

Outcomes of Disadvantaged Students 2018

| | | Basics 9-4 | Basics 9-5 | P8 Overall | P8 Eng | P8 Maths | P8 EBacc | P8 Other |
|-------------|--|---------------|---------------|---------------|-----------|-------------|-------------|-------------|
| 2018 PP | | 39% | 23% | 0.04 | -0.05 | -0.33 | 0.11 | 0.05 |
| 2018 Non-PP | | 62% | 33% | 0.27 | 0.08 | -0.03 | 0.37 | 0.50 |
| Gap | | -23% | -10.4% | -0.24 | -0.13 | -0.30 | -0.27 | -0.23 |
| 2017 PP | | 39% | 20% | -0.03 | -0.24 | -0.17 | 0.11 | 0.05 |
| 2017 Non-PP | | 63% | 37% | 0.2 | -0.11 | 0.2 | 0.44 | 0.03 |
| Gap | | -24% | -17% | -0.23 | -0.35 | -0.37 | -0.33 | 0.02 |

Pupil Premium Funding 2017/18: £437,347.00

| Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| In-school barriers (issues to be addressed in curriculum time) | |
| A. | The attendance of PP students is less than that of other students in school (-2%) |
| B. | There is a negative gap in outcomes with regard to PP students and other students. |
| C. | PP students, as well as other students, have low levels of reading on entry and do not often undertake wider reading. |
| External Barriers (issues which also require action outside of normal curriculum) | |
| D. | PP students do not always realise their own potential, which could be attributed to a cultural capital deficit. Academic aspiration, ambition to succeed and the desire to pursue an educational career pathway can sometimes be lacking. |

| Aspirations | |
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| A. | PP student's attendance will be at least 95% and persistent absence for PP students will be below 20%. |
| B. | The progress and attainment gap between PP students and other students is reduced. |
| C. | Reading becomes an established part of BBA's culture. |
| D. | All PP students are in education, employment or training when they leave year 11. |

| Core Aim One <u>Academy Improvement</u> Vice Principal | | | | | | |
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| Our students at Brunel are exceptional; they deserve the best in every aspect of their academy journey. Core Aim one will achieve this through rigorous evaluation, scrutiny and focusing colleagues on the delivery of outcomes. | | | | | | |
| Core Aim Two <u>Teaching and Learning</u> Assistant Principal | | | | | | |
| Teaching and Learning is our core business and ultimately provides students with the key to their future pathways. Core aim two will relentlessly pursue the teaching methods and strategies that foster a 'love of learning' and secure outcomes for students in examinations / accreditations while engaging and stimulating students' interests. | | | | | | |
| Core Aim Three <u>Outcomes</u> Assistant Principal | | | | | | |
| Achievement of exam outcomes provides students with the ability to take their next steps in to the world equipped with the accreditations they need. Core Aim three will achieve outcomes for students that are beyond what their prior data may suggest, an academy of outliers where we constantly find the most effective strategies that secure the outstanding outcomes our students deserve. We never use prior performance as an excuse only a reason for greater focus on the things that will help a student achieve. | | | | | | |
| Core Aim Four <u>Culture and Ethos</u> Assistant Principal | | | | | | |
| We are proud of our students at Bristol Brunel, so the ethos we provide for them needs to reflect the respect we show them. We value their education and will not make excuses for underperformance or students who distract from learning. We seek opportunities to celebrate achievements and success no matter how small. Core Aim four will lift the aspirations, self-confidence and self-awareness of every student in the academy through a rigorous focus on personal development, behaviour and welfare. | | | | | | |
| Core Aim Five <u>Post-16 Performance</u> Assistant Director Post-16 | | | | | | |
| The academy continues to build a strong post 16 provision with the CLF post 16 team. We value the provision at BBA and our growing cohort of post 16 students represents that success we are achieving at key stage 4. Core Aim five will deliver achievement, teaching and CEIAG of an outstanding quality. | | | | | | |
| A | Area of Spend | Contribution from Pupil Premium | Description of Intervention *where identified by Sutton Trust/Hattie | Intended Outcomes | Intended Impact of the Intervention (KPI's) | Impact of the Intervention (Autumn 2018) |
| 2 | English Lead Practitioner | £3,000 | Additional leadership and teaching specialism secured to increase the quality of teaching and learning in English. This improves the quality of English teaching, enabling greater progress of PP students regardless of ability. Lead Practitioner on part TT. Sutton Trust: Feedback +8 months Learning Styles + 2months reduced class size +3 months | To secure greater levels of progress for students in English, through the coaching and intervention of English teaching. This will increase the progress of PP students within English | Progress in English KS3 to KS4 is good. All lessons judged as Good or better. Both achievement and attainment of PP students has increased/decreased Greater rates of progress in English KS3 to KS4. Improved lesson grades achieved. Both achievement and attainment of PP students to increase. | English progress positive and highest ever (0.02). Continues 4 year improvement journey. Member of staff has supported other colleagues throughout the school and across the CLF |
| 2 | Maths Lead Practitioner | £3,000 | Additional leadership and teaching specialism secured to increase the quality of teaching and learning in Maths. This improves the quality of Maths teaching, enabling greater progress of PP students regardless of ability. Lead Practitioner on part TT. Sutton Trust: Feedback +8 months Learning Styles + 2months reduced class size +3 months | To secure greater levels of progress for students in Maths, through the coaching and intervention of Maths teaching. This will increase the progress of PP students within Maths | Greater rates of progress in Maths KS3 to KS4. Improved lesson grades achieved. Both achievement and attainment of PP students to increase. | PP progress above National Average (-0.33 vs -0.4) |
| 2 | Science Lead Practitioner | £3,000 | Additional leadership and teaching specialism secured to increase the quality of teaching and learning in Science. This improves the quality of Science teaching, enabling greater progress of PP students regardless of ability. Lead Practitioner on part TT. Sutton Trust: Feedback +8 months Learning Styles + 2months reduced class size +3 months | To secure greater levels of progress for students in science, through the coaching and intervention of science teaching. This will increase the progress of PP students within science. | Greater rates of progress in Science KS3 to KS4. Improved lesson grades achieved. Both achievement and attainment of PP students to increase. | Science outcomes best in academy history Significant improvement in both attainment and achievement VA for Science was positive (0.046) |

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| 4 | Support Groups | £4,000 | <p>Outside provision (Hope's Place – both a girls and boys self-esteem group) is brought into the Academy to work with small groups to build social skills and self-esteem.</p> <p>Sutton Trust: Social and emotional learning +4 months</p> | Specifically targeted at vulnerable students to develop social skills and self-esteem. | Attendance of the targeted students improves, reduction in poor behaviour, greater involvement in lessons. Highly successful behavior for learning system has facilitated a reduction in poor behaviour, greater involvement in lessons. | Data shows good progress: KS4 Maths - 18 out of 19 students made progress across 2 terms KS3 Maths - 14 out of 16 students made progress KS3 English - 26 out of 29 students made progress |
| 4 | Study Plus Support Groups | £26,000 | <p>The Nurture Group is for Year 7 that supports some of our less able students to transition into secondary education; better supported through greater teacher continuity, designated classroom and targeted numeracy and literacy support. A good proportion of students are PP students.</p> <p>In KS3 & 4 study support groups (50% PP) are timetabled targeted academic support and facilitate the development of Life Skills through The Princes Achieve Award.</p> <p>Sutton Trust: Small group tuition +4 months</p> | Students make good progress in Yr 7, close gaps and to support students to transition into the Academy. PP students to feel success and go on to achieve good levels of progress. | Levels of progress achieved, closing the gap between outcomes of Base Camp and non-Base Camp. Greater student confidence & self-esteem. | Nurture group continues to have a significant impact on the access to mainstream school for a variety of students |
| 4 | Non-Teaching Pastoral Support AYL's | £45,000 | <p>The Academy spends c.£220,000 on Pastoral support. This makes a wide and deep impact of students, particularly our PP students. Year Teams focus not just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantaged for PP students is reduced.</p> <p>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</p> | Work tirelessly to ensure all students are supported to attend and achieve. PP students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation. | Absence levels for PP students are much improved. Persistent Absence levels are reducing. Fixed Term Exclusion levels are much reduced on previous academic year. Increase in levels of expected and good progress by Year Team. Reduction in lesson "score 4s", reduction in call outs by Year, recording progress of PP and comp to non-PP. | Attendance last year for PP students was above National average P8 for cohort was 0.037 vs NA of -0.40 |
| 4 | Teaching Pastoral Support | £18,000 | <p>The Academy spends c.£220,000 on Pastoral support. This makes a wide and deep impact of students, particularly our PP students. Year Teams focus not just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantaged for PP students is reduced.</p> <p>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</p> | Work tirelessly to ensure all students are supported to attend and achieve. PP students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation. | Increase in levels of expected and good progress by Year Team. Reduction in lesson "score 4s", reduction in call outs by Year, recording progress of PP and comp to non-PP. | PP Progress significantly above national average (0.037 vs -0.40) |
| 4 | Careers Advisor | £10,000 | <p>To support students to have and realize future aspirations; providing targeted and specific support for students to secure pathways and reduce numbers of NEETs. PP students proportionately supported by this provision to increase PP progression.</p> <p>Sutton Trust: Mentoring +1 month</p> | Enable more PPs to realize the enabling power of education and that what they do now directly impacts on their future. Reduce the number of NEETs. | Number of NEETs over time. Expected and good progress of PP students. Greater Future Focus within the Academy. | Number of NEETs is again 0. Students engage successfully with specific and bespoke advice and intervention |
| 4 | Attendance Officer | £12,000 | <p>Supporting students where barrier to achievement is attendance. Working with families to raise aspiration and engagement in education.</p> <p>Sutton Trust: Mentoring +1 month</p> | Enable more PPs to realize the importance of attendance in aspirations and achievement. | Attendance of PP will rise over time to be at least in line with peers. Attendance of all students will be above 95% | PP attendance improved on previous year (92.8% vs 92.5%) |

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| 2 | Mathematics TA | £6,000 | Jointly funded by PP and Y7 Catch Up Funding. Supporting students in Mathematics who need additional tuition to close the gap with their peers. Sutton Trust: Teaching Assistants +1 month, Small group tuition +4 months and one to one tuition +5 months | Enable PP students to close the gap in attainment between them and their peers. | Progress of PP students will accelerate enabling gaps in attainment to close. | PP Progress was -0.30 - no national data available, but likely to be above the NA |
| 3 | SLT Extended Roles | £15,000 | To deliver more rigour in tracking and intervening on students, including PP students, who are non-moving and not achieving expected and good progress from Year 7 to 9. Ensuring a range of strategies are used in subjects and with individuals to track, intervene and accelerate progress. Coordinating intervention from Year and Curriculum Leaders and seeking and sharing best practice for shifting students. Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months | More students make expected/good levels of progress; Quality of tracking and intervention improves. Greater student progression through KS3 | Evidence of impact of Literacy strategy clear from Reading metrics in most year groups Numbers of students making expected and good levels of progress. Attainment grows in Year 7,8 and 9. Reducing the number of months behind students are. | Data described elsewhere in this report demonstrates the impact of Hub intervention and other interventions in boosting progress |
| 4 | Inclusion & Safeguarding Manager | £16,000 | Extended SLT role to support acute cases of behaviour that requires alternative provision. This role also seeks to improve behaviour management within classrooms. Manages all negotiated transfers in and out of the Academy. Ensures consistency of sanction and rebuild is applied. Good proportion of PP students involved. Sutton Trust: Behaviour Interventions +4 months | To ensure that where students struggle to make progress and show the right attitude within the Academy, that appropriate, alternative provision is found. | Alternative provisions, revolving door interventions and negotiated transfers have all served to reduce fixed term exclusion instances. In addition, no permanent exclusions have happened in the academic year. | Fixed term exclusion rates at BBA are currently some of the lowest in the Federation |
| 3 | 'The Hub' – Maths Teacher | £21,000 | Smaller Class Sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress. Sutton Trust: Small group tuition +4 months, reduced class size +3 months | Increased expected and good levels of progress achieved. Improved continuity, class size and intervention possible. Improved PP progress and attainment. | Quality and continuity of the timetable. Class sizes, amount of flexibility to intervene. Amount of expected and good progress achieved | PP Hub intervention data shows that progress has been good, with an average improvement in KS4 of approximately 2 sub-levels' per student |
| 3 | 'The Hub' – English Teacher | £21,000 | Smaller Class Sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress. Sutton Trust: Small group tuition +4 months, reduced class size +3 months | Increased expected and good levels of progress achieved. Improved continuity, class size and intervention possible. Improved PP progress and attainment. | Quality and continuity of the timetable. Class sizes, amount of flexibility to intervene. Amount of expected and good progress achieved. | After 6 months, more than half had made more than a year's progress in reading age, and 40% of students had made 2 or more years progress in their reading age |
| 3 | 'The Hub' – Primary Teacher | £21,000 | Smaller Class Sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress. Sutton Trust: Small group tuition +4 months, reduced class size +3 months, Reading Comprehension Strategies +5 months | Increased expected and good levels of progress achieved. Improved continuity, class size and intervention possible. Improved PP progress and attainment. | Quality and continuity of the timetable. Class sizes, amount of flexibility to intervene. Amount of expected and good progress achieved. | Impact of Hub has been strong across all year groups, and across Maths and English, as evidenced above. |
| 4 | Student Counsellor | £18,000 | Full Time Counsellor employed to work with vulnerable individuals, a higher than proportion of which are PP students. More than 60% of students currently accessing this service are PP. Sutton Trust: Social & emotional learning +4months | A number of vulnerable students, including PP are supported to overcome social, emotional and mental health difficulties. | Anonymous case studies of success with a number of students. | |

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| 4 | Summer School | £6,000 | Year 6 students attend Summer School to support transition and secure early progress-literacy and numeracy. Sutton Trust: Summer Schools +2 months | Students achieve early progress and enjoy smooth transition to BBA. | Attendance in the summer and individual successes | Parental metrics show huge support for the work of Summer school which has served some of our most disadvantaged families. |
| 4 | Alternative Provision | £20,000 | Across the Academic Year a few students who are our most challenging require alternative provision. We have a wide range of outside agencies and provision that we use. A proportion of which are used by PP students to enable them to have more appropriate provision for their needs. Sutton Trust: Behaviour Interventions +4 months | Those students who require alternative provision are supported into placements in a timely fashion and that these lead to sustained improvement. | Number of successful alternative placements successfully completed. Improvements in achievement and attitude/individual | 4 students went to alternative provision. All successfully completed Year 11. |
| 4 | Engage Studio Provision | £45,000 | The Studio (Engage) provides an Alternative provision for students who find Main Stream more difficult. This provides more appropriate support for a few, some of which are PP students. Sutton Trust: Behaviour Interventions +4 months | To enable a few students to access a revolving door provision that provides small group support, of site, to support students to remain in mainstream. | Number of students who are successfully supported through the Studio to return to the Academy and achieve good qualifications. | |
| 4 | Personal Learning Centre - PLC | £52,000 | Personalised Learning Centre (PLC) provides behaviour support and intervention for some of our most vulnerable/difficult students. These belong to the PLC family and enjoy wrap around support to remove barriers and allow students to more successfully access their learning. High proportion of PP students. Sutton Trust: Behaviour Interventions +4 months | To support some of our most vulnerable and challenging students to be successful within the Academy. Wrap around support and ability to conduct productive/learning focused sanctions. | Number of students supported. Number of successful PLC students within mainstream and rates of progress and demonstration of improved attitudes. | Current data shows a reduction in students overall attending the isolation space, and the percentage of whom who are PP (55.7% this year compared to 57.6% last year) |
| 3 | Music Tuition Subsidy | £3,000 | Uptake of extra-curricular musical instruments had historically been poor, particularly with PP students. Money has been allocated to subsidise tuition, particularly for PP students, to increase uptake. Sutton Trust: Arts Participation +2 months | Playing a musical instrument has been proven to develop skills which are transferable to all subjects and accelerate learning across multiple subjects. | Uptake of instrument lessons will continue to rise with a greater proportion of PP students involved | In the end, this intervention did not happen |
| 4 | Breakfast Club | £27,000 | Breakfast provided to all students free of charge to ensure access to food at the start of the Academy Day. Students, particularly PP, are encouraged to attend – increased subsidy this year. Year Teams to direct students toward the provision. *Not evidenced by Sutton or Hattie | Ensure the availability of breakfast for PP students so that they are ready to learn and eating healthy food at the start of each Academy Day. | Number of breakfasts served to increase over time – securing as many PP students as possible. | An average of 200 students per day attend Breakfast Club - approximately 20% of the school. No data exists of the breakdown of PP students, but it is likely to reflect the school proportion |
| 4 | Uniform | £1,600 | Students in need, who have financial difficulties are given uniform where appropriate. A number of PP students benefit from this opportunity that increases inclusion and removes a barrier to learning. Sutton Trust: Uniform 0 months | PP students who do not have full uniform are given item free of charge. | Number of students receiving free uniform. | |
| 2 | Homework Planners | £150 | A number of homework planners are funded so that where these are required, any financial requirement is removed for our PP students. Sutton Trust: Homework +5 months, | PP students who do not have planners are re-issued without charge. | Number of students receiving free planner. Amount of HW completed. | No data exists for the impact of this |
| 3 | Exam Revision classes and preparation | £7,000 | Revision classes run during Half Term and the Easter break to ensure all students prepare for external examinations. Including @Bristol days. Number of whom will be PP students. Cost of opening Academy and staffing. *Not evidenced by Sutton or Hattie | PP students with others supported to attend the Academy in holidays to revise and perform better in exams. | Number of students attending and performance within exams. | PP progress was significantly above national averages in the 2017/18 exam series |

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| 4 | Hardship Fund | £3,000 | This fund is used to provide additional resources, uniform, school trips, extra-curricular etc for students who are Pupil Premium. *Not evidenced by Sutton or Hattie | Ensure that no students, regardless of economic background, are left unable to access provision or extra-curricular. | Ensure that no students, regardless of economic background, are left unable to access provision or extra-curricular. | 6 individual students benefitted from the Hardship Fund, as well as boots being bought for the new Astro Turf surface to support those who could not afford to |
| 4 | PP Rewards Fund | £5,000 | A specific fund of money to reward exceptional participation or encourage raising aspirations for pupil premium students. | Ensure that specific funding is available to reward students for exceptional performance or commitment to learning. | Rewards following literacy strategy initiatives has included Kindles and books along with some sport and exercise related prizes. | buy new footwear |
| 4 | Leader of Learning Support | £8,000 | Aspects of this role include mentoring and support of Children in Care (Looked After Children). Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month | Support and provide mentoring for all Children in Care (Looked After Children) to ensure their full needs are met within the Academy. | Outcomes for CiC improve. In addition, all CiC have confirmed progression pathway. Highly effective CiC representative also has taken up post as Academy Councilor. Responsible for several systems changes, and is key member of team for some of our most vulnerable students. | For the first time, one of our CiC students achieved basics in Eng and Maths 9-4. External validation has recognised our work with CiC as being amongst the best in the city. |
| 4 | Enrichment Provision | £18,000 | Additional leadership and teaching specialism secured to increase the quality of extra-curricular provision. Extra-curricular activities are to be developed through clubs, trips and workshops. Sutton Trust: Outdoor Education +4 months, Sports participation +1 month | To introduce a range of outdoor and adventurous activities that will develop students' self-confidence, perseverance and resilience which will be transferable to an academic context. | Increased aspiration of disadvantaged student. Number of PP student engaging in extra-curricular provision increases and is aligned with that of other students. | Wider range of activities and take up, including D of E |
| | TOTAL | £437,750.00 | | | | |