

# The Brunts Academy PP Plan 2019-2020



1. Summary information					
School	The Brunt's Academy				
Academic Year	2019-2020	Total PP budget	£284,187	Date of most recent PP Review	
Total number of pupils	1472	Number of pupils eligible for PP	336	Date for next internal review of this strategy	November 2019
2. Current attainment					
			Pupils eligible for PP (National Average)	Pupils not eligible for PP (national average)	
Progress 8 score average			-0.56 (-0.44)	0.26 (0.13)	
Attainment 8 score average			32.05	50.65	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>Academic barriers</b> (issues to be addressed in school, such as poor literacy skills)					
A.	Pupils eligible for pupil premium make less progress than none pupil premium.				
B.	Some pupils eligible for pupil premium funding have social, emotional and mental health difficulties which impact on their ability to make progress.				
C.	Some pupils eligible for pupil premium don't have equipment, resources or access to experiences outside of the classroom to engage and enhance their learning.				
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)					
D.	Attendance rates for pupils eligible for PP is lower than non PP.				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	

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<p><b>A.</b></p>	<ul style="list-style-type: none"> <li>- Provide a curriculum which is aspirational and provide opportunities for concrete experience.</li> <li>- To improve teaching and learning. Provide more experiential learning opportunities to develop knowledge and understanding and provide concrete experiences for students.</li> <li>- Students improve English and Math's progress and attainment.</li> <li>- Students have the resources and support to prepare them for examinations and coursework completion.</li> <li>- Cross-curricular links identified by subjects so students can make the link with content.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum maps show coverage of curriculum intent and varies.</li> <li>- At KS3 all PP students are working at ARE.</li> <li>- At KS4 the gap between PP and Non PP is reduced to less than the National Average of 0.57.</li> <li>- PP students achieve Eng. and Maths targets.</li> <li>- Lesson observations show that the quality of education all students receive secures expected progress.</li> </ul>
<p><b>B.</b></p>	<ul style="list-style-type: none"> <li>- Provide support for students through counselling and mentoring.</li> <li>- To improve students mental health by reducing anxieties and providing coping strategies to improve engagement in school life.</li> <li>- Students are happy and engaging in their learning.</li> <li>- Reduction in behaviour incidents and students have the strategies to support them with their behaviour.</li> <li>- Students receive recognition and reward to improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>- 0 FTE's, 0 PEx.</li> <li>- Pupil voice is positive and reflect their enjoyment of learning and the environment.</li> <li>- Students are awarded with achievements and recognised for their attitude to learning.</li> <li>- PP student's behaviour is positive and a reduction in negative behaviour points and incidents of poor behaviour.</li> </ul>
<p><b>C.</b></p>	<ul style="list-style-type: none"> <li>- Students have uniform and sense of belonging.</li> <li>- Students learn the skill of cooking and the culinary skills associated with this by providing ingredients for lessons.</li> <li>- Students gain qualifications linked to key skills and make the desired progress.</li> <li>- Students improve behaviour and attendance.</li> <li>- Students have the opportunity to achieve qualifications but also recognised in lessons for their work and contribution due to being able to engage in their learning through awards and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>- All students are wearing the correct uniform.</li> <li>- All PP students have the correct equipment for lessons.</li> <li>- Pupil voice is positive and reflects their enjoyment and engagement in lessons.</li> <li>- Learning walks demonstrate engagement and progress in lessons.</li> <li>- Students secure destinations- 0 NEETs.</li> </ul>

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<b>D.</b>	<ul style="list-style-type: none"> <li>- To raise the aspirations of pupils eligible for Pupil Premium and for them to have an increased understanding of their future potential prospects.</li> <li>- PP students are supported to access after school clubs and sports competitions and educational visits including residential to further enhance their life opportunities and experiences.</li> <li>- Students who are eligible for PP have an increased desire to achieve. School to be recognised for their work in raising aspirations for children through securing the Secondary Careers Mark.</li> <li>- Intervention groups support students in getting back in to school.</li> </ul>	<ul style="list-style-type: none"> <li>- PP Students attendance is at least 95%.</li> <li>- At KS3 all students are working at ARE.</li> <li>- At KS4 the gap between PP and Non PP is reduced to less than the National Average of 0.57.</li> <li>- Reduction in the gap for PP and non PP students for attendance.</li> <li>- PA &lt; 7%.</li> <li>- 100% of Year 10 students access work experience placements.</li> <li>- PP Students secure appropriate destinations- 0 NEETs.</li> <li>- Careers mark achieved.</li> </ul>
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**5. Planned expenditure**

<b>Academic year</b>	2019-2020
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Closing the Achievement Gap**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the quality of learning experiences of students.  <b>£15,000</b>	To improve the quality of teaching and learning.  Enhance the curriculum provision by providing experiences for PP students that help to	To improve the quality of experiences for students who don't get these within the home environment.	Through robust QA-schemes of learning, work sample, lesson observations.  Review/Audit of trips taken by faculties.  Tracking data against targets	Subject leaders	Half-termly QA

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<p><b>(To be used for Trips and curriculum enhancement oppurtunities)</b></p>	<p>deliver our curriculum intent.</p>				
<p>Provide experiences for the gifted and more able students.</p> <p><b>£5,000</b> <b>(To be used for visits to universities and targeted programmes)</b></p>	<p>Increase engagement in lessons for pupil premium students.</p> <p>Students achieve targets.</p> <p>The attainment and progress 8 gap is closed.</p> <p>Appropriate stretch and challenge opportunities are provided to students.</p>	<p>The gap between PP and Non PP is too large.</p> <p>Gifted and more able students do not get access to appropriate experiences.</p>	<p>Tracking data.</p> <p>i4 meetings.</p> <p>Link Meetings.</p>	<p>HTT</p>	<p>Half-termly</p>
<p>Implementation of the Student Development Centre</p> <p><b>£41,138</b> <b>(To be used for staffing)</b></p>	<p>Increase engagement in lessons for pupil premium students.</p> <p>Students achieve targets.</p>	<p>Pupils who are behind in their learning benefit from small group learning. This closer support from trained staff enables rapid catch-up for pupils who have additional needs. Students can achieve in a supported environment.</p>	<p>Tracking data.</p> <p>i4 meetings.</p> <p>Link Meetings.</p>	<p>SBW</p>	<p>Half-termly</p>

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	Students receive high quality teaching.				
Employment of Faculty Achievement Assistants in Maths and Technology.  <b>£34,854</b> <b>(To be used on staffing)</b>	Support for students that is focused on ensuring learning and behaviour strategies, as well as small group work setting will ensure students make appropriate progress.	Some pupils need additional support within lessons or a small group setting to catch up with difficult areas.	Regular QA.  Tracking data.  i4 meetings.  Link meetings.	Subject leaders	Half-termly
<b>Total budgeted cost</b>					<b>£95,992</b>
<b>ii. PDBW</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide additional mentoring support to high profile students through the use of specialist staff from across the Trust.  <b>£20,000</b>	Student behaviour improves.	Targeted high profile students with behavioural needs receive mentoring specialist staff across the Trust.	Regular QA.  Student voice.  Data taken pre and post mentoring.  Achievement and attendance data.	ABY	Weekly review after sessions.  Half-termly review of provision.

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<b>(To be used on staffing)</b>					
Attendance intervention.  <b>£18,750 (To be used on staffing)</b>	To improve the attendance and punctuality of all PP students.	Students who are PP have a lower attendance than those who are non PP.	Weekly attendance and punctuality reports.	KL/ABY	Daily, Weekly, half-termly, termly
Provision to support behavioural needs of students and attendance through pastoral managers.  <b>£57,910 (To be used on staffing)</b>	Students are engaged in their learning and feel supported by staff.  Students have access to mentoring.  Students feel safe in their learning environment and want to attend school.	Behaviour incidents and lower average attendance among disadvantaged pupils hinders their progress within lessons.  Pastoral Managers who have the time to mentor and help deal with behaviour incidents to modify student's behaviour.	Regular QA.  Line management of PM's.  Behaviour and attendance reports.	ABY	Daily, Weekly, half-termly, termly
Ensuring pupils have access to a suitable diet and a positive start to the day.	Breakfast club provision is in place.  Pupils will maintain a healthy diet which provides them with the	Some students do not eat in the morning prior to learning and do not have a positive start to the day.	Regular QA.  Attendance records.  Student voice.	PC	Half-termly monitoring of provision

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<p><b>£4,000</b> <b>(To be used on resources)</b></p>	<p>nutrients they need in order to focus on the learning throughout the day.</p>				
<p>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.</p> <p><b>£17,647</b> <b>(To be used on staffing)</b></p>	<p>Pupils who have social/emotional issues will be engaged through specialist approaches to help them reengage with the curriculum through ELSA.</p>	<p>Some pupils struggle with social/emotional relationships with peers and staff.</p>	<p>Regular QA.</p> <p>Attendance records.</p> <p>Analysis of data pre and post intervention.</p> <p>Student voice.</p>	<p>SBW</p>	<p>Half-termly</p>
<p>Uniform &amp; Equipment made available to students who are unable to fund them.</p> <p><b>£8,000</b></p>	<p>PP students have the correct equipment and uniform for school.</p> <p>Students access appropriate activities such as cooking and</p>	<p>Students who are unable to afford the uniform and the equipment to engage in lessons will have what is needed.</p> <p>This was used effectively last year.</p>	<p>Regular QA.</p> <p>Student voice.</p> <p>Link meetings.</p>	<p>SELS</p>	<p>Half-termly</p>

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<b>(To be used on uniform and equipment)</b>	extra curricular activities.				
Mentoring Programme to support students in all year groups from TTF programme.  <b>£7,500</b> <b>(To be used on staffing)</b>	Student behaviour, self-esteem and confidence improves.	Targeted high profile students with behaviour, self-esteem and confidence concerns need mentoring from a level above what is provided by the academy staff.	Regular QA.  Student voice.  Data taken pre and post mentoring.  Achievment and attendance data.	SELS	Weekly review after sessions.  Half-termly review of provision.
Alternative Provision for students who are at risk of exclusion.  <b>£34,761</b> <b>(To be used on Alternative Provision)</b>	Students access alternative provision and make academic progress and improve behaviours on specialised programmes.	Students who are at risk of permanent exclusion and not engaging with their learning need specialised provision.	Regular QA.  Student voice.  Attendance data.	MAH	Half-termly review of provision.
School counselling service provided to pupils.  <b>£9,483</b>	Students anxieties and worries are supported so that they can engage in learning.	Students who are suffering from mental health issues or anxiety related issues are not always able to focus fully on their learning.	Regular QA.  Student voice.  Attendance data.	SBW/LS	Every 6- 8 weeks. Referrals sent and reviewed as soon as they are submitted.

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(To be used on staffing)					
<b>Total budgeted cost</b>					<b>£178,051</b>
<b>iii. Other approaches (Engagement strategies)</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Dedicated careers time to be used to support PP students. <b>£5,547</b> <b>(To be used on staffing)</b>	All PP students have appropriate work experience placements, have appropriate CIAG and secure appropriate destinations- 0 NEETs.	Low aspirations for some PP students and families mean they do not have plans in place for when they leave school and are not always able to source appropriate work placements.	Regular QA.  Careers intervention overview.	KB	Half termly.
Music tuition for PP students. <b>£4,597</b> <b>(To be used on tuition lessons)</b>	Students get access to music tuition and achieve in exam based courses.	Students and families cannot afford to pay for private music lessons.	Attendance registers.  Tracking data analysis.	LH	Half termly.
<b>Total budgeted cost</b>					<b>£10,144</b>