

The Brunts Academy Pupil Premium Strategy Review 2017-18



Academic Year	2017/18	Total PP Budget	£334,112	Number of pupils eligible for PP	359
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Total number of pupils	1493	Date of most recent PP Review	6.3.2018
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1. Quality of teaching for all

Desired Outcome	Chosen action / approach	When will you review implementation?	Impact	Lessons Learned and Next Steps
<p>1.1. All pupil premium students meet at least age related expectations by the end of the key stage.</p> <p>1.2. Pupil premium pupils on track to achieve progress 8 are at least in line with targets.</p> <p>1.3. Gaps between vulnerable groups and their peers significantly diminish.</p> <p>1.4. Progression evident in student work is in line with targets or age related expectations.</p>	<p>Delivery of CPD pathways to ensure that staff have the necessary skills to address learning gaps across all vulnerable groups including Questioning, Collaborative Learning and Assessment.</p> <p>Showcase effective strategies and QA implementation through faculty reviews.</p> <p>Capture and then share effective strategies through whole school and faculty CPD, and the use of the Portal/Office 365 technology.</p> <p>Ensure students know what outcomes look like for 8/9</p>	<p>Tracking windows</p> <p>Ongoing quality assurance of teaching and learning.</p>	<p>For PP Students (Provisional results):</p> <ul style="list-style-type: none"> - For Progress 8 students had an overall score of -0.43 which is an improvement on our 2017 value of -0.62 (provisional results). - Students achieving 5 standard passes including English and Maths was 54% which is above our 2017 result of 38%. - Students achieving 5 good passes including English and Maths was 24% which is above our 2017 result of 10%. 	<p>Evaluate the reasons why gaps have diminished and look to develop and implement strategies further from September 2018 onwards.</p> <p>PP planning morning in July will help with this.</p> <p>New PP Scholastic Excellence Lead to drive PP strategy and ethos around supporting disadvantaged students.</p>

	work by using exam board exemplars, examination buy-backs and student work.		<ul style="list-style-type: none"> - Students achieving the standard pass EBacc was 22% which is above our 2017 result of 6%. - Students achieving a strong pass in the EBacc was 10.42% (there is no comparable figure for 2017) - EBacc APS score was 2.94 which is above our 2017 value of 2.54. 	
2. The whole-school Pathway 1 CPD focus, on summative and formative assessment, will result in consistent, high-quality marking and feedback for all students.	<p>Ensure action-research based CPD training for staff is sharply focused on need (new curriculum and assessment models that support learning) as identified by quality assurance.</p> <p>Best practice and successful strategies will be shared and celebrated as part of the CPD programme.</p>	Each CPD session (calendared throughout the year) will be evaluated by participants.	The marking policy has been adapted to ensure effective feedback to students, maintaining momentum in terms of scholastic excellence. The new policy requires students to have a piece of work marked in detail every half-term. Day to day classwork will be maintenance marked with a focus on presentation and literacy.	<p>Evaluate the impact that the changes in marking policy have had on both students and teachers and adjust where necessary.</p> <p>Continue half-termly QA through Directors Of Learning and SLT to ensure that marking and feedback demonstrates student progress.</p> <p>Head Teacher and DHT to triangulate QA with data and teacher observations to raise concerns early in faculty progress meetings to ensure consistency across the academy.</p>

<p>3. Staff use strategic seating plans that are inclusive and support teaching and learning.</p>	<p>Introduce and then embed the expectation that all classes have annotated seating plans demonstrating how the needs of groups of students are being met.</p>	<p>Ongoing quality assurance of teaching and learning.</p>	<p>CPD has been delivered to teaching staff along with the expectation that all teachers have seating plans that give consideration to vulnerable students.</p> <p>QA of plans has broadly demonstrated that teaching and support staff have been able to identify students in vulnerable groups, including those identified as PP.</p>	<p>Further CPD, information, and resources shared to ensure that staff at all levels fully understand how and why PP is funded, as well as effective classroom strategies to support the current cohort of PP students. This will encourage more 'strategic' seating plans and teaching and learning strategies to ensure progress and engagement.</p>
<p>4.1. Year 11 Pupil Premium students are equipped with a range of revision techniques and strategies to enable them to best prepare for Key Stage 4 examinations.</p> <p>4.2. Parents receive timely information and guidance to enable them to fully support their child with examination revision strategies, techniques and timelines. This will include weekly revision schedules, exam tips and information from February half term.</p>	<p>Promote revision techniques with Y11 - parent & student CEIAG event – preparing for success at GCSE</p> <p>Year Progress Leaders to review books and progress.</p>	<p>Ongoing work scrutiny with Directors of Learning</p>	<p>Year 11: All PP students receive study skills session every Wednesday to review revision techniques and strategies. Some PP students have been given additional subject resources and all PP students have been offered revision guides.</p> <p>Letters sent termly (or more frequently if needed) to parents.</p> <p>Weekly exam bulletin sent to parents regarding techniques and exam tips.</p>	<p>Evaluate the impact that the revision guides and parental bulletins have had on students with a view to increasing links with parents next year in supporting their child through KS4.</p> <p>Continue to promote early revision for Y11 with parents' information evening in September 2018.</p>

			<p>All PP students have received a 'how to help your child during exam time' booklet.</p> <p>In the run up to exams the Year Progress Leader for Y11 also provided some top study tips for specific subject areas.</p> <p>18 Selected Y11 PP students who were identified through the Well-Being team as having additional needs were selected to attend a breakfast revision club where food and drink was provided before each morning core subject exam.</p>	
Total budgeted cost	£30,290			
2. Targeted support				
Desired Outcome	Chosen action / approach	When will you review implementation?	Impact	Lessons Learned and Next Steps
5.1. Faculty resources and interventions are directed	Continue to use i4 meetings to carry out gaps analysis and to inform next steps.	Tracking windows calendared throughout the year.	- Students achieving 5 standard passes including English and Maths was 54%	Focus moving forward needs to be on the wrap around care for

<p>towards pupil premium students across all year groups.</p> <p>5.2. Progress and attainment gaps in English and Maths are identified and appropriate intervention strategies are planned for all year groups.</p>	<p>Graduated response to priority students who are either PA, at risk of exclusion, not engaged from data drops, or on report.</p> <p>To undertake gap analysis in English and Maths followed by catch up interventions in the student development centre.</p>		<p>which is above our 2017 result of 38%.</p> <p>- Students achieving 5 good passes including English and Maths was 24% which is above our 2017 result of 10%.</p> <p>Year 11 Academic focused meetings held with DHT, Y11 Year Progress Leader and a range of PP and non-PP students.</p>	<p>students and establishing stronger links with families.</p> <p>DHT and Y11 Scholastic Excellence Leader (SEL) have started to look at emerging areas of potential under-achievement based on Spring 2 data.</p> <p>DHT and Y11 SEL to look at introducing a programme of meetings periodically throughout the year.</p>
<p>6. Case studies and EP's support quality first teaching and individual strategies in the classroom.</p>	<p>QA the implementation of case studies and EPs to ensure quality first teaching and individual strategies are utilised in the classroom.</p>	<p>Ongoing quality assurance of teaching and learning.</p>	<p>All SEN / PP students have a case study document to track and monitor key information pertinent to supporting each individual student.</p> <p>Case study format altered to a more accessible excel document to allow for easier use following consultation with stakeholders.</p> <p>QA completed and feedback given to improve the quality and also the consistency.</p> <p>EP documents for all SEN / PP students reviewed termly with parent/carer and student input.</p>	<p>Greater focus needed from all stakeholders / leaders (to ensure an accurate and consistent record of support and intervention is kept for students in vulnerable groups, including PP students.</p> <p>Continue to review EPs termly for all SEN / PP students.</p>

			SFSS Cognition and Learning Specialist TA reviewed EP document for SEN / PP students who were supported through Springboard and felt that strategies were detailed and appropriate to individual student needs.	
<p>7.1. Beacon Centre (previously Room 9) supports vulnerable pupils to engage with learning and to reengage in lessons.</p> <p>7.2. The Student Development Centre (SDC) supports the progress of vulnerable pupils academically, socially and emotionally.</p>	<p>Beacon, alongside appropriate agency support, ensures vulnerable pupils engage with learning and reengage in lessons as quickly as appropriate.</p> <p>Entry and exit protocols are robust.</p>	<p>Weekly updates.</p> <p>Fortnightly vulnerable group meetings.</p>	<p>Total No. of Students who accessed Beacon support: 14 students</p> <p>Year Group Break down:</p> <p>Y7 = 0 Y8 = 0 Y9 = 11 Y10= 2 Y11 = 1</p> <p>No. of students who re-engaged with full mainstream education: 8/14 students (57%)</p> <p>No. of students who re-engaged with part-time mainstream education: 4/14 students (28%)</p> <p>No. of students remaining in Beacon Centre: 4 Y10 students (28%)</p>	<p>Beacon provision has been evaluated and plans are in place to develop the centre and support offered to students.</p> <p>Consideration needed for location of Beacon Centre.</p> <p>Strategic planning required with DHT to allocate teaching staff support using PP funding to target gaps in learning and support students to develop basic skill sin core subjects.</p> <p>Graduated approach needed for students remaining in Beacon Centre to consider external agency support and referrals to be coordinated to secure SEMH support for vulnerable students.</p> <p>Early careers support needed for remaining students who will be entering Y10 to allow for planned</p>

				progression to post-16 destinations.
8. Pupil premium PA support and return to school packages ensure lost learning time is minimal and progress is maintained.	Newly appointed pastoral managers provide intensive support to PA PP students by ensuring missed work is collated and completed allied with ensuring returner packages are in place.	Weekly reviews.	PA PP Attendance: Y7 - 94.59% Y8 – 93.52% Y9 – 89.00% Y10 – 89.84% Y11 – 94.79% See also PP progress measures in 1.1.	To further incorporate into the work that the Pastoral Managers do to include them having a ‘back to school’ meeting with parents/carers and the pupil before an action plan is formulated. This may mean that a student will be placed in the SDC for a period of time to support the re-integration back into lessons (ensuring support is put in place that is appropriate to the situation and referrals made e.g. to in-school student support, CAMHS and The Healthy Family Team)
9.1. Assertive mentoring and support will ensure pupil premium students are on track with classwork and revision in the lead up to the exams, and communication with parents is timely. 9.2. Pupil premium students are confident when applying a range of revision strategies and techniques.	Year 11 PP funding to be allocated to support the tutoring of students in the lead up to GCSE exams. Funding to be allocated to support 1:1 tutorial provision for LAC.	Small group tutoring and 1:2:1 tuition provision will be monitored weekly.	Year 11: 1:1 Tutoring given to 4 PP students in Year 11. 2 of the 4 students met their predicted outcomes for the end of Y11. All 4 students were supported to progress onto an appropriate post-16 pathway. Assertive mentoring taking place with year 11 students on a 3 week cycle.	Once the role of Directors Of Learning is organised for tutor time next year, a detailed plan of Y11 intervention can be developed with a focus on core subjects. Mentoring: Plan will be to start with fewer students and then increase numbers throughout the year. Those who make progress could be released with monitoring

			Year 10: PP mentoring has been launched. There is also the early funding of CGP revision guides.	from Y11 SEL and tutor to allow for other students to access support.
10. The tutorial programme for each year group supports the development of numeracy and literacy skills and effectively raises levels.	Tutorial programme for each year group to be inclusive of numeracy and literacy activities which are appropriate to group need and effectively raise levels.	Half termly.	<p>Year 11:</p> <p>Literacy – Academic subject specific interventions take place on a Tuesday and a Thursday which, in most subjects, incorporate literacy. PSHE and Study skills on Wednesday and Friday incorporate literacy too such as CV preparation.</p> <p>A group of 6 Year 11 students partake in an English revision sessions paired with Year 10 students to recap English texts.</p> <p>Maths – Maths interventions taking place for 3 intervention groups including 19 PP students on Tuesday and Thursday intervention time with 3 members of the Maths team, including the Director of</p>	<p>For 2018, there needs to be incentives and prizes for reading challenges and Maths challenges. Competitions such as Countdown to be developed through pastoral system.</p> <p>In addition, there needs to continue to be a PP focus tutor group for Maths and English. PSHE elements to be covered earlier down the school.</p> <p>More revision techniques needed, including sharing with parents/carers. External visitors with study skills knowledge and experience needs to be a priority for KS4 students (not just for Y11).</p>

			<p>Learning. Maths intervention also takes place on Wednesday afternoon with two groups including 12 PP students.</p> <p>All Year 11 students have access to MathsWatch and Maths teachers encouraging the completion of this. EDE started a MathsWatch competition in Spring term.</p> <p>SMSC – Tutorial programme covers: Respect, Employment, Economic Well Being, Careers, Mock interview prep, building resilience, building confidence, time management, building people skills, Future Me British Values, Revision, Study Skills</p> <p>Year 10:</p> <p>SMSC – Tutorial programme covers: Future Me / Careers and work experience development, health, mental health, personal safety, diversity, study skills</p>	
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elements. Literacy and numeracy implicit within Work Experience preparation – accessing Careers portal.

Year 9

The year 9 tutorial programme includes;

Literacy - reading for pleasure (Monday), News day (Wednesday), PSHE programme (Tuesday)

Numeracy – use of www.formtimeideas.com throughout the week

Year 7:

Maths challenge and weekly intervention for targeted students takes places during reg.

Independent reading happens every Monday. Reading challenges including in Future Me booklets.

			<p>Literacy interventions take place through Mon – Wed for targeted students.</p> <p>Work in conjunction with World Book Day and English department.</p> <p>Tutorial programme also covers literacy and numeracy strands.</p>	
<p>11. NTU 'opening minds' initiative provides timely CEIAG and raises aspirations for year 8 vulnerable group students prior to GCSE option choices</p>	<p>NTU 'opening minds' external providers deliver year specific and timely CEIAG sessions.</p>	<p>Student voice is used as an indicator of on completion of the programme.</p>	<p>NTU delivered assemblies to all students in Y7, 9, 11 with a focus on their long term goals and aspirations and how University can play a part in achieving these.</p> <p>49 Y10 PP students participated in NTU Revise Wise explore different ways of revising in order to achieve good grades. (5/10/17)</p> <p>50 Y8 students participated in NTU Inspired Day designed to help students identify future goals and recognise the role that academic success plays in achieving them. (22/11/17)</p>	<p>Involvement in a greater variety of university widening participation schemes across the UK to ensure all PP students are given the opportunity to be involved.</p> <p>Host a careers event for parents and students of Y8 to attend prior to options – include guest speakers from D2N2 to talk about the changing landscape and local employees to talk about the different employment sectors in order to motivate students and make them think about the reasons behind their option choices.</p> <p>Look at the CEIAG for vulnerable students as part of the tutorial</p>

			<p>49 Y10 PP students participated in NTU University: What's the point? –students take ownership of their futures, discovering first-hand what is out there and what is required to achieve their goals. (5/3/18)</p> <p>Y9 NTU Graduate Apprentice – students interviewed a student ambassador to evaluate their skills, qualities, experience and qualifications. Students then reflect, identifying their own strengths and areas for improvement and opportunities for self-development. (26/4/18).</p> <p>Y8/Y9 NTU Campus Visit – Summer term</p> <p>8 students attended Leicester University Summer School 25/6/18 to 28/6/18.</p> <p>15 students attended SSAT Inspiration Show in London (6/7/18).</p>	<p>programme - link to SELs and RND as designated careers lead.</p> <p>Many initiatives are run by Universities are funded for PP students; the sessions would be beneficial to all students. Need to identify a way of providing the sessions for a whole cohort whilst tailoring it for the vulnerable groups.</p> <p>Time needs investing in planning and covering staff to support with these initiatives.</p>
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<p>12.1. Barriers to learning for pupil premium students including mental health issues such as anger management and self-esteem will be overcome.</p> <p>12.2. Student voice will reflect progress across a range of mental health indicators.</p>	<p>Provide bespoke mentoring and small group support with Academy staff or if appropriate, counselling support via school based councillor.</p>	<p>Counselling records are kept for each session. Provision is reviewed on a case-by-case basis.</p> <p>Student voice is used as an indicator of progress on completion of the programme.</p>	<p>29 PP students accessed Student Support and attended 2 or more sessions.</p> <p>7 PP students attended their initial session and failed to return (either they decided they didn't want to continue or were assessed not to require the support).</p> <p>The score was introduced midway through the academic year and 12 of the 29 PP students entered the service past that time and were subject to the wellbeing survey.</p> <p>Of those 12 students who accessed the service and completed the surveys, 2 scored higher than when they entered. Where appropriate external agency support was sought.</p> <p>The remaining 10 students had an average score of 38.8 on entry. The average score was 27.3 on exit, so there was</p>	<p>In respect of the next academic year, there will be a number of changes which will hopefully improve the Student Support service.</p> <p>Lead member of staff to undertake an MSc in Counselling and Psychotherapy, which will be one day a week. Completion of this course will allow be to become registered and accredited with the British Association of Counselling and Psychotherapy.</p> <p>The number of students seen will continue to be increased from 4 to 5 periods a day).</p> <p>Whilst how long and when a student is given access to support will remain on a case by case basis, dependant on their mental health needs, there will be a continued strategy to ensure when a number of students are referred for a similar issue, the PP students are given priority.</p> <p>There are plans to introduce drawing and talking therapy starting in September. It is felt that</p>
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			<p>an improvement of 11.5 on average.</p> <p>Since February, every student who has accessed the support service has been asked to complete a wellbeing survey. This survey is scored out of 60 and the minimum any student can score is 12. The higher the student scores, the more severe their mental health issues are considered to be. Dependant on the content of the sessions, students complete the survey at regular intervals or on exit. This assess whether the support service has had a beneficial impact. Should the scores not improve, the student can continue to access the service. On occasions there will be times where accessing support has not brought the score down, but these cases generally tend to be the ones where they are due to be engaged by CAMHS.</p>	<p>this will be particularly beneficial to the lower year groups as they struggle more with talking therapy alone.</p> <p>Preventative strategy in place to ensure maximum engagement with all sessions.</p>
Total budgeted cost	£236,294			

3. Other approaches

Desired Outcome	Chosen action / approach	When will you review implementation?	Impact	Lessons Learned and Next Steps
<p>13.1. Directly supervised activities will be supported in an inclusive environment for all.</p> <p>13.2. Student voice will indicate that students feel supported and safe and are developing appropriate social skills.</p>	<p>Ensure provision is continued and meets the needs of the most vulnerable during unstructured time, and targeted interventions support engagement and enrichment.</p> <p>Continue to respond to student voice in the provision of activities, games and clubs.</p>	<p>The Student Development Centre (SDC) provision is closely monitored on a daily basis.</p> <p>Membership is reviewed each week.</p> <p>The SDC panel will provide student voice feedback at least once per half-term.</p>	<p>15 PP students from across Y7-11 accessed breakfast club across the academic year.</p> <p>35 PP students regularly accessed provision via The Student Development Centre (SDC).</p> <p>Student voice indicates that this provision is providing the nurturing environment that meets the needs of the most vulnerable. Suggestions and improvements for breakfast club and break / lunch activities acted upon at regular intervals throughout the year.</p> <p>Social skills and confidence are continually being developed.</p> <p>Vulnerable students have access to a supportive and inclusive environment that is staffed at both breakfast club time, break and lunch. The</p>	<p>We have addressed some of the feedback from the autumn student voice and the next process is due w/c 19th March with DL Assistant SENCO leading on this. We are also looking to launch an audio book lending library for the SDC and KK and LC will gather some pupil voice for this before we purchase the titles.</p> <p>AHT / Attendance Officer / SELs and Pastoral Managers alongside wider Well-Being team and AHT SENCO to develop the returner's package for students missing education.</p> <p>Early intervention for ARNA and potential PA students needs maintaining, with close reference to the ARNA guidance which was devised by Nottinghamshire Educational Psychologists.</p> <p>SDC student champions / representatives to be formalised in 2018-2019 and students to</p>

		<p>provision is open to all students and remains so, with pastoral leaders being asked and encouraged to signpost any students that they have concerns with.</p> <p>Numbers for the provision remained consistent to autumn and spring terms, with a slight increase in the number of Y11 students accessing support prior to exams in the summer term.</p> <p>Y11 core exams breakfast club was run for 18 students with Student Support staff on hand to support students who are experiencing heightened anxiety due to the pressure and stress of exams.</p> <p>4 Y7 students presenting with anxiety related non-attendance needs (ARNA) have also had support through the SDC, at both lesson times and unstructured times. This is also the case for 1 Year 9 student. For 3 of the 5 ARNA students, it is preventing them</p>	<p>represent year groups as a student panel.</p> <p>This could also then lead to parental engagement and invitations for informal SDC parent drop in / support sessions.</p> <p>It could also then lead to an SDC parent panel.</p>
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			from becoming PA and a school refuser and we are working with external agencies to put plans in place for reintegration to lessons.	
<p>14.1. Pupil premium attendance will continue on its rising trend.</p> <p>14.2. Returning persistent absentees will make accelerated progress to close gaps in knowledge, skills and understanding, meeting staged targets accordingly.</p>	<p>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.</p>	<p>Attendance is monitored daily.</p> <p>Attendance data is reported to the Governing Body termly.</p> <p>Impact of return packages monitored by RND.</p>	<p>PP attendance was 92.35% against non-PP of 96.05% at the end of the last academic year.</p> <p>Year 9 and 10 are a concern at 89.00% and 89.84% respectively.</p>	<p>Closer scrutiny of code analysis for PP students. Invite parents in for Attendance Panels sooner rather than later in terms of discussing the frequency, impact on learning and progress and actions agreed to improve the situation.</p> <p>Develop the use of a letter of notification to parents regarding broken weeks and repeat absences.</p> <p>Looking at removing barriers to learning for these students and more importantly strategies to engage them in school in terms of extracurricular and enrichment. Raising their aspirations through career interviews and possible work experience opportunities. Earlier intervention from KB re career appointments.</p>

				<p>Use of funds to support extra incentive competitions run half-termly.</p> <p>Students to be involved in bespoke mentoring from Think for the Future programme.</p> <p>Use of Pastoral Managers to forge strong links with home as part of transition for PP PA's before they arrive with us in September.</p>
<p>15.1. Pupil premium attendance at parents' evenings will increase to at least 70% in each year group.</p> <p>15.2. At least 65% of pupil premium parents will engage with academy life through adult education, enrichment or support programmes.</p> <p>15.3. Parent voice and evaluations of each provision will be positive.</p>	<p>Target pupil premium families to attend main parents' evenings through communication home and visits from Pastoral Managers.</p> <p>Continue to provide targeted parenting programmes and support networks.</p> <p>Develop strategy to engage parents in academy life through adult education, enrichment and support programmes.</p>	<p>Attendance at each parents' evening is closely monitored.</p> <p>Each parenting programme and network is evaluated via parent feedback on completion.</p>	<p>Year 11: Attendance at parents evening for the whole of the Year 11 cohort was 76% in total, PP attendance to this parent's evening was 63% compared to 40% the year before.</p> <p>PP Parents evening attendance %s:</p> <p>Year 7 = 69% (60 students)</p> <p>Year 8 = 62% (39 students)</p> <p>Year 9 = 74% (68 students)</p> <p>Year 10 = 37% (57 students)</p> <p>Year 11 = 63% (40 students)</p>	<p>Need to ensure moving forward year 11 PP parents are targeted for the parents evening. Target to be set as a minimum of 60% for this year group for PP parents.</p> <p>Re-visit the offsite option again for hard to reach families at a venue in the local community to provide the opportunity for parents to receive key information relating to their child's year, as well as wider support information.</p>

<p>16. 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>Provide a range of bespoke safety and awareness programmes including internet safety, drugs awareness and self-harm.</p> <p>Provide PSHE and SMSC programmes through the tutorial programme.</p>	<p>AIMS provision will be monitored as per established academy practices for the quality assurance of teaching and learning on an on-going basis.</p> <p>Students evaluate each safety and awareness programme on completion.</p>	<p>26 students across Y9-11 completed AIMS units in 2017-2018. 19 of these students were PP.</p> <p>Y11 students gain Level 1 Certificate for all units that are completed within the time period. Level 1 is 15 credits, with an aspirational target of the extended certificate which is 27 credits. The units cover a wide range of subject areas and are devised with the aim of progressing into further learning and/or employment. The diverse range of units can be used to create individual learning for both personal development and vocational experience.</p> <p>The programmes provide opportunities for learners to develop their skills for employability and learning, and tests their abilities. An example of the units covered are 'Health & Hygiene', 'Dealing with bullying', 'Alcohol Awareness',</p>	<p>Brunts Academy will need to re-register as a centre, training dates will need to be attended and when work is completed and internally verified, it will need to be taken to external roadshows to be signed off.</p>
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			<p>'Nutrition and Healthy Weight Management'.</p> <p>Activities include: group discussions to enhance knowledge within the chosen unit, looking at different cleaning products and discussing their uses, looking at different components of laundry care i.e. creating a leaflet, taking part in a laundry task of sorting washing and knowledge of washing programmes and temperatures for certain items of laundry. Identifying and using the correct cleaning products and equipment, to clean various surfaces and items within a kitchen. Collaborative 'mind mapping' ideas.</p> <p>DHT held parental meetings for Y8 students to develop Y9 cohort for AIMS in 2018-2019.</p>	
17.1. Pupil premium students who lack an appropriate space and equipment to complete	Provide homework and revision programme and target pupil premium	Attendance will be monitored weekly.	CPA: Non-specific opportunities in all areas for completing written homework at school available for all	Consistent use of planners to record homework to be introduced

<p>homework and revision will be supported.</p> <p>17.2. Work scrutinies will indicate that pupil premium students are completing homework to the expected standard.</p>	<p>attendance across all year groups.</p> <p>Recruit sixth formers to provide peer tutoring.</p>	<p>Year Progress Leaders will check that homework is being set, recorded and signed for by parents and tutors weekly.</p> <p>Work scrutinies will take place during each year group's assessment window, calendared throughout the year.</p> <p>Achievement and progress will be monitored for each year group following their assessment weeks, calendared throughout the year.</p>	<p>students, including rehearsals, use of PCs and performances. However, any PP students not attending, but who would benefit, are invited. Registers kept for formal events, e.g. production rehearsals.</p> <p>CPA focus on issues as they arise via their "Students for Concern" document. PP students who require additional resources, including homework space, will be encouraged to access support available.</p> <p>All students, including PP, are monitored, at data points, SFC faculty meetings and via day to day communication. They are directed towards appropriate support if they are not making progress or completing any required tasks.</p> <p>English: A homework club has run every Tuesday throughout the year. The majority of PP students in English do complete homework and there were no faculty</p>	<p>in September by tutor teams and monitored by SELs.</p> <p>Parental App to be purchased across the Trust and launched to allow parents to monitor any concerns surrounding behaviour incidents linked to incomplete homework tasks.</p> <p>Knowledge organisers to be investigated and if appropriate for revision and homework tasks, Directors Of Learning to introduce across departments.</p>
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			detentions for PP students as a result of no homework.	
<p>18.1. Pupil premium students will access a healthy diet, allowing them to grow and concentrate on their learning.</p> <p>18.2. Student and parent voice will indicate a high level of student well-being.</p>	<p>Provide free breakfast in the Base each morning, with a variety of food options available.</p> <p>Continue to improve informal adult and peer mentoring and homework support after breakfast.</p> <p>Target KS4 students to ensure continued attendance, particularly those in Year 11.</p> <p>Provide free school meal top up as required. Ensure every pupil premium student in school is accessing a free school meal every day.</p>	<p>Attendance at breakfast club is monitored daily.</p> <p>Free school meals consumption is monitored weekly.</p>	<p>15 PP students from across Y7-11 accessed breakfast club across the academic year.</p> <p>35 PP students regularly accessed provision via The Student Development Centre (SDC).</p> <p>Student voice indicates that this provision is providing the nurturing environment that meets the needs of the most vulnerable. Suggestions and improvements for breakfast club and break / lunch activities acted upon at regular intervals throughout the year.</p>	<p>Student well-being questionnaire to be considered using EduKit.</p> <p>Survey monkey be used for PP parents to gather views and feedback surrounding additional support students receive through the SDC provision.</p>
<p>19.1. Pupil premium students will have the equipment and uniform necessary to participate fully in school life.</p>	<p>Ring-fence money for uniform items to be accessed via parental request.</p> <p>Ensure pupil premium students have the resources</p>	<p>The pupil premium team will review provision weekly.</p>	<p>The access to school PP fund was accessed throughout the year at the request of Year Progress Leaders, Directors Of Learning and occasionally parents. This supported the</p>	<p>Continue to offer the hardship fund, assessing each request on a case by case basis and tracking spend through finance and PP SEL.</p>

<p>19.2. Parent voice will indicate that parents feel supported.</p> <p>19.3. Student and parent engagement and participation in Academy life will increase.</p>	<p>to participate in lessons and complete homework.</p>		<p>purchase of uniform, faculty revision guides, reward trips and visits (including trips to Super Bowl as rewards and NTU for raising aspirations).</p>	
<p>20.1. Aspirations will rise, as demonstrated by the increasing number of students seeking level 3 post-16 pathways.</p> <p>20.2. All Year 11 students will have a full understanding of their post-16 pathway options, as indicated by student voice.</p> <p>20.3. There will be no students not in education, employment or training.</p> <p>20.4. The number of pupil premium students on a university post-19 pathway increases.</p>	<p>Provide targeted careers advice and guidance for pupil premium students at risk of not being in education, employment or training on leaving the Academy.</p> <p>Ensure sixth form pupil premium students receive appropriate guidance and support to secure their post-19 pathway.</p> <p>Continue to develop the Academy's careers calendar which features a wide variety of events throughout the year.</p>	<p>The senior leader with responsibility for careers advice and guidance will review provision every two weeks via line-management meetings.</p>	<p>RND has monitored post 16 progress and is regularly informed by KB of progress with students, events etc.</p> <p>Mock Interviews, Opening Minds, Gifted and Talented, Work Experience, Employer engagement, IAG meetings all gone well to date.</p> <p>40% of PP Year 11s considering Sixth Form/L3 courses, 40% vocational courses, 2% apprenticeships, 4% Functional skills and 8% are currently getting targeted support where some are educated offsite.</p> <p>6% are unsure and KB is still working with them via agencies they are based with future meetings timetabled.</p>	<p>Continue to develop the Academy's careers calendar which features a wide variety of events throughout the year.</p> <p>To be reviewed in 2018-2019 through the new structure of Scholastic Excellence Leaders (formerly Year Progress Leaders - YPLs) next year and a person to be responsible for CEIAG. KB/RND will meet with them to link them to the Gatsby Benchmarks and enable Brunts to meet the criteria we need to demonstrate.</p> <p>More work needs to be done on the careers programme, and time freed up for Level 6 IAG professional to meet with students. A lot of time this academic year has been taken up doing Risk Assessments. We need to be compliant with the new Careers Strategy and the Gatsby</p>

			<p>100% of Year 10 PP students participated in the WE programme in April 2018 which should help to raise their aspirations.</p> <p>At the start of the Academic year KB issued all Year 11s with transition forms that students completed and all had an understanding of pathways through, the form, talks with KB, tutors.</p> <p>Interventions were set up for student to enable them meet the grades they need for their chosen courses. Guidance is available to sixth form students that students are aware of. currently 90% of PP are looking at a university pathway and 10% employment</p> <p>For the last two years Brunts has had no NEETs. Target for 2017-2018 is on track to be 0% NEET.</p> <p>Currently 94% appear to have destinations confirmed and KB</p>	<p>benchmarks to further support PP and other students better. KB and RND are meeting with Enterprise Advisor and Enterprise Coordinator to look at the Gatsby Benchmark/Compass Tool to see how we can meet benchmarks/Careers strategy which should also link to any new strategy for PP.</p>
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			<p>is still working with the others on Alternative Provision etc.</p> <p>Year 11 Students were all made aware through transition forms that were circulated at the start of the year, discussions with tutors, KB and intervention plans put in place. Y11 Year Progress Leader also ran assemblies and some students accessed a mentoring scheme set up by BD.</p>	
<p>21.1. 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>21.2. Students will have the opportunity to gain accreditation in Sports Leaders, Junior Football Leaders, Music and Duke of Edinburgh Award.</p> <p>21.3. Student voice will reflect progress across a range of</p>	<p>Provide funds for and widely promote extra-curricular activities including field trips, music tuition and Duke of Edinburgh Award.</p> <p>Develop student leadership to ensure pupil premium students are developing roles and responsibilities within their year groups and the wider community.</p>	<p>Attendance at extra-curricular and enrichment activities will be monitored weekly by the Academy's co-ordinator.</p> <p>The senior leader with responsibility for attendance will monitor attendance data weekly, in conjunction with the Assistant Year Progress Leader for each year group.</p>	<p>Use of the SSAT student leadership accreditation programme. 33.3% PP involvement this year.</p>	<p>Use students to promote the student leadership programme in assemblies.</p> <p>Look at the fresher's fayre event in terms of extracurricular activities for more than just year 7, to promote the events and activities that are available to all year groups.</p> <p>Target for all new year 7s to be involved in at least 1 enrichment activity in school.</p>

indicators such as self-esteem and mental health.		Engagement measures are monitored weekly by Year Progress Leaders. Student voice will be monitored termly.		
22.1. Pupil premium students are consistently and appropriately rewarded for effort, contribution, progress and attainment in lessons. 22.2. Pupil premium students are consistently and appropriately rewarded for wider contribution and commitment across the academy by year and tutor teams.	Launch and embed Carrot Rewards Policy with staff, students and parents/ carers, including blazer pins – communicating developments through a weekly pastoral bulletin.	Weekly	The use of carrot rewards based around our core values aims to encourage development within the students. Students now receive weekly awards related to the core values and these underpin all that Brunts does. A monthly scholastic excellence bulletin is provided by leaders to promote the rewards and successes of students.	The reward policy is to be reviewed and evaluated – some elements need re-launching in Autumn 2018. Closer monitoring of the recording and implementation need to be developed. Rewards to be aligned with the Trust's Core Values.
23. Governors are well informed and have up-to-date knowledge and information in relation to pupil premium strategy developments	Ensure governors continue to receive appropriate Pupil Premium training in relation to latest strategy developments. Invite governors into school for the PP review.	Termly	Governors were informed about PP data and developments at all governor meetings. Detailed data overviews for PP students was shared and plans for improvement were discussed with SLT and governors	Moving forward PP governor to be involved at each stage of the process, including the writing and reviewing of the PP plan.

	Impact reports and QA files available for key stakeholders.		throughout the academic year. PP governor was invited in for the reviews.	
Total budgeted cost	£67,538			