

The Brunts Academy 2018-2019 Pupil Premium Impact Report

1. Review of expenditure				
Previous Academic Year		2018-2019		
i. Closing the achievement gap				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Employment of Faculty Achievement Assistants which are strategically placed with the advice from the DoL to best support pupils who are at risk of underperformance.	Specific pupils make appropriate learning gains and are on track to achieve targets.	All Y11 students achieved SEFL AIM awards at Level 2 in Skills for employment and future learning. AIMS award for Y9 and 10 on track at the end of the academic year to meet full award for all students. L1 Home Food Cooking Skills completed and verified for all students. All students entered have completed ELC Science and have been working towards GCSE Biology. All Y11 students who are supported in the SDC have secured a post-16 destination for September 2019.	This will be continued. Support needs to be targeted on individuals/Groups within faculty areas.	£91000
Development and implementation of a Student	Pupils will achieve and aspirational	13 students at risk of school refusal have been supported to remain in school across the academic year, working with	This will be continued.	£25000

Development Centre.	towards their future pathways.	<p>parents and agencies to plan re-integration to mainstream lessons.</p> <p>85% of KS4 students completed relevant English qualifications through SDC provision. 100% of KS4 students completed relevant Maths qualifications through SDC provision.</p> <p>Increase in attendance for 50% of students accessing SDC provision.</p>		
Beacon provision, which allows targeted intervention for behavioural needs through access to an area within Brunts and specialist staff.	Key behaviours will be addressed among pupils and these will enable pupils to recognise their flash points and enable them to reintegrate back into mainstream classroom settings and achieve in the long term.	Beacon Centre supported students across KS3 and 4, including 6 students on a fixed term basis. Agency involvement and the concerning behaviours pathway was sought for 100% of students who accessed Beacon Support across the academic year and no students received permanent exclusions.	This will not be continued next year as only 1 student re engaged with learning in the main curriculum with success.	£14600
AHT/HT will identify key pupils who are not	Students who cannot access the main curriculum	100% of Year 11 students who were PP and on AP completed their pathways and gained relevant outcomes. In addition to	This will continue next year as a strategy. Close monitoring of AP is needed to ensure that students achieve outcomes.	£11700

accessing the main curriculum and will be assigned to specialist programmes suitable to their individual needs.	make progress on Specialist AP Programmes.	this, 100% of students went on to post 16 destinations. 0 % of students who were PP and on AP were excluded.		
ii. PDBW				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Head of Student Development Centre appointed to monitor and evaluate impact of different strategies from AP and SDC.	Pupils will learn in a safe and suitable environment for their needs, and will have achieved towards future pathways	13 students at risk of school refusal have been supported to remain in school across the academic year, working with parents and agencies to plan re-integration to mainstream lessons. 85% of KS4 students completed relevant English qualifications through SDC provision. 100% of KS4 students completed relevant Maths qualifications through SDC provision. Increase in attendance for 50% of students accessing SDC provision.	SDC provision is still needed.	£28000

Help to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them through ELSA sessions.	Pupils who are not accessing due to social/emotional issues will be engaged through specialist approach to help them reengage with the curriculum through ELSA.	ELSA mentoring oversubscribed throughout the year. 57% of students receiving support were PP and all students showed an improvement in their final assessment score for improved mental health and well-being. Provision continues to be supported by the Educational Psychology Service Team.	This will continue as appropriate support is provided to students.	£2000
School counsellor employed to identify and work with young people through issues which they may be facing allowing their anxieties to be reduced.	Counselling services enable pupils to talk through these issues and develop coping strategies to re-engage with the learning on a daily basis.	61 students supported across the academic year. A reduction in mental health needs was evident by 3.4% on average based on the comparative entry and exit assessment scores. Multiagency referrals to CAMHS made where impact was marginal to ensure that further specialist support could be accessed.	This will continue as appropriate support is provided to students.	£27000
Behaviour incidents and lower average attendance among	There is a negative behaviour gap between DD/NDD students, with DD	Attendance is 92.11% compared with Non-PP at 96.56% (95.38% overall). There was a significant difference in Year 10 with PP attendance at 88.47% compared	This will continue as appropriate support is provided to students.	£105000

disadvantaged pupils hinders their progress within lessons.	students as a cohort having more behaviour incidents per year than NDD. This gap is closing with the behaviour of DD students improving over the past two years, but needs to continue to close further to move towards impeccable behaviour.	with 95.88 non-PP. This also falls in line with behaviour where 32% of behaviour reports were PP late detentions (only 23.61% non-pp). Highest behaviour incidents among PP students were recorded in Year 10 (year 11 for non-PP) - with the majority of these being around being late. 3.85% of year 10 were isolated in year 10 compared with 0% in years 7-9 indicating a spike upon entering KS4. Attendance team have worked to improve this, but due to staff leaving through the year this impact was minimal. Advise focus upon lates and attendance in the coming year for P pupils and procedures around this.		
iii. Other approaches (Engagement strategies)				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Funding of new uniform for PP students at the start of the year and replacements	All students attend wearing appropriate uniform.	Uniform was purchased for pupils where needed and financed for students.	This will continue as appropriate support is provided to students.	£4000

throughout the year as required.				
Breakfast club provision is in place and is run by key staff and Post-16 pupils.	Pupils will maintain a healthy diet which provides them with the nutrients they need in order to focus on the learning throughout the day.	34 students accessed breakfast club provision throughout the academic year, 58% of whom were PP. Punctuality for all students remained between 98-100%.	This will continue as appropriate support is provided to students.	£4000
Trips will be paid for/subsidised to enable PP pupils to attend external visits to help foster higher aspirations among them.	Increased engagement from pupils through raising aspirations and enabling trips to further their understanding and therefore their progress.	Trips were held throughout the year, most notably with PE, Arts department and Geography. These were supplemented with PP finance for eligible pupils. This allowed pupils the chance to see different areas of the country and help ensure they have an improved cultural capital moving forward. There is work being undertaken as part of curriculum design which will further enhance these opportunities in the coming year across faculties. Advise a larger proportion of funding to accommodate these changes.	This will continue as appropriate support is provided to students.	£7000



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