</b>	To ensure that where students struggle to make progress and show the right attitude within the Academy, that appropriate, alternative provision is found.	Alternative provisions, revolving door interventions and negotiated transfers have all served to reduce fixed term exclusion instances. In addition, no permanent exclusions have happened in the academic year.
13	'The Hub' – Maths Teacher	£21,000	Smaller Class Sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress. <b>Sutton Trust: Small group tuition +4 months, reduced class size +3 months</b>	Increased expected and good levels of progress achieved. Improved continuity, class size and intervention possible. Improved PP progress and attainment.	Quality and continuity of the timetable. Class sizes, amount of flexibility to intervene. Amount of expected and good progress achieved
14	'The Hub' – English Teacher	£21,000	Smaller Class Sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress. <b>Sutton Trust: Small group tuition +4 months, reduced class size +3 months</b>	Increased expected and good levels of progress achieved. Improved continuity, class size and intervention possible. Improved PP progress and attainment.	Quality and continuity of the timetable. Class sizes, amount of flexibility to intervene. Amount of expected and good progress achieved.

15	<b>'The Hub' – Primary Teacher</b>	£21,000	Smaller Class Sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress. <b>Sutton Trust: Small group tuition +4 months, reduced class size +3 months, Reading Comprehension Strategies +5 months</b>	Increased expected and good levels of progress achieved. Improved continuity, class size and intervention possible. Improved PP progress and attainment.	Quality and continuity of the timetable. Class sizes, amount of flexibility to intervene. Amount of expected and good progress achieved.
16	<b>Student Counsellor</b>	£18,000	Full Time Counsellor employed to work with vulnerable individuals, a higher than proportion of which are PP students. More than 60% of students currently accessing this service are PP. <b>Sutton Trust: Social &amp; emotional learning +4months</b>	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.
17	<b>Summer School</b>	£6,000	Year 6 students attend Summer School to support transition and secure early progress-literacy and numeracy. <b>Sutton Trust: Summer Schools +2 months</b>	Students achieve early progress and enjoy smooth transition to BBA.	Attendance in the summer and individual successes
18	<b>Alternative Provision</b>	£20,000	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. <b>Sutton Trust: Behaviour Interventions +4 months</b>	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 attitude/individual
19	<b>Engage Studio Provision</b>	£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. <b>Sutton Trust: Behaviour Interventions +4 months</b>	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.
20	<b>Personal Learning Centre - PLC</b>	£52,000	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. <b>Sutton Trust: Behaviour Interventions +4 months</b>	To support some our most vulnerable and challenging students to be successful within the Academy. Wrap around support and ability to conduct productive/learning focused sanctions.	Number of students supported. Number of successful PLC students within mainstream and rates of progress and demonstration of improved attitudes.
21	<b>Breakfast Club</b>	£27,000	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 – increased subsidy this year. Year Teams to direct students toward the provision. <b>*Not evidenced by Sutton or Hattie</b>	Ensure the availability of breakfast for PP students so that they are ready to learn and eating healthy food at the start of each Academy Day.	Number of breakfasts served to increase over time – securing as many PP students as possible.
22	<b>Uniform</b>	£1,600	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. <b>Sutton Trust: Uniform 0 months</b>	PP students who do not have full uniform are given item free of charge.	Number of students receiving free uniform.

23	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. <b>Sutton Trust: Homework +5 months,</b>	PP students who do not have planners are re-issued without charge.	Number of students receiving free planner. Amount of HW completed.
24	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. Including @Bristol days. Number of whom will be PP students. Cost of opening Academy and staffing. <b>*Not evidenced by Sutton or Hattie</b>	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.
25	Hardship Fund	£3,000	This fund is used to provide additional resources, uniform, school trips, extra-curricular etc for students who are Pupil Premium. <b>*Not evidenced by Sutton or Hattie</b>	Ensure that no students, regardless of economic background, are left unable to access provision or extra-curricular.	Ensure that no students, regardless of economic background, are left unable to access provision or extra-curricular.
26	PP Rewards Fund	£5,000	A specific fund of money to reward exceptional participation or encourage raising aspirations for pupil premium students.	Ensure that specific funding is available to reward students for exceptional performance or commitment to learning.	Rewards following literacy strategy initiatives has included Kindles and books along with some sport and exercise related prizes.
27	Leader of Learning Support	£8,000	Aspects of this role include mentoring and support of Children in Care (Looked After Children). <b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</b>	Support and provide mentoring for all Children in Care (Looked After Children) to ensure their full needs are met within the Academy.	Outcomes for CiC improve. In addition, all CiC have confirmed progression pathway. Highly effective CiC representative also has taken up post as Academy Councilor. Responsible for several systems changes, and is key member of team for some of our most vulnerable students.
28	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. <b>Sutton Trust: Outdoor Education +4 months, Sports participation +1 month</b>	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.
29	Pastoral Support Assistants	27000	Pastoral capacity added to Years 7, 8 and 9 <b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</b>	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. Support and provide mentoring for students in the largest year groups the academy has had	Absence levels for PP students are much improved. Persistent Absence levels are reducing. 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", reduction in call outs by Year, recording progress of PP and comp to non-PP.  Tim Sanday already in post and very effective
	<b>TOTAL</b>	£419,750	NB: Overspend of -£19,570		

## Spending impact (taking account of Covid-19 lockdown)

### Academic

- The progress gap for PP students following CAG and SISRA adjusted results in Summer 2020 showed a minimal gap between PP and non-PP progress overall and particularly in English and maths.
- AYLs coordinate the academic success of students, and made a key input to outcomes in 2020.
- 55% of the 29 students taking part in Prince's Trust programme were Pupil Premium.
- 184 students without IT access received paper workpacks during lockdown. 58% of these students were PP.
- 38 students regularly attended priority provision over lockdown. 50% of students were PP.

### Pastoral

- PYLs maintain a key role in the school, and are responsible for attendance, safeguarding and behaviour. This support was particularly important during the lockdown where phone calls were made weekly, or daily in some cases, to those in need.
- Support for most vulnerable students and disadvantaged students has been exceptionally well-supported by PSAs, and their spread to other year groups has ensured that students are well-supported throughout KS3.
- Extra capacity in SLT has been essential in meeting the demands of increasing PAN, and working with more disadvantaged students.
- No PEXs in 2019-20 (or in recent memory) have happened, and APs, interventions, safeguarding, and NTs continue to be held up as best practice. Revolving door provision allows many students to return to school successfully.
- Student and parent voice was very positive about remote provision during lockdown.
- Hardship fund has supported a number of our most vulnerable students to access the most basic aspects of school when they otherwise would have been unable to.
- External agencies have recognised the support for Children in Care as being best practice, and exemplary support.
- Nurture group continues to support a key group of vulnerable students with well-tracked and monitored behaviour, and excellent parental engagement.
- All students eligible for FSM received foodboxes over the Easter holiday.
- Length of waiting list demonstrates the need and impact of this provision.
- 309 students were identified as vulnerable over lockdown, 49 were RAG rated Red, as our most vulnerable. These students typically had at least 2-3 phone calls a week. 69.4% of these students were PP.
- An enhance transition programme was run for Y7s joining the Academy and for new students arriving into older year groups. 54% of these students were PP.

### Futures

- 100% of Year 11 PP students received support through 1:1 guidance meetings and interventions. All students received at least 1 meeting and weekly information in assembly about post 16 events. There was also a meet the provider opportunity at the Year 11 parents evening on 12th December 2019. We had representatives from 14 providers including independent training providers.
- 100% of Year 11 PP students were contacted via email on several occasions throughout the year to ensure that they knew where to get the support including a text message to parents and update through the house assemblies.
- Of the 92 PP students in Year 11:
  - 56.5% had email support from the Careers Officer over lockdown.
  - 14.1% had more than one intervention/support over the telephone and via email during lockdown.

- 66.6% of PEPs were attended virtually for Year 11 by Careers Officer.
- Currently (20<sup>th</sup> September 2020) 98.9% of students have secured post 16 provision.
- 100% of CiC students are attending Post 16 provision.