

The Brunts Academy Pupil Premium Strategy 2016-17



Academic Year	2016/17	Total PP Budget	£351,212	Number of pupils eligible for PP	387
Total number of pupils	1531	Date of most recent PP Review	07/15	Date for next internal review of this strategy	10/16

PLANNED EXPENDITURE

The three headings below demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Recently delivered staff training in the Teaching Sequence for Writing and generic Reading Strategies will impact on outcomes for all students resulting in those who are pupil premium making progress at least in line with their peers.</p> <p>The attainment and progress of pupil premium students in their 8 best GCSE subjects will be significantly positive.</p>	<ul style="list-style-type: none"> • Successful implementation of reading and writing strategies to be showcased to all teaching staff during whole-school best practice sharing sessions. • Creative ideas and resources to be shared via 'Teacher Toolkit' on staff portal. • Cross-curricular Teaching and Learning group to develop 	<ul style="list-style-type: none"> • Evidence from the Sutton Trust/EEF suggests that improving reading comprehension can increase student attainment and progress across the curriculum. • Quality assurance has indicated that a small number of pupil premium boys in each cohort are struggling with extended writing. Evidence suggests that 	<ul style="list-style-type: none"> • Directors of Learning will oversee the integration of reading and writing strategies into schemes of learning. • Quality of delivery and outcomes will be monitored as per established Academy practices for the quality assurance of teaching and learning. 	DCH/ EDE	<ul style="list-style-type: none"> • Achievement and progress will be monitored for each year group following their assessment weeks, calendared throughout the year.

<p>Students in KS3 will be on-track to meet staged targets.</p>	<p>action research strands on engaging boys in reading and writing and showcase successful strategies.</p>	<p>whilst lower attaining boys are effectively supported, middle ability boys require tailored resources to improve the structure of their writing.</p> <ul style="list-style-type: none"> • Marc Rowland’s ‘A Practical Guide to the Pupil Premium’ states “The primary tool for narrowing gaps is high-quality teaching and learning.” 			
<p>The current gender gap between pupil premium boys and pupil premium girls will reduce by at least 10% in Maths and English.</p> <p>The attainment and progress of pupil premium boys in their 8 best GCSE subjects in years 10 and 11 will be positive.</p> <p>Student voice will indicate that students are enjoying their learning.</p> <p>Participation rates of pupil premium boys in leadership activities will increase. Pupil premium boys will gain the same number of Future Me</p>	<ul style="list-style-type: none"> • Use additional teaching capacity to close skills gaps in Maths and English for 33 targeted Year 11 boys via small group tuition. • Create targeted intervention programme using Growth Mindset principles to challenge and engage this cohort. • Research and trial ideas for engaging boys in lessons and via creative homework setting in all year groups via Teaching and Learning Steering Group and share with all teaching staff. 	<ul style="list-style-type: none"> • Ofsted’s most recently published “Pupil Premium Progress: An Update” report indicates that schools with robust tracking systems are showing the most improvement nationally. 	<ul style="list-style-type: none"> • Expert teaching and additional adult support will be allocated to small group tuition to increase the outcomes of the 33 targeted year 11 boys. • Academic outcomes and student engagement measures will be closely monitored at each tracking window, calendared throughout the year. • A senior leader and the Academy’s professional coach will lead and monitor the Teaching and Learning Steering group reporting to the Deputy Head for Teaching and Learning every two weeks. • The development of the student leadership 	<p>DCh/ LM/ NC</p>	<ul style="list-style-type: none"> • Quality of student work will be monitored weekly by subject teachers for the cohort of 33 Year 11 boys. • Academic outcomes and student engagement measures will be closely monitored at each tracking window, calendared throughout the year. • A senior leader and the

<p>achievement points as the rest of the Academy.</p>	<p>Include students' own ideas in this strategy.</p> <ul style="list-style-type: none"> • Develop student leadership programme and target at pupil premium boys to encourage confidence, resilience and determination. 		<p>programme will be overseen by Year Progress leaders and the senior leader with responsibility for behaviour and engagement.</p> <ul style="list-style-type: none"> • Tutors, parents and Year Progress 		<p>Academy's professional coach will lead and monitor the Teaching and Learning Steering group reporting to the Deputy Head for Teaching and Learning every two weeks.</p>
<p>100% of high attaining pupil premium students will make at least expected progress in English and Maths in all year groups.</p> <p>The attainment and progress of pupil premium students in their 8 best GCSE subjects will be positive in Years 9, 10 and 11.</p> <p>High attaining pupil premium students in KS3 will make at least expected progress towards staged targets.</p>	<ul style="list-style-type: none"> • Develop classroom strategies to encourage the critical thinking skills of higher attaining students and their ability to pose their own high level questions via whole-school training on questioning, self-regulation and meta-cognition. • Ensure students know what outcomes look like for A/A*, 8/9 work by using exam board exemplars, examination buy-backs and student work. • Provide mastery learning provision in English and Maths for Years 9, 10 and 11. 	<ul style="list-style-type: none"> • Ofsted's most recently published "Pupil Premium Progress: An Update" featured a case study which carried the statement "The school never confuses eligibility for the pupil premium with low ability, and focuses on supporting our disadvantaged pupils to achieve the highest levels." 	<ul style="list-style-type: none"> • A team of UPS teachers will be deployed to oversee the development and implementation of this strategy. This team will be line-managed by the Academy's Assistant Associate Head. 	<p>Achievement & Progress Leaders / HTT</p>	<ul style="list-style-type: none"> • Academic outcomes and student engagement measures will be closely monitored at each tracking window, calendared throughout the year. • Quality of delivery and outcomes will be monitored as per established Academy practices for the quality assurance of teaching and learning.

	<ul style="list-style-type: none"> • Introduce Growth Mindset principles to challenge and engage this cohort. • Ensure successful strategies are then applied to Years 7 and 8. 				
<p>The whole-school CPD focus on assessment will result in consistent, high-quality marking and feedback for all students.</p> <p>The Academy's adoption of Growth Mindset principles and promotion of the qualities encapsulated in the 'Future Me' programme will improve student engagement, resilience and self-regulation in evaluating their own progress and responding to feedback from others.</p> <p>The attainment and progress of pupil premium students in their 8 best GCSE subjects will be positive in Years 9, 10 and 11.</p> <p>Students in KS3 will be on-track to meet staged targets.</p>	<ul style="list-style-type: none"> • Ensure action-research based CPD training for staff is sharply focused on need as identified by quality assurance. Time will be allocated to a metacognitive debrief in each CPD session to ensure teachers reflect critically upon their own progress. Best practice and successful strategies will be shared and celebrated as part of the CPD programme. • Ensure training on Growth Mindset principles results in the adoption of teacher to student language which focuses on the process of learning and explicitly links success to effort. 	<ul style="list-style-type: none"> • NFER research (from 'Supporting the Attainment of Disadvantaged Pupils' 2015), states "Greater success for disadvantaged pupils was associated with schools using...a combination of metacognitive, collaborative and peer learning strategies." • Sutton Trust/EEF evidence demonstrates the potential for very high impact regarding self-regulation and feedback. • 	<ul style="list-style-type: none"> • The whole-school CPD programme will be informed by the outcomes of quality assurance and coordinated by the Deputy Head with responsibility for Teaching and Learning. • Academic outcomes and student engagement measures will be closely monitored at each tracking window, calendared throughout the year. • Quality of delivery and outcomes will be monitored as per established Academy practices for the quality assurance of teaching and learning. • 	DCH/ LM/ LTD	<ul style="list-style-type: none"> • Each CPD session (calendared throughout the year) will be evaluated by participants.
Total budgeted cost	£30,290				

i. Targeted support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>42 pupil premium students in Year 7, who entered the Academy with a reading age below their chronological age, will catch up through reading recovery interventions.</p>	<p>Identify appropriate reading recovery programme for each student via analysis of transition data and gaps in learning.</p> <p>Implement recovery programme, monitor impact and adjust accordingly.</p> <p>Liaise with parents to encourage and monitor reading at home.</p> <p>Ensure struggling readers are placed in small classes for English lessons with an additional adult to support where appropriate.</p> <p>Ring-fence funding to employ a reading intervention specialist as a dedicated post to deliver intensive reading and</p>	<p>Research evidence from the Sutton Trust / EEF suggests that improving the reading comprehension of pupil premium students will impact on progress in all subjects.</p> <p>Ofsted's most recently published "Pupil Premium Progress: An Update" report makes clear that evidence from 151 inspection reports shows that the most effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage.</p>	<p>Delivering staff have been trained in reading recovery by a Local Authority expert.</p> <p>Delivery will be regularly quality assured as per the intervention QA calendar.</p> <p>Students will take the NFER reading age test at the end of each term to assess progress.</p> <p>Reading assessments in English will be used to evaluate transference of newly-gained skills.</p>	EDE/ GH	<p>Quality assurance will take place throughout the year.</p> <p>Test data will be evaluated at the end of each term.</p> <p>Attendance and engagement will be monitored weekly.</p> <p>Reading assessments in English will be evaluated during Year 7 assessment weeks which are calendared through the year.</p>

	numeracy interventions in small groups or 1-2-1.				
29 pupil premium students in Year 7, who had a spelling age below their chronological age on entry to the Academy, will catch up through spelling intervention.	<p>Identify key gaps in spelling pattern knowledge for each student.</p> <p>Implement recovery programme, monitor impact and adjust accordingly.</p> <p>Liaise with parents to encourage and monitor spelling practice at home.</p>	Previous impact data for this spelling intervention (2015-16) shows that this intervention is effective.	<p>This intervention is delivered by a UPS teacher.</p> <p>Delivery will be regularly quality assured as per the intervention QA calendar.</p> <p>Students will undertake the Suffolk spelling age test at the end of each term to assess progress.</p> <p>Writing assessments in English will be used to evaluate transference of newly-gained skills.</p>	EDE/ GH	<p>Quality assurance will take place throughout the year.</p> <p>Test data will be evaluated at the end of each term.</p> <p>Attendance and engagement will be monitored weekly.</p> <p>Writing assessments in English will be evaluated during Year 7 assessment weeks which are calendared through the year.</p>
The 45 pupil premium students in Year 7 who entered the Academy below national expectations in Mathematics will reach, or at least significantly close the gap on, age related expectations in Maths by the end of the year.	<p>Use Sandwell GL assessment tests to identify gaps in learning and provide bespoke small group intervention programmes to close gaps.</p> <p>Implement programmes, monitor impact and adjust accordingly.</p>	Previous impact data for this intervention (2015-16) shows that this intervention is effective.	<p>This intervention is delivered by UPS teachers and members of the leadership team.</p> <p>Delivery will be regularly quality assured as per the intervention QA calendar.</p>	EDE/ HTT	<p>Quality assurance will take place throughout the year.</p> <p>Test data will be evaluated at the end of each term.</p> <p>Attendance and engagement will be monitored weekly.</p>

			<p>Students will be retested at the end of each term to assess progress.</p> <p>Assessments in Maths will be used to evaluate transference of newly-gained skills.</p>		<p>Assessments in Maths will be evaluated during Year 7 assessment weeks which are calendared through the year.</p>
<p>25 pupil premium Year 8s and 9s for whom behaviour is a barrier to learning will learn to self-regulate.</p> <p>Behavioural issues addressed through a graduated response to managing behaviour will result in increased engagement, as evidenced by a ratio of achievement to behaviour points of 20:1.</p> <p>External and internal exclusions and isolations will reduce for this cohort.</p>	<p>Provide bespoke behaviour mentoring programmes using Academy staff or external providers as appropriate.</p> <p>Provide programme of structured activities at lunchtime and target the attendance of this cohort.</p> <p>Ensure the Academy's graduated response to behaviour management and sanctions is applied effectively.</p> <p>Provide boys' friendship and self-esteem group.</p>	<p>Sutton Trust / EEF provides evidence that social and emotional learning alongside behaviour interventions can be effective, as long as they are personalised to need and the school concerned is consistent in applying rules and expectations.</p> <p>NFER research points to the need to reinforce the basics, "Taken together, the findings suggest that schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour,</p>	<p>This intervention will be led by senior leaders, Year Progress Leaders and coordinated by the Assistant Head with responsibility for behaviour.</p>	NJA/YPLs	<p>Behaviour and achievement points will be monitored weekly.</p> <p>Mentoring notes will be quality assured.</p>

		setting high expectations...).”.			
Pupil premium students in Years 8 will be on-track to meet staged targets in English and Maths.	<p>Provide small group intervention with a Maths specialist.</p> <p>Provide small group intervention with an English specialist.</p>	<p>Evidence from an Ofsted best practice case study states, “We allocate our best teachers to teach intervention groups to improve mathematics and English, or re-deploy support teachers who have a good track record in raising attainment in those subjects.”</p> <p>Sutton Trust / EEF evidence suggests small group tuition can be effective if delivery is targeted at specific gaps in learning.</p>	This intervention will be delivered by specialist teachers and coordinated by the Directors of Learning for Maths and English.	EDE / JLE	Progress in Maths and English will be evaluated during assessment weeks which are calendared throughout the year.
<p>The attainment and progress of pupil premium students in their 8 best GCSE subjects will be positive in Years 9, 10 and 11.</p> <p>Flexible targeted intervention will ensure that key skills gaps are closed.</p> <p>Coursework for all subjects will be submitted at least in line with</p>	<ul style="list-style-type: none"> • Use additional teaching and additional adult capacity to close skills gaps in key subjects and classes in Years 9, 10 and 11 as identified by QLA. • Use intervention and after school provision to provide targeted coursework support. • Provide a programme of homework, booster 	<ul style="list-style-type: none"> • Evidence from an Ofsted best practice case study states, “We allocate our best teachers to teach intervention groups to improve mathematics and English, or re-deploy support teachers who have a good track record in raising attainment in those subjects.” 	<ul style="list-style-type: none"> • This intervention will be coordinated by the Directors of Learning in each subject and led by the Deputy Head with responsibility for curriculum and achievement. 	MAH/ DoLs	<ul style="list-style-type: none"> • Progress across all subjects will be evaluated during assessment weeks which are calendared throughout the year. • Attendance at homework, booster and revision classes

<p>expected progress, with the majority above.</p>	<p>and revision classes for examination skills after school and target off-track pupil premium students to attend.</p> <ul style="list-style-type: none"> • Provide bespoke CPD programmes for FAAs to develop subject and pedagogical knowledge where necessary. 	<ul style="list-style-type: none"> • Sutton Trust / EEF evidence suggests small group tuition can be effective if delivery is targeted at specific gaps in learning. 			<p>will be monitored weekly.</p>
<p>We have 16 off-track Year 11 Science students who require intensive intervention on key gaps in knowledge, skills and understanding to increase outcomes from grade D to grade C.</p>	<ul style="list-style-type: none"> • Use PET XI programme to target specific areas for development using diagnostic marking and QLA analysis from mock exams. 	<ul style="list-style-type: none"> • Evidence from other schools who have adopted this programme is compelling. 	<ul style="list-style-type: none"> • This intervention will be led by the Director of Learning for Science and the Assistant Associate Head. • Impact will be monitored via mock exam QLA analysis on an on-going basis. 	<p>RR/ HTT</p>	<ul style="list-style-type: none"> • Impact will be monitored via mock exam QLA analysis on an on-going basis in classwork. • Assessments in Year 11 Science will be evaluated during Year 11 assessment weeks which are calendared through the year.
<p>Looked After Children are entitled to additional support to ensure any gaps in learning are addressed. There are 19 Looked After Children in the Academy.</p> <p>Looked After Children in KS3 will reach staged targets throughout the year.</p>	<ul style="list-style-type: none"> • Provide targeted 1:2:1 tuition in core subjects according to specific needs as identified by subject teachers. • 	<ul style="list-style-type: none"> • Sutton Trust / EEF evidence suggests 1:2:1 tuition can be highly effective if targeted at specific learning gaps and delivered by expert practitioners. 	<ul style="list-style-type: none"> • Academy staff will be recruited and skill sets matched to individual learning needs. • 1:2:1 tuition provision will be monitored weekly. Liaison with subject staff and the designated teacher for Looked After Children will occur weekly. 	<p>SBW/ KH</p>	<ul style="list-style-type: none"> • 1:2:1 tuition provision will be monitored weekly. Liaison with subject staff and the designated teacher for Looked After Children will occur weekly.

<p>The attainment and progress of pupil premium students in their 8 best GCSE subjects will be positive in Years 9, 10 and 11.</p> <p>Looked After Children will make at least expected progress in English, Maths and Science.</p>			<ul style="list-style-type: none"> • The transference of skills will be monitored via assessments weeks which are calendared throughout the year for each year group. 		<ul style="list-style-type: none"> • The transference of skills will be monitored via assessments weeks which are calendared throughout the year for each year group.
<p>The 58 pupil premium students in the Academy who also have Special Educational Needs (including 11 who have an Education Health Care Plan) and require additional support, will meet staged targets throughout the year.</p> <p>Progress in Maths, English and Science will be in-line with expectation.</p> <p>The progress of pupil premium SEN students in their 8 best GCSE subjects will be positive in Years 10 and 11.</p>	<ul style="list-style-type: none"> • Provide bespoke support and intervention packages, utilising additional adults and small group interventions where appropriate. Monitor and adjust as appropriate. • Provide training and support for teachers and additional adults to develop skill sets as appropriate to role. 	<ul style="list-style-type: none"> • Ofsted evidence states "The best leaders ensure that additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated." 	<ul style="list-style-type: none"> • The SENCo will coordinate support packages and monitor via review procedures for SEN students. • Quality of delivery and outcomes will be monitored as per established Academy practices for the quality assurance of teaching and learning. • 	SBW	<ul style="list-style-type: none"> • Progress will be evaluated during assessment weeks which are calendared throughout the year.
<p>Barriers to learning for pupil premium students including mental health issues such as anger management and self-esteem will be overcome.</p>	<ul style="list-style-type: none"> • Provide bespoke mentoring and small group support with Academy staff or if appropriate, counselling support via external provider. 	<ul style="list-style-type: none"> • Previous impact data suggests this is a necessary service. 	<ul style="list-style-type: none"> • Clearways counselling service will provide evaluation data for their services. • Student voice will indicate a positive impact across a range of mental health 	SBW/ KH	<ul style="list-style-type: none"> • Counselling records are kept for each session. Provision is reviewed on a case-by-case

Student voice will reflect progress across a range of mental health indicators.	<ul style="list-style-type: none"> Provide a range of targeted extra-curricular groups and activities including self-esteem girls' group, zumba and examination stress strategy sessions. 		indicators on completion of the programme.		<p>basis every two weeks.</p> <ul style="list-style-type: none"> Student voice is used as an indicator of progress on completion of the programme.
Students who require bespoke packages of support in order to remain in education will re-engage and achieve outcomes as appropriate.	<ul style="list-style-type: none"> Broker bespoke programmes in cooperation with parents and external agencies. Ensure provision, whether part-time or full-time, short-term or long-term, on-site or off-site, is effective in meeting specific, identified needs and will result in outcomes for students. Monitor and adjust support accordingly. 	<ul style="list-style-type: none"> Ofsted's most recently published "Pupil Premium Progress: An Update" report encourages schools to be flexible in response to need, "Where schools encountered barriers to providing the support required, they found creative ways to achieve their aims." 	<ul style="list-style-type: none"> The Engagement Officer will quality assure provision both on-site and off-site, monitor outcomes and adjust provision accordingly. The SENCo will quality assure the work of the Engagement Officer and liaise with parents and external agencies. 	SBW	<ul style="list-style-type: none"> Outcomes will be evaluated during assessment weeks which are calendared throughout the year.
Total budgeted cost	£244,844				
ii. Other approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
30 pupil premium students who are vulnerable during unstructured time and require a nurturing environment with directly supervised activities will	<ul style="list-style-type: none"> Ensure provision is continued and meets the needs of the most vulnerable. Continue to respond to student voice in the 	<ul style="list-style-type: none"> The NFER study referenced above indicates that successful schools have an individualised approach to addressing 	<ul style="list-style-type: none"> Experienced staff will support less experienced staff in recognising and addressing social, emotional and mental health needs. 	SBW	<ul style="list-style-type: none"> The Base provision is closely monitored on a daily basis. Membership is

<p>be supported and develop social skills with adults and peers.</p> <p>Student voice will indicate that students feel supported and safe and are developing appropriate social skills.</p>	<p>provision of activities, games and clubs via the Base student panel.</p>	<p>emotional support. The staff who interact with pupil premium students every break and lunchtime develop a detailed understanding of their often complex needs and offer informal mentoring to students and guidance to teaching staff / other additional adults.</p>	<ul style="list-style-type: none"> • The SENCo and the Academy's Student Engagement Team will monitor provision daily. • The Base panel will provide student voice feedback at least once per half-term. 		<p>reviewed each week.</p> <ul style="list-style-type: none"> • The Base panel will provide student voice feedback at least once per half-term.
<p>Pupil premium attendance will continue on its rising trend and will increase by at least 4%.</p> <p>Returning persistent absentees will make accelerated progress to close gaps in knowledge, skills and understanding, meeting staged targets accordingly.</p>	<ul style="list-style-type: none"> • Target pupil premium students for attendance monitoring and support, developing the roles of the newly appointed attendance team and the impact of new systems and procedures. • Provide a bespoke 'returners' package to ensure any persistent absentees are supported on return to school and gaps in learning are recovered, including those students in Year 7 with historical attendance issues from primary. 	<ul style="list-style-type: none"> • The NFER study reference above states: "Certain school characteristics have a strong relationship with disadvantaged pupils' performance. For example, lower performance was associated with higher absence levels...". 	<ul style="list-style-type: none"> • The senior leader with responsibility for attendance will monitor attendance data weekly, in conjunction with the Assistant Year Progress Leader for each year group. • The attendance officer will closely direct the activities of the intervention worker responsible for home visits and monitor impact. 	<p>NJA</p>	<ul style="list-style-type: none"> • Attendance is monitored daily by the attendance officer / weekly by the Assistant Year Progress Leader and the senior leader with responsibility for attendance. • Attendance data is reported to the Governing Body termly.

<p>Pupil premium attendance at parents' evenings will increase to at least 70% in each year group.</p> <p>At least 65% of pupil premium parents will engage with academy life through adult education, enrichment or support programmes.</p> <p>Parent voice and evaluations of each provision will be positive.</p>	<ul style="list-style-type: none"> • Target pupil premium families to attend main parents' evenings. • Continue to provide off-site parents' evening. • Continue to provide targeted parenting programmes and support networks. • Develop strategy to engage parents in academy life through adult education, enrichment and support programmes. 	<ul style="list-style-type: none"> • NFER research suggests that increased parental engagement is an essential foundation for improving aspirations amongst pupil premium families. • Evidence from the Sutton Trust / EEF also suggests that increased parental involvement has a positive impact on outcomes for pupil premium students. 	<ul style="list-style-type: none"> • Line-management procedures and close monitoring will ensure effective implementation. • Parental involvement in the creation of an adult education, enrichment and support programme will ensure needs are known and met. • 	<p>NJA/ LH</p>	<ul style="list-style-type: none"> • Attendance at each parents' evening is closely monitored. These are calendared to take place in the Autumn and early Spring terms. Year 7 have an early progress check parents' evening. • Each parenting programme and network is evaluated via parent feedback on completion.
<p>Targeted pupil premium students, at risk in the community due to lack of life-skills and safety awareness, will gain the skills and knowledge necessary to interact safely and independently in society.</p> <p>The target group in KS4 will gain accreditation via AIMS provision.</p>	<ul style="list-style-type: none"> • Provide a range of bespoke safety and awareness programmes including internet safety, drugs awareness and self-harm. • Provide AIMS life-skills programme for targeted group of Key Stage 4 students. 	<ul style="list-style-type: none"> • Student voice has indicated positive reception of previous support offered. • Safety and awareness support can be either proactive or reactive. Students who have been found, via parent or police feedback, to have been at risk, have been protected from further incident. 	<ul style="list-style-type: none"> • AIMS is delivered by experienced staff and additional adults. This provision will be monitored as per established Academy practices for the quality assurance of teaching and learning. • Safety and awareness programmes are quality assured by the Family Liaison officer who organises external providers or runs the programmes herself. Students evaluate each programme on completion. 	<p>SBW/ KH</p>	<ul style="list-style-type: none"> • AIMS provision will be monitored as per established academy practices for the quality assurance of teaching and learning on an on-going basis. • Students evaluate each safety and awareness programme on completion.

<p>Pupil premium students who lack an appropriate space and equipment to complete homework and revision will be supported.</p> <p>Work scrutinies will indicate that pupil premium students are completing homework to the expected standard.</p> <p>Pupil premium students in all year groups will achieve staged targets throughout the year.</p>	<ul style="list-style-type: none"> • Provide homework and revision programme and target pupil premium attendance across all year groups. • Recruit sixth formers to provide peer tutoring. 	<ul style="list-style-type: none"> • Analysis of internal data has indicated that homework completion to standard is an area for development. • Evidence from the Sutton Trust / EEF indicates that support with homework can impact positively on outcomes, particularly in combination with peer tutoring. 	<ul style="list-style-type: none"> • Homework clubs will be run by subject staff. • A special provision will be made for special needs students in the Base. • Sixth formers supporting homework clubs will receive supervision and guidance from teaching staff. • Attendance will be closely monitored. 	<p>DoLs/ LH</p>	<ul style="list-style-type: none"> • Attendance will be monitored weekly. • Year Progress Leaders will check that homework is being set, recorded and signed for by parents and tutors every two weeks via spot checks. • Work scrutinies will take place during each year group's assessment window, calendared throughout the year. • Achievement and progress will be monitored for each year group following their assessment weeks, calendared throughout the year.
<p>Pupil premium students will access a healthy diet, allowing</p>	<ul style="list-style-type: none"> • Provide free breakfast in the Base each morning, with a variety 	<ul style="list-style-type: none"> • Previous impact data suggests attendance, punctuality and well- 	<ul style="list-style-type: none"> • The SENCo and the Academy's Student Engagement Team will 	<p>DCh/ SBW</p>	<ul style="list-style-type: none"> • Attendance at breakfast club is monitored daily.

<p>them to grow and concentrate on their learning.</p> <p>Student and parent voice will indicate a high level of student well-being.</p>	<p>of food options available.</p> <ul style="list-style-type: none"> • Continue to provide around the world 'theme' days to increase cultural and geographical awareness. • Continue to improve informal adult and peer mentoring and homework support after breakfast. • Target KS4 students to ensure continued attendance, particularly those in Year 11. • Provide free school meal top up as required. Ensure every pupil premium student in school is accessing a free school meal every day. 	<p>being of pupil premium students improves exponentially once they begin to attend regularly.</p>	<p>monitor breakfast club provision daily.</p> <ul style="list-style-type: none"> • Student voice, parent and engagement measures will be used to monitor this spend. • The cafeteria manager will monitor consumption weekly. • School leaders will eat regularly with pupil premium students. 		<ul style="list-style-type: none"> • Free school meals consumption is monitored weekly.
<p>Pupil premium students will have the equipment and uniform necessary to participate fully in school life.</p> <p>Emergency food parcels, hygiene packs and food bank support will continue.</p>	<ul style="list-style-type: none"> • Provide a school tie for all Year 7 students. • Ring-fence money for uniform items to be accessed via parental request. • Ensure pupil premium students have the resources to participate in lessons 	<ul style="list-style-type: none"> • The number of families accessing financial support for items such as uniform is rising year on year. • In 'A Practical Guide to the Pupil Premium', Marc Rowland emphasised the importance of knowing 	<ul style="list-style-type: none"> • The Academy's pupil premium team will closely monitor requests and ensure further referrals are made if appropriate. • The Family Liaison officer will develop close relationships with the community and will report weekly to the pupil premium team. 	<p>DCh/ KH/ LH/ LL</p>	<p>The pupil premium team will review provision weekly.</p>

<p>Parent voice will indicate that parents feel supported.</p> <p>Student and parent engagement and participation in Academy life will increase.</p>	<p>and complete homework.</p> <ul style="list-style-type: none"> Promote this fund to pupil premium families. Offer further support to families who have requested support more than once, referring to external agencies as appropriate. 	<p>the needs of each family.</p>	<ul style="list-style-type: none"> Student engagement will be closely monitored by Year Progress Leaders and the Academy's student engagement team. Parental engagement will be closely monitored by Year Progress Leaders and the Academy's support team. 		
<p>Aspirations will rise, as demonstrated by the increasing number of students seeking level 3 post-16 pathways.</p> <p>All Year 11 students will have a full understanding of their post-16 pathway options, as indicated by student voice. Students will engage positively with their post-16 pathway on leaving the Academy.</p> <p>There will be no students not in education, employment or training. The risk of future homelessness, which is above the national average in Mansfield, particularly amongst young men from a deprived background, will be minimised.</p>	<ul style="list-style-type: none"> Provide targeted careers advice and guidance for pupil premium students at risk of not being in education, employment or training on leaving the Academy. Ensure careers programme targets pupil premium students in Year 8. Ensure sixth form pupil premium students receive appropriate guidance and support to secure their post-19 pathway. Continue to develop the Academy's careers calendar which features a wide variety 	<ul style="list-style-type: none"> Previous success with targeted careers advice and guidance indicates the success of this strategy. The Academy has no NEET students from the 2015-16 cohort. The number of pupil premium students choosing to stay at Brunts and pursue level 3 qualifications from the 2014-15 cohort was the highest yet. One student relocated with his family but the rest successfully completed Year 12 and are continuing into Year 13. 	<ul style="list-style-type: none"> The senior leader with responsibility for careers advice and guidance will closely monitor this spend. The Academy's careers advisor will report to him every two weeks. Student voice and engagement measures will also be used to monitor this spend. 	<p>RND/ KB</p>	<ul style="list-style-type: none"> The senior leader with responsibility for careers advice and guidance will review provision every two weeks via line-management meetings.

<p>Students in Year 8 will have a full understanding of the options available and the requirements of each pathway prior to taking options and to allow them to make fully informed choices.</p> <p>The number of pupil premium students on a university post-19 pathway increases from 5/10 students in 2015-16 to 5/7 in 2016-17.</p>	<p>of events throughout the year.</p> <ul style="list-style-type: none"> • Provide a careers library for all year groups which showcases the education background of staff and members of the community and provides access to information on pathways. Ensure all pupil premium students engage with this provision. • Investigate local university provision for outreach work and student residential. 				
<p>Pupil premium students will have the opportunity to participate in extra-curricular and enrichment activities, thus breaking the 'insular' culture many experience in the community.</p> <p>Students will have the opportunity to gain accreditation in Sports Leaders, Junior Football Leaders, music and Duke of Edinburgh Award.</p> <p>Academic trips will contribute directly to students reaching</p>	<ul style="list-style-type: none"> • Provide funds for field trips, music tuition and extra-curricular activities, such as Duke of Edinburgh Award. • Widely promote all extra-curricular and enrichment activities and target pupil premium participation. • Ensure Year 11 students experience a wide variety of off-site opportunities as part of their PE provision. 	<ul style="list-style-type: none"> • Evidence from previous cohorts indicate that students who engage with wider Academy life have increased attendance. • Evidence from the Sutton Trust / EEF indicates that outdoor adventure learning and sports participation can positively impact on the attainment and progress of pupil premium students. 	<ul style="list-style-type: none"> • Student voice, student leadership and engagement measures will be closely monitored by Year Progress Leaders. • Attendance at extra-curricular and enrichment activities will be monitored weekly by the Academy's co-ordinator. 	<p>NJA/ YPLs/ LH</p>	<ul style="list-style-type: none"> • Attendance at extra-curricular and enrichment activities will be monitored weekly by the Academy's co-ordinator. • The senior leader with responsibility for attendance will monitor attendance data weekly, in conjunction with the Assistant

<p>staged targets throughout the year.</p> <p>Student voice will reflect progress across a range of indicators such as self-esteem and mental health.</p> <p>Student engagement will increase, as evidenced by increased attendance in line with Academy expectation and an increase in achievement to behaviour points ratio to 20:1.</p>	<ul style="list-style-type: none"> Develop student leadership to ensure pupil premium students are developing roles and responsibilities within their year groups and the wider community. 				<p>Year Progress Leader for each year group.</p> <ul style="list-style-type: none"> Engagement measures are monitored weekly by YPLs. Student voice will be monitored termly.
<p>Total budgeted cost</p>	<p>£76,078</p>				
<p>Additional Detail</p>					
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p>					