

Bristnall Hall Academy Pupil Premium Strategy 2018/ 2019

1. Summary information					
School	Bristnall Hall Academy				
Academic Year	2018/19	Total PP budget	£374,000	Date of most recent PP Review	NA
Total number of pupils	945	Number of pupils eligible for PP	319	Date for next internal review of this strategy	June 2019

2. Current attainment		
	<i>Pupils eligible for PP (BHA)</i>	<i>Pupils not eligible for PP (national average) *2017-2018 (2018-2019 not yet available)</i>
% Achieving English and Maths (Strong Pass 5+)	25 / 39	
% Achieving English and Maths (Standard Pass 4+)	41 / 58	
% Achieving EBacc (Strong Pass 5+)	13 / 21	
% Achieving EBacc (Strong Pass 4+)	23 / 34	
Progress 8 score average	-0.01 \ 0.417	
Attainment 8 score average	39.35 \ 46. 53	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school and external barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	High levels of deprivation
B.	Low levels of literacy
C.	Low starting point in KS2
D.	High proportion of PP, especially FSM.
E.	Low attendance in KS3

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raising attainment swiftly in KS3, particularly Y7 catch up.	100% students at the expected standard by the end of Y7
B.	Students make more than expected progress at the end of KS4	Significantly above national average for Progress 8 score
C.	All students attain well	All student at least at National Average with no in school or national gap.
D.	Improve attendance for PP	Student having a 100% attendance
E.	Improved outcome for HAP, HP for are PP	Improvements in attainment for in comparison to national average

5. Planned expenditure					
Academic year	2018 - 2019				
The three headings below enable schools to demonstrate how they are using the 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?
Improve attainment cross-circular.	Deployment of Lead Practitioners to target classes that have high number of PP.	We want to offer outstanding quality of teaching to all pupils to drive up results.	Periodic reviews and PR data drops.	LPs to work with Area leads.	Every Progress Review.
	CPD looking at improving teaching & learning.	HAP and HP students did not attain as well as their NPP peers.	CPD sessions with a focus on this data group. RAG meetings.	ACH, PH, HQ.	Every termly meets.
Total budgeted cost					£162,000
ii. 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 ?
Improvement in literacy and numeracy skills, as well as improving attainment cross-circular.	Appointment of PP whole school improvement lead.	Y7 students coming with a low KS2 score; Y9 PP students are underachieving in certain subjects.	RADY Program with Y7; CPD pathways for staff where strategies will be discussed and then implemented across all subjects; RAG meeting.	KU, RB.	Every Progress Review; Termly meets.

Improvement in literacy and numeracy skills.	English, Mathematics, Science, MFL, Humanities one-to-one provision/ tutorials for identified students.	Targeted support for most vulnerable learners; Low starting points for Y7 Focus on non-core- especially Humanities and DT.	Periodic reviews and PR data drops	Area leads.	Every Progress Review.
Improve numeracy with PP, including catch up SEN students.	Numeracy support to bring skills up to level of national expectations	Swift intervention to ensure students are up to national expectations. Most vulnerable learners need this added support	Specialist level 3 support in place.	Area leader in Maths and SENCO.	Every Progress Review.
Raise and improve attainment in MFL; Provide an enriching experience.	Residential support- MFL trip to support achievement and give students equal rights of access to enrichment opportunities.	Raising standard in EBacc; Pupil voice and evaluation.	Calendared event.	Area leads.	April 2019.
Raise and improve attainment in Humanities; Provide an enriching experience.	Residential support- Humanities to support achievement and give students equal rights of access to enrichment opportunities.	Raising standard in EBacc- particularly in Humanities; Pupil voice and evaluation.	Calendared event.	Area leads.	July 2019.
Improve attainment in English, Maths and Science.	Academic Coaches to mentor and academically support identified students to make accelerated progress to close attainment gaps with non-disadvantaged peers from Key Stage 2.	Targeted support for most vulnerable learners; Low starting points for Y7.	Timetabled support.	Area leads.	Termly.

Improve attainment in all subject areas in KS3 and 4.	Intervention and support for students not on track to achieve targets across range of subjects.	PR data; Low EOKS3 predicted grades.	Timetabled support	Area leads, KU.	Every Progress Review.
Improve attainment in all subject areas in KS3 and 4.	Revision during out of school hours to support students in assessments and examinations to support disadvantaged students in diminishing the difference.	Provides support to parents and careers. Best prepare students for the demands during terminal examination; Help cover additional and high order content and build in revision techniques.	Timetabled.	KU.	Ongoing.
Close attainment gap.	Transition Summer school for PP Students Year 6 and Year 7.	Closer the attainment gap from KS2 to KS3.	Calendared event.	VG, GW and CBRz	Summer 2019.
Total budgeted cost					£169,977
iii. 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?
Provide students with extra resources to allow to use in lessons; Built independence with revision; Improved attainment across subjects.	Achievement Evenings and Revision Resources for Key Stage 4 to give all students equal access to revision materials and support and to improve collaboration between home and academy.	Parental engagement; Home school liaison; Pupil voice; Key stakeholders aware of curriculum.	Achievement evening, parent evening, pupil and parent voice, social media.	KU	June 2019

Improve attendance to national expectations.	Home Academy Attendance Officer Support to raise attendance and lower persistent absence of disadvantaged students- increased staffing to address this; Attendance incentives to raise attendance and lower persistent absenteeism.	Raising attendance figures; Reward students with improved attendance and attendance of 100%;	Attendance form; Monitoring of attendance figures of PP v Npp, as well as PA.	Attendance managers; Achievement Coordinators; IJ	Every term
Provide enriching experiences and gain new life skills.	Duke of Edinburgh.	Pupil progression increased- pushing personal boundaries, gaining new life skills and enhancing their CVs and Post applications	The Duke of Edinburgh is the world's leading youth achievement award. It provides students with the opportunity to be the best they can be	DoE Coord: JA	June 2019
Raise and improve attainment in DT; Remove financial barriers; Provide an enriching experience.	DT disadvantage fund to give all equal opportunities around practical work.	We want to remove any financial barriers that could prevent students from participating in these lessons, whilst providing them with skills and experiences.	Organised timetable to ensure all students partake in lessons	Area lead: NB	June 2019
Remove financial barriers; Provide an enriching experience.	Music tuition disadvantage fund to give equal opportunities to all in order to develop skills outside of the classroom and contribute to broad	We want to remove any financial barriers that could prevent students from participating in these lessons, whilst providing them with an enriching experience.	Students will have trained musicians/ performers delivering their lessons.	Area lead: SW	June 2019

	array of performing opportunities in academy.				
Remove financial barriers.	Hardship Fund to support students and families with being able to access academy and meet our high standards.			VG	June 2019
Remove financial barriers.	Breakfast Club to give every student access to a breakfast every day free of charge.	We want to ensure that students are fuelled and energised, ready for the days learning.	Breakfast will be available to students every day from 7:30am.They will have a range of hot/ cold foods and drinks to choose from.	VG AS JT	June 2019
Total Budget Cost					£42,250

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Improve attainment cross-circular.	<p>Smaller class sizes/Lead Practitioners;</p> <p>Improving teaching & learning in English, Mathematics, Science, Languages and Humanities;</p> <p>Access to the very best teachers proved to raise achievement levels.</p>	<p>Mixed: Smaller class sizes, particularly in KS4, has ensured that students are more focused and receive more one to one time with teachers across all years;</p> <p>Observed the Growth Mind-set strategies in lessons across all subjects;</p> <p>Improved progress and attainment;</p> <p>Success criteria: met.</p>	Continue implementing approached but make it more targeted.	£150,000
ii. Targeted support				
Desired outcome	Chosen action/approach	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

Improvements in literacy and numeracy skills.	English, Mathematics, Science, MFL, Humanities one-to-one provision/ tutorials for identified students.	Medium: Students received tuition in the SSC- turnout could have been higher. Some students reduced in attendance towards the end, particularly KS3. Maths, English, Science were more successful compared to other areas. Success criteria: Partially met.	Continue implementing approaches but make it more targeted- focus more on non-core subjects.	£15,000
Encourage reading and raise reading ages of Y7 students.	Accelerated Reader programme and support to raise reading levels of students.	Low: Reading levels were raised with most students. However, due to the refurbishment of the library and limited access to computers, many students stopped using it; Monitoring of reading ages were difficult. Success criteria: Partially met.	AR subscription not being renewed.	£12,000
Improve numeracy with PP SEN students.	Numeracy support to bring skills up to level of national expectations.	High: Improvements in numeracy with SEND PP, in particular LAPS. Success criteria: met.	Continue implementing approach.	£5,000
Raise and improve attainment in MFL; Provide an enriching experience.	Residential support- MFL trip to support achievement and give students equal rights of access to enrichment opportunities.	High: Attainment was high and much improved from previous years. Success criteria: met.	Continue implementing approached.	£1,000
Raise and improve attainment in Humanities;	Residential support- Humanities to support	Medium: Attainment was higher for PP cohort than in previous years. Success criteria: met.	Continue implementing approaches but focus on underperforming PP learners from PR4 at the end of Y10.	£1,000

Provide an enriching experience.	achievement and give students equal rights of access to enrichment opportunities.			
Improve attainment in English, Maths and Science.	Academic Coaches to mentor and academically support identified students to make accelerated progress to close attainment gaps with non-disadvantaged peers from Key Stage 2.	High: Attainment and Progress in Core subjects is positive and has been in recent years. Success criteria: met.	Continue implementing approach but widen focus to KS3.	£81,000
Improve attainment in all subject areas in KS3 and 4.	Intervention and support for students not on track to achieve targets across range of subjects.	High: Attainment and progress is positive.	Continue implementing approach, as well as focusing on KS3.	£20,000
Improve attainment in all subject areas in KS3 and 4.	Revision during out of school hours to support students in assessments and examinations to support disadvantaged students in diminishing the difference.	High: Attainment and progress is positive.	Continue implementing approach.	£20,000

Close attainment gap.	Transition Summer school for PP Students Year 6 and Year 7.	Closer the attainment gap from KS2 to KS3.	Continue implementing approach.	£15,000
iii. Other approaches				
Desired outcome	Chosen action/approach	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
Provide students with extra resources to allow to use in lessons; Built independence with revision; Improved attainment across subjects.	Achievement Evenings and revision resources for KS4 to give all students equal access to revision materials and support and to improve collaboration between home and academy.	Medium: Students used well with homework tasks and helped with parental engagement. Departments increasing use of these during in-school sessions. Success criteria: partially met.	Continue implementing approach – however look to increase use of these resources during lessons, reviewing their use periodically.	£4,000
Improve attendance to national expectations.	Home Academy Attendance Officer Support to raise attendance and lower persistent absence of disadvantaged students. Increased staffing to address this;	High: Attendance figures were at 96% at the end of the year. PA figures were low too. Success criteria: met.	Continue implementing approach.	£20,250

	Attendance Incentives to raise attendance and lower persistent absenteeism.			
Provide an enriching experience; Gain new life skills.	Duke of Edinburgh Scheme to give all students equal access to this enrichment and skills development opportunity.	Medium: Pupil voice. Gaining new skills and enhancing their CVs and application into Post 16s ventures and institutions. Success criteria: met.	Continue implementing approach- target larger number of students, especially in Y10.	£3,000
Raise and improve attainment in DT; Remove financial barriers; Provide an enriching experience.	DT disadvantage fund to give all equal opportunities around practical work.	High: Pupil voice. High student participation in subject in KS4 when taking as option. Success criteria: met	Continue implementing approach.	£3,000
Remove financial barriers; Provide an enriching experience.	Music tuition disadvantage fund to give equal opportunities to all in order to develop skills outside of the classroom and contribute to broad array of performing	Medium: Student participation in whole school productions and shows. Pupil voice. Success criteria: partially met.	Continue implementing approach with a focus on improving student attainment in KS4.	£3,000

	opportunities in academy.			
Remove financial barriers.	Hardship Fund to support students and families with being able to access academy and meet our high standards.	High: Students meet the high uniform standards and whole school expectations within the school. Success criteria: met	Continue implementing approach.	£6,000
Remove financial barriers.	Breakfast Club to give every student access to a breakfast every day free of charge.	High: Students are arriving into the academy on time and are fuelled for the start of lessons. Success criteria: met	Continue implementing approach.	£3,000
Remove any mental/emotional barriers	One-to-one counselling service (Murray Hall) to further support as demand increasing; SC to support vulnerable students so that issues around home circumstances or SEMH do not hinder progress in academy.	Medium/ high: Awarded well being mark Pupil voice. Success criteria: met	Train staff in house to provide support, as well as some external services.	£7,000

Total cost: £369,250

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.