

# PUPIL PREMIUM STRATEGY STATEMENT 2020-2021



**Everyone needs the same three things to thrive, at The Brunel Academy our vision is to provide a strong community where everyone has a good place to learn, good people around them and a clear purpose.**

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential. This should enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.”

Special Educational Needs and Disability Code of Practice (2015)

To this end the government provide two forms of extra support for those young people most disadvantaged:

1. An education, health and care plan (EHCP). “A legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.” (IPSEA 2018)

***Brunel Academy is 100% pupils with an EHCP***

2. Pupil premium (PP). “Pupil Premium was introduced in 2011 as the Department for Education’s response to underachievement and is designed to provide ‘additional funding to raise the attainment of disadvantaged students and close the gap between them and their peers’ (DfE 2014).

***Brunel Academy has 79% [38/48] pupils with PP***

Our schools objective in spending our Pupil Premium is to ensure that all disadvantaged children are attaining their full potential by having their needs recognised and met through well planned and implemented whole school initiatives. As all our young people have been permanently excluded from mainstream education and have an EHCP, primary area of need, social, emotional and mental health (SEMH), we recognise they have all had a difficult education journey and are disadvantaged by this. The proportion of pupils for whom the school receives Pupil Premium is high in comparison to schools nationally.

We therefore want to ensure that all pupils at the academy have access to initiatives that will improve the quality of our teaching and respond directly to the common needs that arise through EHCP outcomes and targets.

# PUPIL PREMIUM STRATEGY STATEMENT

2020-2021

1	<b><u>Summary Information</u></b>					
	Academic Year	2020-2021	Total PP budget (£955 per pupil) (LAC £2345) 2019/20 Underspend	£40545 £9000	Date of most recent PP review	June 2020
	Total Number of Pupils	54	Number of Pupils eligible for PP	41 80%	Date of next internal review of this strategy	July 2021

2	<b><u>Barriers to future attainment</u></b>					
Barrier	<b>In school barriers, (issues to be addressed in school ie poor literacy skills)</b>					
A	Pupils enter school throughout the year and year groups with literacy skills/levels significantly under national expectations and with poor comparison to our family of schools data. Pupils enter school throughout the year and year groups with disrupted learning and a history of not making expected progress.					
B	Maths concept skills in Key Stage 3 are significantly lower than the national average. Pupils enter school throughout the year and year groups significantly under national expectations and with poor comparison to our family of schools data. Pupils enter school throughout the year and year groups with disrupted learning and a history of not making expected progress.					
C	Pupils enter school throughout the year with high levels of past trauma and very high ACE scores. EHCP reviews, outcomes and targets show a pattern and a high level of students who are emotionally vulnerable, including lower levels of self esteem (general and academic), perseverance and confidence. This often presented as young people with high levels of anger and/or distress.					
D	Increasing number of pupils with a diagnosis of Autistic Spectrum Disorder (ASD) and the increasing number of those awaiting diagnosis.					
E	The number of pupils with possible undiagnosed speech, language and communication disorder.					
	<b>External barriers (issues which also require action outside of school, such as low attendance)</b>					

# PUPIL PREMIUM STRATEGY STATEMENT

2020-2021

F	Some parents present with a lower level of engagement with the academy and their children's learning, knowledge of and support for learning targets, strategies to help pupils manage their own behaviour and SEMH interventions are not supported within the home.
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3	Strategy Aims for Disadvantaged Pupils:	
Barrier	Aim	Impact:
A	<p><u>Sustain:</u> Retention and professional development of English department. Whole school disciplinary literacy focus embedded throughout the curriculum.</p> <p><u>Deliver:</u> Staff support students to read (including for pleasure), write and communicate effectively.</p>	<ul style="list-style-type: none"> <li>• KS3 groups achieve more AQA unit award certificates from EL1 to EL3.</li> <li>• Termly data drop shows expected or accelerated progress for 75% of pupils.</li> <li>• Improved results in FS English and more students access the English iGCSE.</li> <li>• Attainment across FS and iGCSE is in line with similar schools.</li> <li>• Improved literacy access to other curriculum areas, allowing students to work independently.</li> <li>• Improved engagement with literacy in all subject areas.</li> <li>• Improved transferable literacy skills.</li> </ul>
A	<p><u>Deliver:</u> Whole school assessment of reading and spelling ages.</p> <p><u>Sustain:</u> Improved spelling and reading ages for targeted pupils.</p>	<ul style="list-style-type: none"> <li>• Targeted pupils show an accelerated rise in reading and spelling levels.</li> <li>• More students will successfully access/pass exams with correct support in place.</li> </ul>
B	<p><u>Sustain:</u> Retention and professional development of Maths department. Improve the understanding and transference of maths concepts throughout KS3.</p>	<ul style="list-style-type: none"> <li>• KS3 groups achieve more AQA unit award certificates from EL1 to EL3.</li> <li>• Termly data drop shows expected or accelerated progress for 75% of pupils.</li> <li>• Improved results in FS Maths and more students access the Maths GCSE.</li> <li>• Targeted pupils show an accelerated rise.</li> </ul>
C	<p><u>Deliver:</u> Upskill staff in dealing with trauma through emotionally listening and therapeutic learning. Pupils will develop resilience to overcome trauma and emotional</p>	<ul style="list-style-type: none"> <li>• Motional scores for care, seeking, play, handling stress, thinking and concentration, confidence and self esteem, interpersonal skills and emotional literacy will increase, scores for rage, fear and panic/grief will decrease.</li> <li>• Behaviour for learning points (single capture) will demonstrate better ability to remain in lessons and complete the learning tasks set.</li> </ul>

# PUPIL PREMIUM STRATEGY STATEMENT

2020-2021

	barriers to learning.	<ul style="list-style-type: none"> <li>Gradual improvement in attendance and less exclusions.</li> </ul>
C	<u>Sustain:</u> Continue to embed outside providers of arts into afternoon curriculum.	<ul style="list-style-type: none"> <li>Motional scores for care, seeking, play, handling stress, thinking and concentration, confidence and self esteem, interpersonal skills and emotional literacy will increase, scores for rage, fear and panic/grief will decrease.</li> </ul>
C	<u>Deliver:</u> System of recognised certification or qualification for the art curriculum.	<ul style="list-style-type: none"> <li>KS3 pupils will gain AQA unit award certificates for participation.</li> <li>Chosen KS4 students will have the opportunity to access recognised qualification for music/drama/art to support their aspiration and choices for Post 16.</li> </ul>
D	<u>Prepare/Deliver:</u> To make Brunel a more ASD friendly environment.	<ul style="list-style-type: none"> <li>Learning walks show that the school is becoming an ASD friendly environment.</li> <li>BSP's use ASD friendly strategies to support individual students.</li> </ul>
E	<u>Prepare/Deliver:</u> Assess the number of pupils with undiagnosed Speaking, listening and communication disorder.	<ul style="list-style-type: none"> <li>Assessment system in place and this shows yearly or term on term improvement for pupils most affected</li> <li>Assessment is used for individual and group interventions delivered by the Educational Psychology team.</li> </ul>
F	<u>Deliver:</u> Parents are more involved with the Brunel community.	<ul style="list-style-type: none"> <li>FOB (Friends of Brunel) will be involved in policy writing, supporting new parents during transitions and informal gatherings.</li> <li>More parents will visit the school for informal gatherings, pupil review, celebration and sharing of success, training and information sharing delivered by outside providers.</li> <li>More parents will be upskilled to support using strategies for ASD, SLCD and SEMH within the home.</li> </ul>

4	<b>Planned Actions/Expenditure (2020-2021)</b>					
(i)	<b>Teaching Priorities for current academic year/Quality Teaching for All</b>					
Barrier	Desired outcome	Chosen action/approach	What is the evidence and rationale for this approach?	How will you ensure it is implemented effectively?	Staff Leads	Projected spending
A	Whole school assessment of reading and spelling ages.	System in place for termly assessment of reading and spelling ages.	Improved spelling and reading ages for targeted pupils. Provides evidence base for	Choose the correct paper or online system for assessment. Staff and time allocated to	HG/GiM /RM/ another	<b>£15000</b>

# PUPIL PREMIUM STRATEGY STATEMENT

2020-2021

	Pupils with a recognised and significant gap (compared to their peer group) are allocated literacy intervention.	Some targeted 1:1 intervention.	intervention decisions. Provides evidence base for allocating exam access arrangements.	termly assessment/weekly intervention timetable.		
A	Retention and professional development of English department. Whole school disciplinary literacy focus embedded throughout the curriculum.	Disciplinary literacy focus supported by weekly staff JPD, taught and assessed through all curriculum areas. Literacy intervention through explicit group teaching.	Pupils enter the school with poor literacy skills as a result of 'cumulative dysfluency'. Hence literacy is recognised as the responsibility of every adult in the academy, all staff are upskilled to deliver literacy and feedback has a literacy focus alongside subject specific. All our KS3 pupils get a daily literacy lesson, planned by English and Literacy Lead and delivered by highly upskilled support staff.	Already implemented, continue to deliver to previous high standard. Measurable through data drop and exam analysis.	HG	
B	Retention and professional development of Maths departments.	Maths intervention through explicit teaching of concepts using a highly practical and visual representation. Some Targeted 1:1 intervention.	Due to cumulative dysfluency maths concept skills in Key Stage 3 are significantly lower than the national average. Key staff are upskilled to deliver maths lessons and one member of staff is allocated Maths intervention time.	Already implemented, continue to improve intervention for more pupils. Measurable through data drop and exam analysis.	NR/JHi/GM	<b>£5000</b>
C	Staff CPD and JPD i.e. therapeutic curriculum, SEMH interventions and trauma informed school.	HW/MS 10 day training as Trauma Informed Schools UK (TISUK) practitioners. Cascade training to whole staff.	TISUK vision is to provide appropriate training for schools so that they become trauma informed and mentally healthy places for all. Aiming to help children and teenagers BEFORE they get mental health problems – to catch them as they are falling	The objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. To implement many interventions to ensure the relational and emotional health of all. The interventions are evidence based with the	AR//HW/MS	<b>£4000</b>

# PUPIL PREMIUM STRATEGY STATEMENT

2020-2021

			not after they have fallen. “ There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)”.	backing of over 1,000 research studies from psychology and neuroscience.		
C	Music/Drama/Art embedded into afternoon curriculum.  Source other drama/art avenues to include in the afternoon curriculum.	Embed ‘expert’ planning and teaching of music, art and drama by using outside provision to deliver parts of the afternoon curriculum to KS3 groups. The lessons to be themed to address anger, fear, self esteem etc. Ensure the same staff are part of the lessons and are upskilled to cascade lessons to other groups.	Students with trauma present with lower levels of self esteem (general and academic), perseverance and confidence. These can be addressed in a more engaging and relaxed way using music/art/drama and to offer a broader arts curriculum, delivered by subject specialists. Also upskilling staff in the delivery of an arts curriculum, using sessions planned by subject specialists.	Chosen practitioners are highly skilled and experienced at engaging SEMH pupils and developing skills. Try to ensure that Brunel staff are able to support a set of lessons, then using planning provided can cascade to other groups.	AR/HW/MS	<b>£6000</b>
C	System of recognised certification or qualification for the art curriculum.	Work with outside providers to create AQA units for afternoon arts curriculum. This leading to recognition of ‘able/talented and qualification in KS4.	Students will be able to be more aspirational and focus on a chosen post 16 path in arts.	Chosen practitioners can adapt SOW to use an AQA. MS to support with completion of AQA unit evidence. Chosen practitioners are already delivering KS4	AS/AR/MS	

# PUPIL PREMIUM STRATEGY STATEMENT

2020-2021

				qualifications in other provisions.		
(ii)	Targeted Support					
Barrier	Desired outcome	Chosen action/approach	What is the evidence and rationale for this approach?	How will you ensure it is implemented effectively?	Staff Leads	Projected spending
A,B	Targeted 1:1 Maths and Literacy intervention.	Use data drop and reading/spelling scores to target specific pupils with 1 x weekly intervention over a 6-12 week period.	Literacy implementation plan designed and implemented and proven to show improved engagement with literacy in all subject areas, improved transferable literacy skills and increased levels of progress - in literacy, English and across the curriculum.	Develop a clear, logical, and well-specified literacy/maths implementation plans that allows for sustaining and scaling from the outset. Thoroughly assess the degree to which the academy is ready to implement the innovation. Practically prepare for the literacy/maths implementation plans by creating a shared understanding of the implementation process and providing appropriate support and incentives. Plan and resource explicit up-front JPD sessions	HG	
C	SEMH group interventions embedded as part of SENDCo role and afternoon curriculum.	Use EHCP outcomes, cross referenced with motional data, to gather data on need, i.e. low self esteem, anger management.	EHCP annual reviews show clear patterns in SEMH need which can be addressed through group or 1-1 interventions.	SENDCo has a proven track record of successful SEMH intervention delivery. Measurable by using Motional progress. Sustainability - Try to ensure that Brunel staff are able to support a set of lessons, then using planning provided can cascade to other groups.	MS	£1000
C	School counselor working with pupils of most concern.	Use Linx to support pupils recognised with a need to	Ran a similar intervention last year with great success.	Linx workers are trained counselors and experienced in	MS	

# PUPIL PREMIUM STRATEGY STATEMENT

2020-2021

		<p>                     speak to a counselor.                 </p>		<p>                     working with YP with extreme need. Measurable through Local Authority SEN Intervention Initiation and Impact Report and Motional progress.                 </p>		
(iii)	Wider Strategies					
Barrier	Desired outcome	Chosen action/approach	What is the evidence and rationale for this approach?	How will you ensure it is implemented effectively?	Staff Leads	Projected spending
E	<p>                     Firm assessment and understanding of the impact of SLCD on individuals and school population                 </p>	<p>                     Use Educational Psychologist (15 x days) to provide staff training on language and behaviour, theory linked with practical activities for the classroom. Implement small group work (staff alongside EP's) to focus on DV, social skills, identity and self esteem.. Link with Catch 22 initiative and exploration of the same.                 </p>	<p>                     Torbay Educational Psychology &amp; Advisory Teacher Service (TEPATS) offers a range of advice, assessment, training and intervention to support young people. They work within the school, with the young people, families and staff, applying psychology to promote positive outcomes. Circle of adults replaces single assessment which is not successful with our young people who struggle to work with new or 'unknown' people.                 </p>	<p>                     The EPS provides a range of specialist psychological services designed to promote and support inclusive education in schools. Their aims are to support schools in developing their own capacity to increase standards of achievement for all.                 </p>	MS	£7041
E	<p>                     Firm understanding of staff about SLCD and how to use in class situations, to increase daily intervention of SLCD with all pupils.                 </p>	<p>                     Staff Training by Sharon Horswell on links between behaviour, communication and SEMH. Including a practical workshop providing day to day strategies when working with pupils.                 </p>	<p>                     Sharon will be able to upskill our staff in recognising that our young people can appear proficient on the surface (in SL) but can easily get into situations where communication breaks down, they do not have the skills to then resolve issues and so resort to behaviours. The                 </p>	<p>                     Sharon is a highly trained speech and language specialist, recommended by the EP team, who has been making a successful impact in other schools throughout Devon. MS staff meeting time put aside for staff to reflect and practise practicals and                 </p>		£1200



# PUPIL PREMIUM STRATEGY STATEMENT

2020-2021

			training will also provide a practical workshop to use in classrooms.	strategies.		
F	Strong FOB group parent voice and involvement in the school community. Parent and student voice evolve and work together	Develop a parent committee to promote FOB's to other parents. EP team work alongside Brunel to create 'Parent Cafe's'. Create celebration occasions within the afternoon curriculum for parents to attend and enjoy alongside pupils. Create a timetable of training opportunities for parents to attend.	Historically parents engage more with Brunel and being on site when they have a reason to attend linked to their children's success. Historically parent's seem to prefer activity based reasons for attending school.	Plan and allow time for regular parent opportunities to visit school. Promote a wider staff team. Promote a committed group of parents.	MS	<b>£500</b>
C	To enable everyone who wishes to begin the day or mid-morning with a well-balanced breakfast.	Provide a hot breakfast and food at break time.	All students have access to their basic needs and breakfast club is a crucial time of the day for check ins and to monitor safeguarding concerns.	Already very established and well used.	SM	<b>£3000</b>
C	To enable everyone to have access to a Therapy Dog.	To support students when dysregulating and help provide a calm environment for students. To provide an opportunity for students to gain extra physical activity, through walking the dog, especially those who refuse to engage in PE. To support students with reading, by building confidence through reading to the dog. To, eventually, support the	Extensive research has shown thood pressure and the heart rate, bringing a calming effect. In this way, dogs may be used to provide emotional support as well as provide a sat the presence of a dog can have a positive impact on physiology and psychology and so help to reduce stress levels. "Stroking a pet has been shown to lower blood pressure and the heart rate, bringing a	AR is receiving a therapy puppy this July and he will gradually start to attend school, building to timetabled sessions when he supports reading or animal sessions.	AR	<b>£2000</b>

# PUPIL PREMIUM STRATEGY STATEMENT

2020-2021

		curriculum, by providing an opportunity for students to gain qualifications in animal care.	calming effect. In this way, dogs may be used to provide emotional support as well as provide a service,"			
D	ASD diagnosis monitored and acknowledged. School to be a more ASD friendly environment.	Add to EHCP, add to SEN register. Support staff undertake Educare and Open University course on understanding Autism.	In the future we may need to develop a sensory room and/or quiet spaces for ASD students to access to enable them to function and access our busy environment for a whole day.	Involve key staff with interest in this area ie RO.	MS	

Total Pupil Premium for 2020-2021					£49545
Planned Expenditure 2020-2021					£44741
Underspend					£4804