

Pupil Premium Data - 2019/2020

The student numbers and amount of Pupil Premium is generated from the Census for previous year, this means the student population will include students who will have left (ie previous Year 11) and will not include new students who are on site (ie current Year 7 and any newcomers since start of school year).

2019/2020			
Carried forward from previous year		£14,320	
Total amount of PP received	£35,530 + £14,320 = £49,850	Total Amount of PP spent (so far)	£40,850

Summary of Pupil spending 2019/2020

Objectives in spending PP:

1. To narrow the gap in literacy for those students identified following baselining.
2. To narrow the gap in maths for those students identified following baselining.
3. Provide nutritional support for all students attending the Brunel Academy
4. Bespoke welfare support for students in receipt of pupil premium

Summary of spending, actions and outcomes for 2019/20 academic year:

1. To narrow the gap in literacy for those students identified following baselining.

Release of an HLTA to deliver 1:1 literacy intervention, with the aim to improve spelling and reading ages for students. This will allow students to access curriculum areas allowing them to work independently. This should see improved functional skills results. Intervention based on analysis of assessment data per year group. All Year 11 students were given some extra support.

All KS3 groups accessed group literacy sessions.

Outcomes:

Engagement of students accessing 1:1 literacy has improved for 2019/20. Students have been able to develop their literacy and numeracy skills through personalised 1:1 sessions. Reading and spelling ages have increased, breaking down previous barriers to learning. Students have developed confidence and find it easier to access the curriculum as a whole. There is a more positive attitude towards literacy and numeracy and students appreciate the importance of developing their basic skills.

A wide range of reading materials has encouraged daily independent reading and helped students to improve comprehension and develop fluency. Resources to engage students such as literacy games, flashcards, independent/group activities all contribute to a personalised learning experience to promote engagement and overall outcome.

Year 11 took accessed both functional skills Level 1 and 2 in English and an English

iGCSE First English Language:

FFT Functional English TARGET	Functional English RESULT	FFT IGCSE First Language English TARGET	IGCSE First Language English RESULT
L2-	L1	F+	D
L2	L2	D+	B
L1	L2	E+	C
L1+	L1	E+	D
L2	L2	C+	B
L2	L1	D	D
L1	L1	F+	F
L2	L1	D-	D
L2	L1	D-	D
L2	EL3		
L1	L1		
L1	EL1		

2. To narrow the gap in maths for those students identified following baselining.

Release of an HLTA to deliver 1:1 maths intervention with the aim to improve their basic concept of number. Links within maths will become clearer students will use the skills and knowledge gained through interventions in their daily numeracy lessons.

Outcomes:

Lower ability students are more actively engaged with 1:1 maths sessions and like the versatility of using the technology to practice different elements of maths. The interactive and fun nature of some of the games allow learning to happen and be rehearsed without them often realising.

Year 11 accessed both functional skills Level 1 and 2 in Maths and a Maths GCSE.

3. Provide nutritional support for all students attending the Brunel Academy

All PP students have breakfast and snacks increasing concentration levels.

Outcomes:

Meeting students basic needs has had a significant impact on their attention in lessons and their behaviour at the start of the day. Breakfast club also provides good opportunities for social skills practise.

4. Bespoke welfare support for students in receipt of pupil premium

Bespoke welfare included purchasing clothing for work experience programs, counselling sessions, access to music and drama through the afternoon curriculum entry fee for a team to attend SW Youth games and stress buster toys, games and books. Students have been able to access counselling sessions and off site learning, building their social skills and engagement with learning.

Outcomes:

Implement access to professional delivery of art, music and drama programmes. Implemented as part of the afternoon curriculum, the intent being that outside agencies are given the opportunity to deliver half termly sessions to a group, observed by the same group of staff who can then replicate the sessions to all other groups. Improved pupil engagement in these aspects of the curriculum, improved motional scores

2018/2019			
Carried forward from previous year		£8,465	
Total amount of PP received	£48,670	Total Amount of PP spent (so far)	£34,350

2017/18			
Carried forward from previous year		£14320	
Total amount of PP received	£39,920	Total Amount of PP spent	£31,175

2016/17			
Carried forward from previous year		£23,662	
Total amount of PP received	£88,572	Total Amount of PP spent	£82,566

2015/16			
Carried forward from previous year		£6006	
Total amount of PP received	£54,530	Total Amount of PP spent	£30,868