



BHSA Pupil Premium Statement 2018/19

BHSA has a distinctive ethos built on a culture of high expectation, raising aspiration and the achievement of each pupil's personal best. BHSA recognises that poverty and the consequent material, emotional and physical deprivation, plus parental disengagement with the education process, affects life chances for pupils.

Our Pupil Premium pledge guarantees equal access to learning opportunities and a positive educational experience for all. Pupil Premium funding is used at BHSA to remove the barriers to learning for these pupils and so improve their life chances.

All members of teaching staff, support staff and governors accept responsibility for those pupils who qualify for pupil premium and are committed to meeting their pastoral, social and academic needs within a caring environment.

Academic Year 2018-2019

Amount of funding: £201,440

Examples of the use of our pupil premium income include: Development of an inclusion team, encompassing student welfare, health and SEND

Barriers to learning may include:

- Lack of resilience and low self-esteem
- Lack of basic skills strategies in maths leading to reduced reasoning and application skills
- Lack of understanding of strategies in reading comprehension leading to low achievement in reading
- Lack of basic phonic and spelling leading to reduced reading and writing skills
- Emotional difficulties, leading to low resilience and self-esteem
- Behavioural difficulties of some students having a detrimental effect on their academic progress

In Senior School

- 1:1 tuition and small group support with specialized teaching in the Nurture Group at KS3
- Access to Counselling services and the academy's Student Welfare Lead Practitioner to help remove barriers to learning and progress
- Learning Mentor working with individual students to overcome specific barriers to learning
- Subsidised educational visits and experiences, including a GCSE preparation residential for Y11 Pupil Premium students prior to their GCSE examinations
- Teaching Assistants allocated to specific student groups to ensure progress in learning
- Parent forums to encourage home support of learning as well as parental understanding of strategies to remove social and emotional barriers to learning

- Individual music tuition and singing lessons to build self-esteem as well as encouraging individual success
- Homework club and access to LRC resources after the end of the normal school day and until 5pm
- Travel expenses, such as bus fares and taxi costs, to ensure pupils are able to access the full curriculum at BHSA, for example by improving punctuality and attendance
- Curriculum resources for eligible pupils e.g. textbooks or individual laptop provision
- Targeted numeracy and literacy support e.g. reading schemes and the nurture group
- Peer mentoring including the Sixth Form buddying system
- Funding of Speech and Drama lessons to increase student confidence and self-esteem issues.
- Rita the reading /therapy dog – both senior school and junior school

In Junior School, our action plan for spending the funding is aimed at closing the progress and attainment gaps.

- Increased teaching assistant hours for 1:1 and small group support in class and development of the Inclusion Hub for swift roll-on, roll-off interventions
- Mission Maths for KSI students who are working significantly below the expected level– teaching assistant time and resources to implement this intervention
- Individual and small group after school/before school support, to encourage independent completion of key tasks and homework, in preparation for the next phase of education
- Subsidised trips/adventure holidays – to ensure full access to the breadth of opportunities being offered as part of the curriculum
- Subsidised individual music tuition
- Specialist teacher working with More able Y6 students weekly to ensure challenge for more able learners
- Teaching assistants to work with targeted students to close the gap
- Workshops for parents in English and Maths, to enable greater understanding and encourage home support of learning
- Enrichment activities
- Access to the academy's Student Welfare Lead Practitioner for counselling
- Learning Mentor to work with individual students to overcome barriers to learning
- Subsidised speakers/theatre groups to tackle issues such as bullying

Any strategies funded by pupil premium will be regularly monitored by both the SENDCo and the SLT to ensure a positive impact on the educational experience of those eligible students and pupils.

The impact of the use of Pupil Premium funding will be assessed during the autumn term 2019

What is the impact of pupil premium spending at BHSA?

EYFS

	All pupils	PP Pupils
Number of Pupils at the end of EYFS	56	2
% Good level of development	77	50

Key Stage 1 Phonics

Phonics	All pupils	PP Pupils
Number of Pupils at the end of Y1	57	5
% Expected Standard	89	80

Key Stage 1

	All pupils	PP pupils
Number of Pupils at the end of KS1	56	11
% Expected Standard Reading	82	82
% Expected Standard Writing	59	64
% Expected Standard Maths	71	82
% Expected Standard RWM	55	64

Key Stage 2

	All pupils	PP Pupils
Number of Pupils at the end of KS2	56	15
% Expected Standard in RWM	64	73
Progress Score Reading	-3.9	-5
Progress Score Writing	-3.5	-4.4
Progress Score Maths	-2.8	-4.4

Throughout the primary phase of the school, the disadvantaged cohort attains as well as, or better than the rest of the cohort. The plan is to continue to work with all groups to ensure there is no gap, or that any identified gap is narrowed. Progress at KS2 shows a gap and the actions planned will help to narrow this.

KS3

	All pupils	PP pupils
%Y7 On or Above Track	56	54
%Y8 On or Above Track	54	39
%Y9 On or Above Track	62	53

At KS3 there is a gap in each year group. However, the gap in Y7 is smaller and this is due to the close monitoring and focus on the disadvantaged group of students from all staff. CPD for staff has aided the narrowing of the gap and the close monitoring will continue to ensure the gap continues to narrow.

KS4

	All pupils	PP Pupils
Number of Pupils at the end of KS4	107	22
Y10 % 9-5 incl E/M	76.2	84.6
Y11 % 9-5 incl E/M	62.6	47.8
Y11 P8	0.284	-0.239

At KS4 there is no attainment gap in Y10 and this will be monitored closely throughout Y11 to ensure it does not reoccur.