

## Pupil Premium Spending - Bristol Metropolitan Academy 2017-18

Pupil Premium is received as follows:

Aspect of Pupil Premium	Explanation	From April 2017 per pupil	Number (%) of students on roll (/844) claiming this aspect*
<b>FSM</b>	Children from low-income families who apply for, and are eligible for, free school meals	£935	288 (34.0%)
<b>E6FSM</b>	Children who were eligible for FSM at any point in the last six years (Ever 6). This means that a child eligible for FSM in the last year of primary education will remain eligible for the Pupil Premium up to Year 11	£935	
<b>CLA</b>	Children who have been looked-after continuously for more than six months From April 2014 the premium will be extended to children who: a) have been looked after for one day or more b) are adopted c) leave care under a special Guardianship Order or a Residence Order	£1,900	8 (1.0%)
<b>SCP</b>	Children of armed forces personnel (the Service Child Premium)	£300	1
<b>Total</b>			<b>297 (35.1%)</b>
<b>In addition CUP</b>	Children who are eligible for the Catch Up Premium as a result of not reaching ARE (equiv to previous Level 4 in English and/or Maths in Key Stage 2 National assessments)	<b>£500</b>	<b>176 (22.4%)</b>

\*Based on Jan 2017 Census Return

You can read more about the Pupil Premium [here](#).

**Objectives of the Pupil Premium:**

To ensure that:

- eligible students make progress in line with their peers
- eligible students reach challenging attainment targets in line with their peers
- eligible students achieve in line with/in excess of their personal predictions/aspirations
- parents and carers of eligible students are engaged in supporting students' achievement and attainment
- eligible students engage in and enjoy learning at the Academy
- eligible students engage in and enjoy learning outside Academy hours
- the Academy facilitates engagement with education, employment and training post 16 of eligible students.

Main barriers to the educational achievement faced by eligible pupils at the school are:

- Low literacy and numeracy levels from key stage 2
- Disengagement (inability to relate to texts)
- Lack of access to first language spoken (in school)
- Lack of English modelled at home
- Access to reading materials at home
- Safeguarding issues
- LAC – attachment issues, unsettled home environment
- Social and emotional barriers to learning
- Managed moves – transition issues (Y6 to Y7)
- Understanding of routes to further and higher education
- Parental engagement

- Financial barriers for pupils paying for trips
- Confidence in engagement with extra-curricular activities
- Aspiration limitations due to social and economic factors
- Fear of failure and measured risk taking
- PP attendance rates can be lower

To address these barriers, the Pupil Premium funding will be apportioned as in the table on the following page. Reviews of the impact of this spending is ongoing reviews of the impact of this spending will take place through activities including student progress and attainment review meetings, attendance meetings, Head of House meetings, parent meetings, subject reviews, Academy Council meetings and various other monitoring activities.

#### Outcomes of disadvantaged students 2018

	Basics 9-4	Basics 9-5	P8 Overall	P8 Eng	P8 Maths	P8 Bbacc	P8 Other
2018 PP	41.0%	18.3%	0.08	0.05	0.08	0.48	-0.36
2018 Non PP	68.4%	38.0%	0.1	0.05	-0.04	0.35	-0.15
Gap	-27.4%	-19.7%	-0.02	0	0.12	0.13	-0.21
2017 PP	42.0%	25.0%	0.14	0.28	0.14	0.59	-0.23
2017 Non PP	68.0%	50.0%	0.46	0.39	0.86	0.65	-0.16
Gap	-26.0%	-25.0%	-0.32	-0.11	-0.72	-0.06	-0.07

Area of spend	Total cost	Contribution from Pupil Premium	Description of intervention and potential impact (identified by Sutton Trust/Hattie)	Intended Outcomes	Impact measurement– what would we see to know it has been used successfully?	Impact of the Intervention
<b>The Hub Specialist Maths and English intervention</b>	£111,000	£105,437	<p>Specialist centre to deliver one-to-one and small group interventions in English and Maths to students from years 7 to 11. Full tracking of intervention and impact on progress recorded at regular intervals. Seeking and sharing best practice through Hub-based working and links to primary approaches and other secondary support programmes within Federation. 2 experienced Maths and English specialists increase the quality of these interventions, through pinpointing individual needs, meeting individual learning styles, raising confidence levels, using specialist materials, and providing immediate relevant feedback. 100% of CLA receive this support. High proportion of students with FSM accesses the support as a KS3 accelerated boost, or in KS4 for GCSE-focused exam preparation.</p> <p><b>Sutton Trust:</b>  <b>Small group tuition +4 months</b>  <b>One to one tuition +5 months</b>  <b>Feedback +8 months</b>  <b>Learning Styles + 2months</b></p>	<p>Acceleration of progress to enable catch-up for students in receipt of CUP in Year 7, ultimately reducing the need for further intervention at KS4.</p> <p>Use of PP to secure greater levels of expected progress for “non-moving” students in Maths and English at KS3 and 4 is seen. Confidence and enjoyment of Maths and English in small group/individual setting translates to mainstream maths and English classes and in to the full curriculum.</p>	<p>100% of students receiving intervention to make expected and good levels of progress by end of year.</p> <p>No students making 0- progress at end of year 7 cf. KS2 data.</p> <p>Reduction in need to intervene in KS4 to catch-up students.</p> <p>At least one full level of progress in English/Maths for students on an annual programme</p>	<p>On average improvements made in progress by PP students across all year groups who had Hub intervention.</p> <p>Y11 Hub students improved by 0.25 of a grade more through the year than non-hub students</p> <p>Y11 overall outcomes PP progress above National Average:  Maths +0.08 v -0.4  Eng +0.05 v -0.4</p> <p>PP attainment v National:  3.73 v 3.70</p>
<b>Learning Mentors and Key workers</b>	£335,000	£155,000	<p>Learning Mentors and keyworkers work with our most vulnerable and challenging students. They impact on individual behaviour, managing emotions, improving resilience and enabling students to stay in school, access education and maintain levels of progress. Keyworkers and Learning Mentors deliver the MET (Managing Emotional Triggers) program to small groups as well as using the Thrive Approach to assess needs and provide bespoke plans..</p> <p><b>Sutton Trust:</b>  <b>Meta cognition and self-regulation +8 months</b>  <b>Behaviour Interventions +4 months</b></p>	<p>PP students are supported through individually-designed mentoring packages and social/emotional programmes to enable them to access learning effectively and maximise progress in school.</p>	<p>Increase in self-awareness and learning strategies for students.</p> <p>Reduction in low behaviour scores in class.</p> <p>Reduction in number of FTEX or PEX.</p> <p>Reduction in behaviour incidents.</p> <p>Progress of Pupil Premium cf. non- Pupil Premium</p>	<p>Difference between PP and Non PP average number of behaviour incidents per student has reduced in a positive way</p> <p>Difference between PP and Non PP average lesson score has reduced in a positive way</p>

			<b>Social and Emotional Learning +4 months</b> <b>Mentoring +1 month</b>			
<b>Engage Provision</b>	£40,000	£20,000	<p>The Engage provides an Alternative provision for students who find mainstream more challenging. This provides small group, personalised learning at a dedicated site with specialist staff. The programme is structured to re-engage our most vulnerable students in education, to be able to return to their original provision with greater coping strategies, and/or make informed decisions about their future educational options.</p> <p><b>Sutton Trust:</b>  <b>Reduced class size +3 months</b>  <b>Behaviour Interventions +4 months</b>  <b>Meta cognition and self-regulation +8 months</b>  <b>Social and Emotional Learning +4 months</b>  <b>Mentoring +1 month</b></p>	<p>Students at risk of not being in employment, education or training are provided with small group learning and specialist behaviour support through a revolving door provision.</p>	<p>Number of students who are successfully support through Engage to return to the Academy and achieve good qualifications. Reduction in FTEX and PEX among this group.  Year 11 leavers NEET rate (not in Education, Employment or Training)</p>	<p>7 students attended Engage across the year. Reduction in potential FTE / PEX achieved. All students benefitted from more personalised approaches and assessments that enabled them to either complete the year at Met or transition to an ALP.</p>
<b>Additional Non-teaching Pastoral Support:</b>  <b>Assistant Heads of House</b>	£92,000	£nil	<p>Assistant HoH support makes a wide and deep impact on all students, particularly our PP students. They focus not just on removing barriers to learning, but on tracking and enhancing the attendance, daily support requirements and achievement of students. Involvement with families, social workers and staff ensure that any disadvantage for PP students is reduced.</p> <p>At whole-Academy level, the Assistant Heads of House develop a positive ethos, manage small-scale behaviour incidents, and thereby support greater engagement in learning. Their interventions improve the way students work together and alongside their peers, Academy staff, families and community.</p> <p><b>Sutton Trust:</b>  <b>Social and Emotional Learning +4 months</b></p>	<p>Pupil Premium students are supported to make greater levels of progress and barriers to learning or attendance caused by deprivation are reduced.</p>	<p>Increase in levels of expected and good progress.  Reduction in low behaviour scores in class.  Reduction in behaviour incidents. progress of Pupil Premium cf. non-Pupil Premium students</p>	<p>Difference between PP / non PP average lesson scores reduced.</p> <p>Difference between PP / non PP average number of incidents per student reduced.</p> <p>PP Attendance Terms 1-5 v National: 93.2% v 92.5%</p> <p>PP Persistent Absence Terms 1-5 v National: 21.4% v 26.2%</p>

<b>Breakfast Club</b>	£88,000	£30,000	Breakfast provided to all students free of charge to ensure access to food at the start of the Academy Day. Students, particularly FSM, are encouraged to attend. Year Teams to direct students toward the provision. <b>*Not evidenced by Sutton or Hattie</b>	Availability of breakfast for FSM students so that they are ready to learn. Improved punctuality and attendance. Safe haven before start of Academy day. Opportunity to have a healthy breakfast, in keeping with our Healthy Schools ethos and aimed at boosting concentration in lessons throughout the day.	Number of breakfasts served to increase over time – securing as many FSM students as possible.	On average 350 breakfasts were served each morning. Data unavailable as per the proportion that were PP.
<b>Alternative Provision</b>	£82,000	£8,258	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 these are used by PP students, to enable them to have more appropriate provision to meet their needs. <b>Sutton Trust: Behaviour Interventions +4 months</b>	Those students who require alternative provision are supported into placements in a timely fashion and these lead to sustained improvement.	Number of successful alternative placements successfully completed. Improvements in achievement and attitude for each individual as recorded through placement paperwork	19 students in total (14 PP) were supported through alternative provision placements.
<b>KS4 Raising Achievement Activities</b>	£2,000	£1,000	Revision classes run after school, during half term, holiday breaks and occasional Saturday mornings, to ensure all students prepare for external examinations. Cost of opening Academy, staffing, providing sports breaks and providing food/drink. Year 11 study camps to provide accelerated boost in English and/or Maths to key groups of students. risk taking activity included to take students beyond expectations and raise aspirations, as preparation for exams <b>Sutton Trust: After school programmes + 2 months Small group tuition +4 months Outdoor adventure learning +3 months Sports + 2 months</b>	More PP students make expected/good levels of progress. Predicted and actual grades improve. Achievement & attainment improve by end of Year 11. Greater student progression beyond KS4.	% PP students who achieve target grade in Maths and English GCSEs. Number of PP students attending, and making good progress. Number of students progressing to Post-16.	Y11 outcomes PP progress above National Average: Maths +0.08 v -0.4 Eng +0.05 v -0.4  PP attainment v National: 3.73 v 3.70
<b>Student Counsellor</b>	£19,500	£12,840	Part-time counsellor employed to support student trauma and upset, building resilience and longer-term strategies to manage emotions, enabling students to stay in school, access education and maintain levels of progress <b>Sutton Trust: Social &amp; emotional learning +4 months</b>	A number of vulnerable students, including PP students are supported to overcome difficulties.	Anonymous case studies of success with a number of students.	

<b>EAL</b>	£300	£nil	New Arrivals programme for students with English as an Additional Language. Inclusion of a set of IPADs to enable EAL students to access individual interpreting devices and participate with more confidence in lessons <b>Sutton Trust: Phonics +4 months Social &amp; emotional learning +4months Reduced class size +3 months Digital technology +4 months</b>	Small group English support for students new to English/new to the education system. Positive modelling of learning behaviours and experience of success in classroom while developing English language to access education	% successfully transferring to mainstream classes.	
<b>Subsidised Music Lessons</b>	£4,000	£3,000	Subsidised music lessons (instrumental and voice) are offered to all CLA students for free. Students on FSM are offered subsidised music lessons to enable them to participate <b>Sutton Trust: Arts Participation +2 months</b>	Learning new skills and an appreciation of music for pleasure. Increased self esteem (especially in conjunction with the opportunities for students to perform in the Academy). Students exposed to alternative activities which broaden the school experience, developing discipline and resilience.	% of students receiving subsidised music lessons. Progress of PP students in receipt of subsidised music lessons cf. those not in receipt cf. non PP students.	20 PP students had free music lessons
<b>Trips and enrichment</b>	£7,000	£1,000	Subsidised participation on school visits, including trips to careers fairs/higher education events to raise aspirations. Subsidised places on rewards trips. Transport and support to enable involvement in drama productions e.g. Beauty and the Beast. Enrichment activity costs to enable experience of cultural/arts activities beyond immediate locality. Opportunity to enrich curriculum options, engendering deeper interest in subject <b>Sutton Trust: Arts Participation +2 months Sports + 2 months</b>	Broader holistic experience of highly memorable activities, building self-esteem, developing team work and raising aspirations, especially for Higher Education	Reduction in number of PP students who do not attend trips/rewards events for any reason. Increased % PP engaged in subject, evidenced through progress made.	Additional experiences particularly PP focussed included: Farm Future Quest Into University Airbus TED Talks BBC Weather centre visit
<b>Educational Psychology Support</b>	£nil	£nil	Educational Psychology support purchased from Bristol CYPS when necessary to meet the needs of students (often PP) who are without SEN funding. <b>Sutton Trust: Behaviour Interventions +4 months</b>	A few students benefit from this support to remove barriers to their learning and progress	Identifiable impact on individuals of this support	7 PP students received assessments which enabled follow up support to be more targeted.
<b>Uniform</b>	£1,400	£500	Students in need, who have financial difficulties, are provided with uniform, either for a short time or for longer term, where appropriate. A number of FSM	FSM students who do not have full uniform are given item free of charge.	Number of students receiving free uniform. Progress of students in receipt of uniform cf. not in receipt	Each House team was given a stock of uniform items to give or loan to PP students

			students benefit from this opportunity that increases inclusion and removes a barrier to learning. <b>Sutton Trust: Uniform 0 months</b>	Compliance with Academy uniform policy Full participation of students in aspects of the Met Way		
<b>One-off Alternative Days</b>	£nil	£nil	Used as a good alternative to Fixed Term Exclusions, an Alternative Day may be run as a one-off event for particular students who need intensive support within school time. During this day they explore concerns, receive one-to-one tuition/ support/therapy, and are re-enthused to engage in lessons the following day. The day may involve time outside, such as involvement in a gardening project, or other outdoor learning. <b>Sutton Trust: Behaviour Interventions +4 months Outdoor adventure learning +3 months</b>	A number of students who are at risk of exclusion are supported to achieve and improve attitude.	Rate of return to the provision is low. Reduction in low behaviour scores in class. Reduction in behaviour incidents. Progress is in line with peers	Wheels Project(whole days), Thrive withdrawal for 4 Y7 PP students
<b>Total</b>		£337,035				