

Bromley Beacon Academy Orpington and Bromley Campus

Pupil Premium Funding

Year 7 Literacy and Numeracy Catch-Up Premium

2015 - 2019

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Bromley Beacon Academy Pupil premium funding Report

At Bromley Beacon Academy we have the highest expectations and aspirations for all our students. Our Trust Board shares our belief that every student should have an equal opportunity to achieve potential. We share the drive to ensure that every student's academic achievement and qualifications matters.

We make every effort to ensure that disadvantaged students receive outstanding support and believe that our core business is to ensure our students make at least good progress as a result of good or outstanding teaching. The Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the number of students eligible for Free School Meals (FSM) and the number of children who are looked after (CLA) and the aim of PPF is to support schools in raising the achievement of the most disadvantaged students.

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. We also know that Ofsted consider the active involvement of trustees as one of the characteristics of schools that are successfully using their PPF to improve achievement and that successful schools *"thoroughly involve trustees in the decision making and evaluation process"*.

Barriers to Learning Pupil Premium Strategy Statement for 2018-2019

The barriers to learning set out below reflect some deep seated and seemingly intractable socio-economic issues which do not lend themselves to "quick fixes". Our Academy uses a large part of pupil premium money to break down these barriers consistently to ensure our young people are able progress to the next stage of their education or training successfully. Within this overall approach, there will be a degree of variation in how pupil premium money is spent on an annual basis in response to specific performance data and outcomes. Furthermore, the senior leadership of the school and Trustees do look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged.

Barriers to learning – (these are identified in the 2018/19 Pupil Premium spending plan)

- a. Difficult life experiences outside school
- b. Poor speech and language development
- c. Speaking, reading and writing gaps
- d. Very low baseline attainment on entry due to significant gaps in their education as well as having social, emotional and personal development and communication issues.
- e. Parental disengagement and low aspirations
- f. Limited access to high quality learning materials outside school
- g. Attendance and punctuality issues
- h. Safeguarding and emotional barriers
- i. All children have special needs and therefore learning issues are compounded by some of the above

Funding Allocation

Financial Year	Amount of Pupil Premium
2013-14	£32,400
2014-15	£36,190
2015-16	£33,070
2016-17	£37,520
2017-18	£68,805
2018 – 19	£84,755

	2013- 14	2014-15	2015-16	2016-17	2017-18	2018 - 19
Number of FSM Students for PP	34	34	35	32	66	82
Number of CLA for PPP	2	1	0	4	6	6
Number of service children	0	0	0	0	0	0
Total	£32,400	£33,690	£33,070	£37,520	£68,805	£84,755

Funding by site

Continuing from last year we have separated the funding between sites as the needs for KS2, KS3 and KS4 students can be different. Where both sites require similar projects we will aim to buy in services across both sites to get best prices.

	Bromley	Orpington
Number of PP	47 (82%)	35 (90%)
Number of CLA	3 (5%)	3 (7%)
2017-18	£43,945	£40,810
Total: : £84,755		

How does Bromley Beacon Academy monitor the impact of Pupil Premium Funding?

- The school has robust measures in place to track the progress of FSM students and CLA and compares this to the rest of the cohort. Evidence of underachievement is rigorously challenged and interventions put in place to ensure students make at least the nationally expected progress.
- The school monitors absence closely and has a robust and systematic approach to contacting families where there are concerns about attendance.
- The Executive Headteacher has overall responsibility for the impact of PPF, however key personnel have the task of monitoring the effectiveness on a day to day basis and meets with the named trustee on a termly basis to report back on outcomes.

HOW WE USED PPF 2015 -16 £33,070

PUPIL PREMIUM PROJECT	COST/STAFF TIME	COST*	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
Thematic Weeks	Staff time, trips, resourcing	£6000	To provide enrichment activities/ learning through cross curricular themes. Six themed weeks schedule for the academic year. To create social communication and love of learning for subject areas through alternative type approaches to teaching and learning using outside providers to support.	To provide a wider curriculum focus for our young people in different areas of the curriculum. Chance for our young people to experience different activities and meet outside speakers who could provide significant expertise.	Instead of thematic weeks, we decided to focus on thematic days every half term providing our young people with different opportunities in areas such as science and insects, gangs and drugs, Child Sexual Exploitation, Bullying, IMPACT Day with London Fire Brigade. These were a significant success with students engaging appropriately in all activities and demonstrating appropriate social skills without providers.
Accelerated Reading programme. Collaboration of key subject areas and Head of English to provide a reading enrichment during the school day.	Staff time, resources (books), and testing.	£3000	To continue our focus on improving reading ages and increase access to curriculum with a minimum 6 months progress or reaching their chronological age especially for all year 7 students. One to one reading intervention for every student.	Improved reading skills and spelling ages. Confidence and enthusiasm to engage in reading in school and at home. Increased access to both key Stage 3 and 4 curriculum and consequently number of qualifications.	Through appropriate assessment programme, progress across the school has been 2 years for both reading and spelling ages. Culture of reading has grown significantly and ½ termly competitions have created significant impact on our students.
MYMATHS SUBSCRIPTION & SINGAPORE MATHS TRAINING	Staff time, subscription, resources	£1140	To enhance numeracy skills across the school. To increase access to GCSE Mathematics curriculum and secondary curriculum as well as provide key functional skills for students	To ensure all students make at least expected progress in maths as well as supporting KS4 students to access and gain Functional Skills and GCSE qualifications.	Yr 7 - 67%, Yr 8 – 67% Yr 9 – 76% Yr 10 – 63% Yr 11 – 91% on track or exceeding expected progress from baseline
PIXL	Staff time	£3000	To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school.	HOS to lead on PIXL implementation across the school to ensure BBA is at the fore front of school improvement, at pace with national changes within and beyond educational	Impact of PIXL strategies and Principles have been evidenced across our School Improvement Priorities in the following: TLA: Embedded PLCs for KS4 students to support with intervention strategies to close gaps in learning for

				landscapes, reactive to curriculum changes to ensure opportunity for all our students and department leads. To avail of special schools data platforms such as Progress 5 Tracker and to enable us to make comparisons with similar schools nationally. To take advantage of a highly skilled SEMH Associate to assist SLT in achieving KPIs – 4 Interim reports issued.	exam preparation and coursework. Use of a variety of PIXL strategies with TLA Policy. Curriculum: Use of ECDL, Choice of differentiated exam pathways in Core and non-Core to enhance offer to students and reap accurate results and improve VA this summer. Data: Through Progress 5 Tracker we can map early any concerns in outcomes across subject range Working in Partnership: Great use of sharing best practice such as strategies to improve KPIs such as NEET, new ways to implement therapy provision as well as TRIP and Main Meetings to network and arrange visits to other schools. PIXL Associate: Analyses key data to help improve our WIG which we have done this year.
Uniform	Uniform	£1000	To ensure students are smart and well dressed, modelling the world of work. Take responsibility for their own appearance and raise self-esteem.	All students attending school in appropriate uniform every day and by creating a school ethos of zero tolerance to breaching this rule.	Ties and jumpers purchased for all students. For specific students who suffer significant financial disadvantaged we purchased shirts, trousers and even footwear to ensure they were dressed the same as other students.
REWARDS	Tesco vouchers	£3000	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour	To create a positive culture within school where key variables were rewarded on a weekly basis. This would then have a significant impact on behaviour and attendance overall.	Attendance improved from 68% to 82%. Number of PAs decreased by 34% Number of serious incidents involving external support decreased from 28 to 3.
TRIPS	Staff time, transport, venue	£5000	To expose students to cross curricular opportunities and education in context.	Half termly trips arranged for students to celebrate success at school through improved	Students were taken on half termly trips to go karting, paint balling, High Ropes Course, Thorpe Park, Quad

				academic performance, behaviour and attendance.	Biking and for the last trip of the year where all students attended – paintballing and go karting (students' choices)
NUMERACY HLTA	Staff time, resources	£7000	To support as well as enhance the teaching and learning of numeracy across the school with one to one interventions	Yr 7 – 70%, Yr 8 – 70% Yr 9 – 70% Yr 10 – 80% Yr 11 – 80% on track or exceeding expected progress from baseline	Yr 7 - 67%, Yr 8 – 67% Yr 9 – 76% Yr 10 – 63% Yr 11 – 91% on track or exceeding expected progress from baseline

* Costings worked out on a percentage of usage by P.P. students

How we used PPF 2016 – 17 £37,520

PUPIL PREMIUM PROJECT	COST/STAFF TIME	COST*	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
CRISIS COUNSELLING SERVICE	Staff time,	£10,000	To provide daily emotional well-being support on both sites for our young people to ensure they are ready to learn if they come into school in a crisis state.	To support students with their emotional needs so that they are able to work on past and current experiences and are better able to access their education.	Counselling service has increased dramatically during 2016 – 17 and is no longer purely for crisis needs. At the end of the year 61% of students were accessing counselling. This has helped students deal with their issues which has meant that they are better able to access their academic curriculum. In 2017-18 and SEMH tracker is being introduced to track this progress more accurately.
ACCELERATED READER, READ WRITE INC, READING EGGS, EDUCATION CITY	Staff time, resources (books), and testing.	£5000	To continue our focus on improving reading ages and increase access to curriculum with a minimum 6 months progress or reaching their chronological age especially for all year 7 students. One to one reading intervention for every student. Due to the new split site arrangement, further reading books required to ensure all young people able to access reading intervention/ support where appropriate.	Improved reading ages so that students are progressing at expected or better rate towards year expectations. This will mean that students are better able to access all areas and subjects within the curriculum.	Yr 3 3 students 100% Yr 4 2 students 100% Yr 5 5 students 80% Yr 6 8 students 75% Yr 7 2 students 100% Yr 8 7 students 78% Yr 9 17 students 41% Yr 10 18 students 34% Yr 11 9 students 56% on track or exceeding expected progress from baseline
MYMATHS SUBSCRIPTION	Staff time, subscription, resources	£1,140	To enhance numeracy skills across the school. To increase access to Maths	To ensure all students make at least expected progress in maths as well	Yr 3 3 students 67% Yr 4 2 students 100% Yr 5 5 students 100%

			curriculum as well as provide key functional skills for students.	as supporting KS4 students to access and gain Functional Skills and GCSE qualifications.	Yr 6 8 students 100% Yr 7 2 students 100% Yr 8 7 students 56% Yr 9 17 students 35% Yr 10 18 students 44% Yr 11 9 students 78% on track or exceeding expected progress from baseline
PIXL	Staff time, subscription	£5,000	To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. Due to primary aspect to the school, now paying for Pixl Primary and Pixl Main.	To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. Due to primary aspect to the school, now paying for Pixl Primary and Pixl Main.	. Use of 'I can' statements within new data tracking . Update of information on KS2 – 5 for curriculum diagnosis and support
UNIFORM	Uniform	£5,995.02	To provide a set of school uniform to all students at the start of the academic year or when the student starts.	To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. We have improved the school uniform for this year with introduction of PE uniform for all students, plus blazers at Bromley Campus.	Jumpers and ties purchased for all students. This has given the students a sense of pride, belonging and responsibility. Extras such as shoes and trousers for students from families in particularly difficult circumstances. This has meant that these students have clothes that fit well, are comfortable and makes the students feel similar to others.
REWARDS	Tesco vouchers	£6000	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach	To create a positive culture within school where key variables were rewarded on a weekly basis. This would then have a significant impact	Attendance: increased from 81% to 84% Improvements in behaviour seen through reduced police referrals

			to impact on whole school behaviour. Due to two sites, increase of the funding to allow for all students to be able to access rewards on a weekly basis where appropriate.	on behaviour and attendance overall. Key rewards for attendance, reading, uniform, writing.	Strong academic progress shown in KS2, lower KS3 and year 11 results.
TRIPS	Staff time, transport, venue	Orpington: £2886.15 Bromley: £3309.70	To expose students to cross curricular opportunities and education in context.	To support students in making good behaviour choices across a half of term. Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.	Students took part in a wide range of reward trips such as Kidzania, Chessington, Quad biking, Science museum and panto. This not only helped promote good behaviour, team building but also became an important part of school council as they helped to make decisions on destinations etc.
Total: £37993.87					

* Costings worked out on a percentage of usage by P.P. students

School Priorities for 2017 - 2018

Effectiveness of leadership and management

- . Promoting the consistent application of expectations and policy with all staff and students contributing to the development of the school
- . Rigorous safeguarding procedures are maintained in daily practice by all staff and students and embedded for new staff and students
 - . To develop the value of the role of the Trust Strategic Groups and Trust Board to ensure quality and consistency
 - . To continue to develop our positive parent partnerships to enhance home to school collaboration
 - . Further develop leadership roles and responsibilities across the school at all levels

Quality of teaching, learning and assessment

- . To improve the quality of teaching across all subject areas through planning and delivery that engages and drives the learning for individuals so a greater % of students make substantial and sustained progress

Personal development, behaviour and welfare

- . All staff, students and parents demonstrate a good understanding of the concepts and principles of SEMH and thus providing students with a therapeutic platform to achieve their full potential.
- . Ensure the use of consistent behaviour management strategies alongside delivering an appropriate and engaging curriculum and therapeutic support to improve students behaviour and attendance
- . All staff, students and parents understand the importance of good habits and aim to ensure regular attendance by students and to minimise the disruption to learning caused by external exclusion.

Outcomes for children and other learners

- . Embedding current and developing new assessment systems to ensure that all gaps are identified early and addressed effectively to improve outcomes, move closer to, meet or exceed national expectations
- . Therapeutic/emotional wellbeing targets and tracking to be developed across the school to support the staff, students and parents understanding of SEMH so that emotional progress is given equal weighting to academic progress

INCOME 2017-18 Split across sites due to differing needs of different ages of students

	Bromley	Orpington
Number of PP	37 (73%)	34 (87%)
Number of CLA	6 (12%)	2 (5%)
2017-18	£34,595	£34,210
Total: £68,805		

Barriers to learning

- Difficult life experiences outside school
- Poor speech and language development
- Speaking, reading and writing gaps
- Very low baseline attainment on entry due to significant gaps in their education as well as having social, emotional and personal development and communication.
- Parental disengagement and low aspirations
- Limited access to high quality learning materials outside school
- Attendance and punctuality issues
- Safeguarding and emotional barriers
- All children have special needs and therefore learning issues are compounded by some of the above.

SPENDING 2017 – 2018 BROMLEY

PROJECT	BARRIER TO LEARNING	COST*	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
Therapeutic provision	a, d, e, h	£14,000 (overall £33,600)	To increase counselling service so that a greater number of students are able to access and gain benefits of this service. This is to support students with their social and emotional wellbeing so that they are then able to make better choices in their own behaviour, that they will feel more settled and supported and that they are able to access their academic studies.	To support students with their emotional needs so that they are able to work on past and current experiences and are better able to access their education.	42% of PP students (BBAB) accessed individual psychological therapy (drama). A purpose of therapy is to enable students to process, resolve or cope with difficult life experiences. Regular, confidential and client-led sessions offer this opportunity. Therapy has been demonstrated to have a positive impact on SEMH outcomes. Though those selected began the year with lower SEMH score (factors contributing to selection for therapy), by Summer 2018, PP students who had

					<p>received therapy in 2017-2018 had made improvement in all SEMH areas including:</p> <ul style="list-style-type: none"> • Overall an improvement of 37% with the same percentage in the area of communication/interaction • Over 40% improvement in the area of relationships • 39% improvement in the area of problem solving <p>Therapy programming also impacts non therapy PP students through a MH training programme for staff, resource development, therapy input onto Senior Leadership Teams and access to drop in sessions.</p>
Academic trips	a, e, f, g	£2000	To expose students to cross curricular opportunities and education in context.	To make learning interactive and engaging. To show students how their learning in school works within the world and why it is important.	<ul style="list-style-type: none"> • Use of opportunities to engage children on Maths trips at the escape rooms (Excel) centre. • Theatre trips to expose young people to drama and performance to support speaking and listening – Motown the Musical • Science trips to nuclear bunker in Kelvendon Hatch • London Zoo trip

					<ul style="list-style-type: none"> • Safari Pete visit – animal show • Weekly motorbike trips to support in class/workshop work • Safari Pete <p><u>IMPACT</u> Students difficult home lives prevent learning experiences taking place outside of school. BBAB has placed high emphasis on giving learning opportunities both in an out of school that has allowed the development of Speaking and listening, addressing speaking reading and writing gaps through differentiated work and approaches as well as developing self-esteem and self-worth. Trips have encouraged pupils to attend and engage in learning, building relationships with one another as well as adults within the staff team.</p>
Reward trips	a,d, e, f, g	£6000	To support students in making good behaviour choices across a half of term.	Students to be increase awareness of behavior choices, attendance and effort within lessons. Involvement of student council in choices which helps students to feel and have a say in what is happening in the environment around them and for them.	<p>1/2 termly reward trips:</p> <ul style="list-style-type: none"> • Dymchurch Beach • Thorpe Park • Downe activity centre • Motor bikes trips • Paint balling • London visit including 10 Downing St. • Lazer Quest • Bowling

					<p><u>IMPACT</u> Students at BBAB often come from homes where finances are limited and opportunities to develop socially through exploring situations and play are limited. Through the rewards programme students are encouraged to attend, learn and develop thus gaining opportunities to take part in non-curricular activities. This has had a huge impact on their SEMH development and improved confidence as well as ability to communicate and share success (SEMH tracker shows 40% improvement in the area of communication)</p>
Uniform	e, f	£3000	To ensure students are smart and well dressed, modelling the world of work. Take responsibility for their own appearance and raise self-esteem.	To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. We have improved the school uniform for this year with introduction of PE uniform for all students, plus blazers for BBAB.	<ul style="list-style-type: none"> • School Uniform • PE/Sports Kits • PPE Equipment <p><u>IMPACT</u> Students attending are given jumpers, ties and uniform that they don't have so that they don't feel separate from others. Students have a sense of identity with the school and take pride in their appearance that has a direct effect on self-esteem and worth. Due to financial issues within families, some</p>

					find purchasing uniform an expense that they feel is not a priority and thus the school supports families with this and wider school uniform needs.
Rewards	a,d, e, f, g	£3000 (600 vouchers x£5)	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour.	To create a positive culture within school where key variables are rewarded on a weekly basis. This would then have a significant impact on behaviour and attendance overall. Key rewards for attendance, reading, uniform, writing.	<ul style="list-style-type: none"> • Students given vouchers for progress, attainment and attendance. • Rewards vouchers attached to learning and progress in class and interventions. • Reading scheme and focused themed programme winners received vouchers <p><u>IMPACT</u> Students are encouraged to attend school with rewards for highest attenders and improved attendance. Attendance through 2017/18 saw a rise of 3% from January 18 – July 18 for PP students. Due to difficult experiences outside of school some find regular attendance challenging and Pastoral Leads and senior staff work hard to engage pupils and parents through support. Most students are below or significantly below age expected levels and through incentives in the rewards system – pupils gain</p>

					confidence, place a better value on learning and self-esteem which breaks down the barriers to learning.
Literacy intervention and support packages	a, b, c, d	£4000	To continue focus on improving reading and spelling standardised scores so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum. To add to and expand reading collection: colour banded reading books to aid reading progress and high interest low level reading books keep the interest of students.	Improved reading standardised scores so that students are progressing at expected or better rate towards year expectations. This will mean that students are better able to access all areas and subjects within the curriculum.	<ul style="list-style-type: none"> • Spelling Programme • Rewards for reading • One-one withdrawal for under achieving pupils • Access arrangements and associated materials. <p><u>IMPACT</u> Students prior learning experiences are often disrupted or affected by issues which lead to gaps in learning. Language and speech difficulties become a barrier and a confidence wrecker. Through interventions, students gain confidence in themselves and have made progress in overcoming learning barriers such as speech and language development as well as narrowing reading and writing gaps. 100% of PP pupils in KS4 and 5 made expected progress in English. In yr9, 77% of PP students made progress in English.</p>
Numeracy intervention and support packages e.g. My Maths subscription	a, d	£4200	To continue focus on improving numeracy skills so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase	To ensure all students make at least expected progress in maths as well as supporting KS4 students to access and gain Functional Skills and GCSE qualifications.	<ul style="list-style-type: none"> • NumericUpDown • MyMaths • PixL Maths • Revision Guides

			<p>student's access across the curriculum such as in science, cookery etc. To enhance numeracy skills across the school. To increase access to GCSE Mathematics curriculum and secondary curriculum as well as provide key functional skills for students.</p>		<ul style="list-style-type: none"> • Differentiated learning resources (text books/Work Books) • Intervention PP to support progress in Maths <p><u>IMPACT</u> Students previous learning issues and difficult experiences outside of school impact greatly on their confidence. Through targeted interventions this year, confidence in maths and numeracy has grown and despite very low baseline levels, many make accelerated progress in maths, developing confidence in themselves as well as their learning resilience. 84.6% of PP students made expected progress or better in Maths over the last academic year. 100% of PP pupils in KS4 and 5 made expected progress in Maths.</p>
Residential trip	a,d, e, f, g, h	£0	To provide opportunities to those students from disadvantage families with similar enrichment trips as their peers.	The trip will give students the opportunities to develop their independence and risk taking skills. It will also give students a chance to bond with others, work with in teams to reach outcomes and show them the importance of this.	Residential trips were not used at BBAB this year due to a change in leadership and a desire to ensure stability. PP allocation was used on rewards and educational trips and it is hoped that a residential opportunity can be accessed

					in 2018/19. Monies included in trips above.
PIXL	i	£2500	Shared across both sites - To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. Due to primary aspect to the school, now paying for Pixl Primary and Pixl Main.	To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. This will also support giving various strategies to the year 11 cohort to access and pass their GCSEs.	<ul style="list-style-type: none"> • PixL support <p><u>IMPACT</u> New Pixl resources have been trialed this year especially with the primary offer. It was found that the offer was not supportive or right for our cohort of SEMH students and it was decided that this would not be used at the Orpington campus next year.</p>
					£38,700

SPENDING 2017 – 2018 ORPINGTON

PROJECT	BARRIER TO LEARNING	COST*	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
Therapeutic provision	a, d, e, h	£12,000 (overall £44500)	To increase counselling service so that all students (apart from those accessing counselling off site eg. CAMS) on site are accessing some form of counseling (talking, drama, art, music etc) and gain benefits of this service. This is to support students with their social and emotional wellbeing so that they are then able to make better choices in their own behaviour, that they will feel more settled and supported and that they are able to access their academic studies.	To support students with their emotional needs so that they are able to work on past and current experiences and are better able to access their education.	<p>92% of PP students in 2017-2018 (BBAO) accessed individual or group psychological arts therapy (drama and music).</p> <p>A purpose of therapy is to enable students to process, resolve or cope with difficult life experiences. Regular, confidential and client-led sessions offer this opportunity. (A) Therapy has been demonstrated to have a positive impact on SEMH outcomes. Though those selected began the year with lower SEMH score (factors contributing to selection for therapy), by Summer 2018.</p> <p>PP students who had received therapy in 2017-2018 had made improvement in all SEMH areas including:</p> <ul style="list-style-type: none"> • Overall an improvement of 26% • 27% improvement in self-worth/respect • 29% improvement in the area of self-awareness <p>As at Bromley therapy programming also impacts non therapy PP students through a MH training programme for staff, resource development, therapy input onto Senior Leadership Teams and access to drop in sessions.</p>

Academic trips	a, e, f, g	£800	To expose students to cross curricular opportunities and education in context e.g. The Globe Theatre, Parliament, Science museum.	To make learning interactive and engaging. To show students how their learning in school works within the world and why it is important.	<p>Academic trips have been increased this year with every class attending at least one academic trip across the school e.g:</p> <p>Science museum Farm Second Life Animal Rescue Christmas Show</p> <p>These academic trips have helped to make the subject matter more accessible to students and also supported SEMH and cultural needs. Many of our students do not get the chance to attend the places they have been taken to in their home lives so this gives them the opportunity to do so.</p>
Reward trips	a,d, e, f, g	£4000	To support students in making good behaviour choices across a half of term.	Students to be increase awareness of behavior choices, attendance and effort within lessons. Involvement of student council in choices which helps students to feel and have a say in what is happening in the environment around them and for them.	<p>Various reward trips have taken place across the year to support learning, behaviour and attendance e.g:</p> <p>Chessington World of Adventure Ice Skating Santa's Grotto Bowling Go Ape Quasar Creams ice cream restaurant SATs reward trip to Gambado The SATs reward trip supported the year 6 to 90% attendance to all entered exams Other reward trips supported less positive handling and bullying incidents: Positive handling reduced</p>

					<p>from 338 incidents in 2016/17 to 178 incidents in 2017/18</p> <p>Bullying incidents reduced from 182 – 2016/17 to 170 in 2017/18</p> <p>Attendance was also supported and improved across the year from 86.5% in 2016/17 to 89.5% in 2017 – 2018</p>
Uniform	e, f	£3000	To ensure students are smart and well dressed, modelling the world of work. Take responsibility for their own appearance and raise self-esteem.	To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. We have improved the school uniform for this year with introduction of PE uniform for all students.	Many of our families are in low income bracket and as such find it difficult to supply full school uniforms. To assist with this students can wear black trousers and white tops which can be bought at any store. The school provides students with school jumpers and ties which means that there is a smart dress code for all. Students feel proud to wear their uniform and this also supports any issues of students having to buy more expensive 'own' clothes to fit in at school.
Rewards	a, d, e, f, g	£3000 (600 vouchers x£5)	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour.	To create a positive culture within school where key variables were rewarded on a weekly basis. This would then have a significant impact on behaviour and attendance overall. Key rewards for attendance, reading, uniform, writing.	<p>Tesco reward vouchers have been used in reward assemblies to support a range of initiatives including writer's café, reading, attendance, special 'bricks', behaviour etc. The following is some of the areas which have seen impact:</p> <p>Attendance – Overall attendance improved from 86.5% in 2016/17 to 89.5% in 2017 – 2018</p> <p>Positive handling reduced from 338 incidents in 2016/17 to 178 incidents in 2017/18</p>

					Bullying incidents reduced from 182 – 2016/17 to 170 in 2017/18
Music equipment	a, d, f	£500	For music therapy and music lessons. As a part of the new curriculum BBAO have introduced Music for year 5 and 6. The therapy team has also included music therapy as part of their offer to students.	The aim is to support students to get a well-rounded offer of subjects which will engage them and give ways for them to deal with their negative emotions.	The music equipment that was bought has supported both in music therapy but also has been used in the first BBAO Christmas show. This has helped to boost student's confidence and risk-taking skills. Music Therapy supported 11 children in 2017-2018 with both group and individual sessions. Sessions offer children the opportunity to express themselves and explore difficulties or struggles using music and sound. This is particularly useful for children who have social/communication difficulties and/or to provide distance from painful situation. The music therapist is trained to respond to needs as they arise and groupwork enabled students to have a positive experience of creating with their peers in a permissive and boundaried environment.
Student Contingency Fund	e, f, h	£500	For items such as shoes, clothes etc. Many of our students come from low income families. Due to this there is often not much money to buy new school shoes, trousers etc.	As a school we feel that it is important that our students are kept warm, dry and have self – esteem. We therefore wish to be able to offer, families in need, support in this way.	This contingency fund has been used by several student's/families to support in high need situations. These situations are always judge on individual need at the time. Examples of this are supporting to buy full uniforms (trousers, shirts etc), shoes, assistive technology for home etc.
Literacy intervention and support packages including 'Reading Eggs' subscription	a, b, c, d	£3250	To continue focus on improving reading and standardised scores so that students who are below their expected attainment can make	Improved reading standardised scores so that students are progressing at expected or better rate towards year expectations.	Reading Intervention and literacy intervention packages has supported literacy progress:

			good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum. To add to and expand reading collection: colour banded reading books to aid reading progress and high interest low level reading books keep the interest of students. To support literacy and reading across primary and KS3. 'Reading Eggs' will help to support students and parents with home learning and also helps to engage students with their literacy lessons.	This will mean that students are better able to access all areas and subjects within the curriculum. Additionally this will support year 6 KS2 students to access and gain their literacy SATs and year 8 to gain Functional Skills in English.	85% of KS2 made expected or better progress in reading and 95% in writing 85% in KS3 made expected or better progress in English Reading intervention – single word reading and chronological reading age 100% of intervention students made expected or better progress Comprehension age 80% of intervention students made expected or better progress
Numeracy intervention and support packages including 'My Maths' subscription	a, d	£4200	To continue focus on improving numeracy skills so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum such as in science, cookery etc. To enhance numeracy skills across the school. To help students be more independent in their own learning. To increase access to functional skills Mathematics curriculum in the KS3 provision. 'My Maths' will also help to support students with home learning.	To ensure all students make at least expected progress in maths as well as supporting year 6 KS2 students to access and gain their numeracy SATs and year 8 to gain Functional Skills in Maths.	Numeracy intervention and intervention packages has supported numeracy progress: 95% of KS2 students made expected or better progress in maths 100% of PP students in KS3 made expected or better progress in maths
Education City subscription	a, b, c, d	£250	To support numeracy, literacy and science learning across primary and KS3.	To support students and parents with home learning. To help engage students when in school.	This package has supported extra work in numeracy, literacy and science both in school and out of school. Outcomes data shows good

					<p>expected or exceeding progress in these three areas:</p> <p>KS2</p> <p>Maths 95%</p> <p>Reading 85%</p> <p>Writing 95%</p> <p>KS3</p> <p>English 85%</p> <p>Maths 100%</p> <p>Science 85%</p>
P4C	b, c, d, e	£400	Training for member of staff to introduce philosophy for children to the school. This will encourage students to be able to think more critically and take risks.	For students to think more critically across all of their subjects and be able to take risks with giving opinions but also to be able to give others a chance to express themselves.	Introuddction of P4C concepts introduced in English lessons to support 'bigger' thinking. Member of staff now trained and will offer P4C twice weekly to push 'gifted and talented' PP cohort
EduKit Insight	i	£500	Shared cost with Bromley site – to support tracking, analysis and outcomes of student premium spending across both sites. This will help to effectively analyse how well each intervention is working and inform future student premium spend.	To more accurately track the support that is given to students who are PP so that we can show the outcomes and better target these interventions.	Trial of software to support tracking of PP monies and impact. The impact of this for student outcomes was not great and it will therefore not be used this coming year.
PIXL	i	£2500	Shared across both sites - To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. Due to primary aspect to the school, now paying for Pixl Primary and Pixl Main.	To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. This will also support giving various strategies to help the year 6 cohort to access and pass their SATs and then the year 8s to access and pass Functional Skills.	New Pixl resources have been trialed this year especially with the primary offer. It was found that the offer was not supportive or right for our cohort of SEMH students and it was decided that this would not be used at the Orpington campus next year.
					£ 34,900

* Costings worked out on a percentage of usage by P.P. students

School Priorities 2018-19

Effectiveness of leadership and management

- Promoting the consistent application of expectations and policy with all staff and students contributing to the development of the school
 - Rigorous safeguarding procedures are maintained in daily practice by all staff and students and embedded for new staff and students
- Further develop leadership roles and responsibilities across the school at all levels so that all staff feel empowered and use the staffing structure to ensure best outcomes
 - Further develop, improve and promote the offer for/of staff wellbeing so that all staff are able to manage their own wellbeing effectively

Personal development, behaviour and welfare

- To improve the quality of teaching across all subject areas through planning and delivery that engages and drives the learning for individuals so a greater % of students make good or outstanding progress

Quality of teaching, learning and assessment

- Promote and develop the improvement of student's self-worth so that they are both able to recognise their own successes whilst understanding that they are also able to work at areas for improvement over time
- Develop and promote restorative experiences so that students are able to identify how their behaviours affect others and how this can be improved in the future so that relationships can be repaired
- Develop and promote a consistent use of language so behaviour management is supportive and enables student's to learn how to self-regulate over time
 - Develop and promote SMSC so that it is embedded and threaded through all areas of school life

Outcomes for students and other students

- Improve staff understanding and ownership of both SEMH and academic data so that this is used to improve outcomes for learners
 - Improve students ability to reflect and self-assess on own academic and SEMH targets
 - Promote and develop staff and student dialogue to support academic and SEMH progress

INCOME 2018-19 Split across sites due to differing needs of different ages of students

	Bromley	Orpington
Number of PP	47 (82%)	35 (90%)
Number of CLA	3 (5%)	3 (7%)
2017-18	£43,945	£40,810
Total: : £84,755		

Barriers to learning

- Difficult life experiences outside school
- Poor speech and language development
- Speaking, reading and writing gaps
- Very low baseline attainment on entry due to significant gaps in their education as well as having social, emotional and personal development and communication.
- Parental disengagement and low aspirations
- Limited access to high quality learning materials outside school
- Attendance and punctuality issues
- Safeguarding and emotional barriers
- All children have special needs and therefore learning issues are compounded by some of the above.

2018 – 2019 BROMLEY

PROJECT	BARRIER TO LEARNING	COST*	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
Therapeutic provision	a, d, e, h	£10,000	To increase counselling service so that a greater number of students are able to access and gain benefits of this service. This is to support students with their social and emotional wellbeing so that they are then able to make better choices in their own behaviour, that they will feel more settled and supported and that they are able to access their academic studies.	To support students with their emotional needs so that they are able to work on past and current experiences and are better able to access their education. To increase in numbers accessing therapy from last year and an increase of 5% in key SEMH tracked areas.	As a result of this resource, 11 extra students have had access to Cognitive behaviour therapy. Data showed 29% increase overall across all developmental strands on SEMH tracker. Relationship and Problem solving increased by 32%, Communication increased by 29%, Self-worth by 28% and Self Awareness by 26%.
Academic trips	a, e, f, g	£2000	To expose students to cross curricular opportunities and education in context.	To make learning interactive and engaging. To show students how their learning in school works within the world and why it is important.	<ul style="list-style-type: none"> There was a trip to engage children with Maths tat the Locked-in rooms at Dartford center.

					<ul style="list-style-type: none"> • Theatre trips to expose young people to drama and performance to support speaking and listening - Alladin • Science trips to nuclear bunker in Kelvendon Hatch • London Zoo trip • Safari Pete visit – animal show • Fortnightly motorbike trips to support in class/workshop work <p><u>IMPACT</u> In 2018-19, 90% of all students across BBAB went on at least one Trip. These Trips have encouraged pupils to attend and engage in learning, building relationships with one another as well as adults within the staff team. 100% of students attended the Motor Bike trips and learnt/acquired new riding and maintenance of Motor Bike Skills. Approximately 90% of students on Maths Trips to the Locked Room used and applied problem solving skills acquired in Numeracy lessons.</p>
Reward trips	a,d, e, f, g	£4000	To support students in making good behaviour choices across a half of term. Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.	To support students in making good behaviour choices across a half of term. Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.	<p>1/2 termly reward trips:</p> <ul style="list-style-type: none"> • Dymchurch Beach • Thorpe Park • Downe activity Centre • Motor bikes trips • Paint balling • London Dungeon • Bowling • Go-Karting <p><u>IMPACT</u> At least 75% of all the students went on the reward trips listed</p>

					<p>above. The rest went on the bowling Trips. This meant that every child was given an opportunity to attend a trip whilst attending BBAB. Through the rewards programme students are encouraged to attend, learn and develop thus gaining opportunities to take part in non-curricular activities. This has had a huge impact on their SEMH development and improved confidence as well as ability to communicate and share success through team work during activities.</p>
Uniform	e, f	£1500	<p>To ensure students are smart and well dressed, modelling the world of work. Take responsibility for their own appearance and raise self-esteem.</p>	<p>To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. We have improved the school uniform for this year with introduction of PE uniform for all students, plus blazers for BBAB.</p>	<ul style="list-style-type: none"> • School Uniform • PE/Sports Kits • PPE Equipment <p><u>IMPACT</u></p> <p>Students attending are given jumpers, ties and uniform that they do not have so that each and every child is equally well dressed and smart for their learning experience. Students have a sense of identity with the school and take pride in their appearance that has a direct effect on self-esteem and worth. Due to financial issues within families, some find purchasing uniform an expense that they feel is not a priority and thus the school supports families with this and wider school uniform needs. For example, a regularly attending student, who was found to be wearing extremely worn out shoes was provided a new pair by the school.</p>

Rewards	a,d, e, f, g	£3000	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour.	To create a positive culture within school where key variables are rewarded on a weekly basis. This would then have a significant impact on behaviour and attendance overall. Key rewards for attendance, reading, uniform, writing.	<ul style="list-style-type: none"> • Students given vouchers for progress, attainment and attendance. • Rewards vouchers attached to learning and progress in class and interventions. • Reading scheme and focused themed programme winners received vouchers • Reward vouchers for resilience, teamwork and the RIHTT values as shared by the school. <p><u>IMPACT</u></p> <p>Students are encouraged to attend school with rewards for highest attenders and improved attendance. Due to difficult experiences outside of school some find regular attendance challenging and Pastoral Leads and senior staff work hard to engage pupils and parents through support. Most students are below or significantly below age expected levels and through incentives in the rewards system – pupils gain confidence, place a better value on learning and self-esteem which breaks down the barriers to learning. Examples are a strong positive correlation between academic progress and 95%+ attendance amongst students. The students who excelled in attainment across most subjects had better attendance to school as a result of weekly rewards to them.</p>
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Literacy intervention and support packages	a, b, c, d	£4000	To continue focus on improving reading and spelling standardised scores so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum. To add to and expand reading collection: colour banded reading books to aid reading progress and high interest low level reading books keep the interest of students. Increased funding to pay a percentage of a literacy/reading intervention member of staff.	Improved reading standardised scores so that students are progressing at expected or better rate towards year expectations. This will mean that students are better able to access all areas and subjects within the curriculum.	<ul style="list-style-type: none"> • Spelling Programme • Rewards for reading • One to one withdrawal for under achieving pupils • Access arrangements and associated materials eg reading rulers and coloured paper <p><u>IMPACT</u></p> <p>Students prior learning experiences are often disrupted or affected by issues which lead to gaps in learning. Over 50% of our students have SCLN as an additional SEN. Hence Language and speech difficulties become a barrier and a confidence wrecker. Through interventions, students gain confidence in themselves and have made progress in overcoming learning barriers such as speech and language development as well as narrowing reading and writing gap in English. For example, In yr9, 100% of PP students made progress in English. In year 11 FS English exams, the attainment gap between writing and reading has significantly reduced.</p>
Numeracy intervention and support packages e.g. My Maths subscription	a, d	£4000	To continue focus on improving numeracy skills so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum such as in science, cookery etc. To enhance numeracy skills across the school. To increase access to GCSE Mathematics	To ensure all students make at least expected progress in maths as well as supporting KS4 students to access and gain Functional Skills and GCSE qualifications.	<ul style="list-style-type: none"> • Numicom • MyMaths • PixL Maths • Revision Guides • Differentiated learning resources (text books/Work Books) • Intervention PP to support progress in Maths <p><u>IMPACT</u></p>

			curriculum and secondary curriculum as well as provide key functional skills for students. Increased funding to pay a percentage of a maths intervention member of staff.		Students previous learning issues and difficult experiences outside of school impact greatly on their confidence. Through targeted interventions this year, confidence in maths and numeracy has grown and despite very low baseline levels, many make accelerated progress in maths, developing confidence in themselves as well as their learning resilience. 24.5% gained L2 qualifications in FS Maths. 100% of PP pupils in KS4 and 5 made expected progress in both English and Maths.
SEMH Enrichment activities – overnight trip, self worth and self esteem/confidence activities	a,d, e, f, g, h	£2500	To provide opportunities to those students from disadvantage families with similar enrichment trips as their peers.	The trip will give students the opportunities to develop their social, emotional development, improving confidence and self worth. It will also give students a chance to bond with others, work with in teams to reach outcomes and show them the importance of this.	Residential trips were not used at BBAB this year due to a change in leadership and a desire to ensure stability. PP allocation was used on rewards and educational trips and it is hoped that a residential opportunity can be accessed in 2019/20. Monies included in trips above.
ICT – iPads, protective covers and Apple TV boxes (+ applications and subscriptions for specific subject based resources)	a, b, c, d, e, f, i	£6000	To provide access to iPads for use in English and Maths lessons and for interventions to engage learners with a different method of learning.	The iPads will allow students to access online packages (via apps) to support learning in Maths and English lessons. Apps and subscriptions for both literacy and numeracy will compliment learning in school as well as provide access to revision and exam practice resources online enabling students to be better prepared for academic qualifications	Twenty iPads were purchased for Maths and English departments. These enabled students to access apps and packages that enhanced their numeracy and literacy skills. Subscriptions to packages that would otherwise have been expensive were now accessible to both teachers and learners within these two subject areas. Students are now gaining confidence and independence to their learning and progress have improved over the last academic year. For example

					progress made in English was 80% in Aug 2018 compared to 90% across all year groups in 2019 and in Math 84% to 87%.
Speech and Language Therapy (SALT)	a, b, c, d	£7000	To provide SALT evaluation individual intervention and class support for students with speech and language difficulties.	SALT evaluation and intervention will support both in and out of class interventions to assist students to reach their full communicative potential. Identified students are given individualized SALT targets and advice is given for individual students to support with emotional literacy. SALT specialist directly undertakes literacy interventions including vocabulary and expressive language and emotional literacy.	There were two aspects of SALT - in class support and CPD. SALT staff worked with individual students. There were weekly visits by SALT staff. IMPACT Staff were upskilled in their knowledge and strategies employed to better support students either in class or on one to one basis. Individual student's sessions helped them gain confidence in expressing themselves and improved verbal communication. SALT services contributed recommendations towards student's annual review.
£ 44,000					

2018 – 2019 ORPINGTON

PROJECT	BARRIER TO LEARNING	COST*	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
Therapeutic provision	a, d, e, h	£11,000	To increase counselling service so that all students (apart from those accessing counselling off site eg. CAMS) on site are accessing some form of counseling (talking, drama, art, music etc) and gain benefits of this service. This is to support students with their social and emotional wellbeing so that they are then able to make better choices in their own behaviour, that they will feel more settled and supported and that they are able to access their academic studies.	To support students with their emotional needs so that they are able to work on past and current experiences and are better able to access their education. To increase in numbers accessing therapy from last year and an increase of 5% in key SEMH tracked areas.	Due to the monies put towards this 100% of students, who were eligible, received an offer of therapy last year. Impact Across the year there was a significant improvement in all 5 key development strands (problem solving, relationships, communication/interaction, self-worth and self-awareness) with all areas now having over 50% achievement and an average increase of 19% in each area. Additionally the therapeutic team worked on 3 mental health projects over the year and these proved to be very popular with students and highlighted the issues around mental health.
Academic trips	a, e, f, g	£1000	To expose students to cross curricular opportunities and education in context e.g. The Globe Theatre, Parliament, Science museum.	To make learning interactive and engaging. To show students how their learning in school works within the world and why it is important.	Students attended several academic trips across the year which included: <ul style="list-style-type: none"> • Science museum • Downe's Activity Centre • Chislehurst Caves • Dansons • Godstone Farm Impact As in previous years we have found that these academic trips supports students learning from the classroom as well as their SEMH needs. Unfortunately many of our students do not have access to

					these types of activities so through the school they are able to broaden their life expectations and understanding. All students in KS2 and KS3 were offered and the majority (92%) attended the curriculum trips including students with particularly high needs (3) where parents agreed to also to attend to support. Through the new curriculum in 2019/20 we are aiming for a trip per theme.
Reward trips	a,d, e, f, g	£4000	To support students in making good behaviour choices across a half of term. Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.	To support students in making good behaviour choices across a half of term. Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.	<p>Reward trips have continued in 2018/19 supporting improvements in behaviour, attendance, in class participation etc. The following trips have taken place:</p> <ul style="list-style-type: none"> • Gambados • Cinema • Ice Skating • Lego Land • Go Karting • Joss Bay • 100% attendance breakfast • SATs reward trip to Gambados <p>Impact</p> <p>Along with other support, reward trips helped make improvements in many areas including:</p> <ul style="list-style-type: none"> • Reduced exclusions: 95% reduction in exclusions • Improved attendance: Increase of 3.9% to 93.7% • 100% of students who were eligible to sit the SATs attempted at least one paper

Uniform	e, f	£3000	To ensure students are smart and well dressed, modelling the world of work. Take responsibility for their own appearance and raise self-esteem.	To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. We have improved the school uniform for this year with introduction of PE uniform for all students.	<p>As in previous years many of our families are in low income bracket and as such find it difficult to supply full school uniforms. To assist with this students can wear black trousers and white tops which can be bought at any store. The school provides students with school jumpers and ties which means that there is a smart dress code for all.</p> <p>Impact</p> <p>Students feel proud to wear their uniform and this also supports any issues of students having to buy more expensive 'own' clothes to fit in at school. Additionally, student council, explored changing the uniform as some students were struggling with tie and jumper due to sensory needs. After survey students student council decided that students should still wear a uniform but felt it should be changed to a white v necked top and a school branded sweatshirts. This was subsequently put in place and following this students have consistently worn the school uniform.</p>
Rewards	a, d, e, f, g	£3000	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour.	To create a positive culture within school where key variables were rewarded on a weekly basis. This would then have a significant impact on behaviour and attendance overall. Key rewards for attendance, reading, uniform and writing.	The rewards system has been updated through the year and a savings element was introduced so that students go save up to buy something more substantial if they wanted to. The rewards system was linked to our core values of LIFE (learning, independence, friendships and emotions).

					Impact The rewards system has helped improve many areas including Attendance, learning, independence, friendships and emotions: <ul style="list-style-type: none"> • Reduced exclusions: 95% reduction in exclusions • Improved attendance: Increase of 3.9% to 93.7% • SEMH data - improvement in all key areas, highest development in self-awareness 8% and communication/interaction 8% • Intensity of holds reduced – students are able to rationalise and are able to self-regulate much quicker which has also meant that the length of holds are reduced, most are under 5 minutes
Music equipment	a, d, f	£2000	For music therapy and music lessons. Due to the expansion of the building music has now been given a dedicated room. As an expansion to the music curriculum BBAO would like to fully stock this room with equipment so that full music lessons and music therapy may be offered to all students	The impact is to extend the offer of music so that all students across the site have the opportunity to access creative subjects which will help them develop reasoning and language skills (as shown in studies such as Yun Nan & et al. "Piano Training Enhances the Neural Processing of Pitch and Improves Speech Perception in Mandarin-Speaking Children.") be creative and give them opportunities to work on skills such as risk taking and persistence which links to their SEMH needs.	A range of musical equipment has been bought including drums, guitars and smaller instruments. Impact At the moment the impact of this intervention cannot be properly gauged. Instruments are being used as a part of the therapy service but due to the ongoing building works the music room has not been ready to use. The instruments have been kept in storage for when this is ready in 2019/20 and an assessment on impact will be made at this point.
Student Contingency Fund	e, f, h	£1000	For items such as shoes, clothes etc. Many of our students come from low income families. Due to this there is	As a school we feel that it is important that our students are kept warm, dry and have self – esteem. We therefore	As last year this contingency fund has been used by several students/families to support in high

			often not much money to buy new school shoes, trousers etc.	wish to be able to offer, families in need, support in this way.	need situations. These situations are always judged on individual need at the time. Examples of this are supporting to buy full uniforms (trousers, shirts etc), shoes, assistive technology for home, shopping etc. 7 students have made use of the contingency fund over the year with 2 students accessing the fund twice due to very high needs.
Literacy intervention and support packages including 'Reading Eggs' subscription	a, b, c, d	£2500	To continue focus on improving reading and standardised scores so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum. To add to and expand reading collection: colour banded reading books to aid reading progress and high interest low level reading books keep the interest of students. To support literacy and reading across primary and KS3. 'Reading Eggs' will help to support students and parents with home learning and also helps to engage students with their literacy lessons.	Improved reading standardised scores so that students are progressing at expected or better rate towards year expectations. This will mean that students are better able to access all areas and subjects within the curriculum. Additionally this will support year 6 KS2 students to access and gain their literacy SATs and year 8 to gain Functional Skills in English.	<ul style="list-style-type: none"> • Reading Eggs • Nessey Dyslexia Ap • Further coloured book banded books • Intervention specialist to support progress in English • Further training for two key members of staff for Read, Write, Inc. <p>Impact Across all year groups there was good and some exceptional progress. The following percentages are based on on track and exceeding students against their individual flight paths:</p> <p>Reading Year 3 80% (40% exceeded) Year 4 88% (44% exceeded) Year 5 100% (66% exceeded) Year 6 80% (60% exceeded)</p> <p>Writing Year 3 80% (60% exceeded) Year 4 100% (56% exceeded) Year 5 100% (17% exceeded) Year 6 60% (40% exceeded)</p> <p>English Year 7 100% (50% exceeded)</p>

					<p>Year 8 85% (31% exceeded)</p> <p>SATs</p> <p>Reading 60% achieved expected standard (3/5)</p> <p>Grammar 20% achieved expected standard (1/5)</p> <p>Additionally 75% of the pupils achieved scaled scores of 90 or above in all 3 assessments with all pupils achieving a scaled score above 90 in at least 1 assessment</p> <p>Reading Age Progress</p> <p>91% of all students across KS2 and 3 made expected or better progress in their chronological reading age (with 30% exceeding)</p>
Numeracy intervention and support packages including 'My Maths' subscription	a, d	£2000	To continue focus on improving numeracy skills so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum such as in science, cookery etc. To enhance numeracy skills across the school. To help students be more independent in their own learning. To increase access to functional skills Mathematics curriculum in the KS3 provision. 'My Maths' will also help to support students with home learning.	To ensure all students make at least expected progress in maths as well as supporting year 6 KS2 students to access and gain their numeracy SATs and year 8 to gain Functional Skills in Maths.	<ul style="list-style-type: none"> • Numicom • MyMaths • Differentiated learning resources (text books/Work Books) • TT Rockstars • Intervention PP to support progress in Maths <p>Impact</p> <p>Across all year groups there was good and some exceptional progress. The following percentages are based on on track and exceeding students against their individual flight paths:</p> <p>Year 3 80% (20% exceeded)</p> <p>Year 4 89% (33% exceeded)</p> <p>Year 5 100% (50% exceeded)</p> <p>Year 6 80% (60% exceeded)</p> <p>Year 7 83%</p> <p>Year 8 85% (46% exceeded)</p>

P4C	b, c, d, e	£400	Training for another member of staff to increase offer of philosophy for children to the school. This will encourage students to be able to think more critically and take risks.	For students to think more critically across all of their subjects and be able to take risks with giving opinions but also to be able to give others a chance to express themselves.	<p>One further member of staff has been trained in P4C and is now working on this with students during form time in KS3.</p> <p>Impact</p> <p>The impact of this extra P4C input has contributed to increasing English progress in KS3:</p> <p>Year 7 100% (50% exceeded)</p> <p>Year 8 85% (31% exceeded)</p> <p>It has also supported within other subjects such as Humanities where debate and understanding/analysis of different views points is critical. Additionally it has also supported in students being able to take turns and listening to other people's points of view. For instance in the SEMH analysis communication and interaction has gone up from 35% to 54% with a 16% rise in the strand 'recognising perspectives'</p>
KS2 and separate KS3 Challenge/team building/outward bounds day	a, d, e, f, g, h	£3000	To provide opportunities to those students from disadvantage families with similar enrichment trips as their peers	The trip will give students the opportunities to develop their independence and risk taking skills. It will also give students a chance to bond with others, work with in teams to reach outcomes and show them the importance of this.	<p>100% of students who were at school took part at Ace Adventures Phasels Wood Scout Camp & Activity Centre in Hertfordshire Activities that took place:</p> <p>Buggy</p> <p>Spiders Web</p> <p>Squirrels</p> <p>Hover ball</p> <p>Stepping Stones (KS2)</p> <p>Titanic (KS2)</p> <p>Triangle of Life (KS2)</p> <p>Giant Matchsticks (KS3)</p> <p>UXB (KS3)</p> <p>Incoming Tide (KS3)</p> <p>Impact</p>

					This challenge/team building day has supported in creating closer team bonds within classes as well as supporting student's own SEMH needs such as maintaining sense of self-worth despite setbacks which has risen by 15% and carrying out tasks independently which has risen by 24%. We would like to aim to include an overnight stay (possibly onsite) for KS3 students next year.
Assistive technology	a, b, c, d, f,	£1000	To provide assistive technology that is accessible across the site to all students e.g. talk to text, online coloured overlays, writing supports etc.	To increase participation and enjoyment in all subjects whilst also helping students towards both their academic and EHCP goals. Using this support earlier in their school career will help students progress towards and support them through both in class work but also examinations.	MyStudyBar has been put in place on all computers across BBAO. All staff have had training on using this. Impact All students now have access to assistive technology whenever they need or want to use this. This includes use of talk to text, coloured overlays, mind mapping support etc. Some of the KS3 students have started to access this however further work needs to be done in supporting students understanding and use over the longer term. Specific impact to be shown over the next year due to students only starting to access this.
Seclusion room	a, d, h	£3000	Funding towards building a padded seclusion room and train members of staff in the safe use and goals of safe rooms.	This seclusion room will support students with particular needs/disabilities such as autism or sensory needs. These types of rooms, once introduced to students can be used as part of supporting a student's emotional wellbeing but also their physical wellbeing if they rely on certain sensations in times of difficulty.	After further research and change of HoS it was decided that this would not be appropriate for our students. Therefore the monies were used on other existing key areas within this document, as follows: £1500 to uniforms £1000 to reading interventions £500 to maths interventions

Speech and Language Therapy (SALT)	a, b, c, d	£7000	To provide SALT evaluation individual intervention and class support for students with speech and language difficulties.	SALT evaluation and intervention will support both in and out of class interventions to assist students to reach their full communicative potential. Identified students are given individualized SALT targets and advice is given for individual students to support with emotional literacy. Advice is given to support lego therapy, social stories and whole school emotional literacy. SALT specialist directly undertakes literacy interventions including vocabulary and expressive language and emotional literacy.	<p>Speech and Language Therapy has continued fortnightly with the specialist working directly with students 1:1, in class and with staff. From September 2019 we are looking to increase this weekly due to the amount of students needing support both in class and through 1:1</p> <p>Impact</p> <ul style="list-style-type: none"> • 19 children reviewed through 1:1 sessions and/or observation in classroom. This may have been through 1 or more sessions as required. • Advice/target setting provided to/with staff as appropriate following review • 3 additional children discussed/reviewed through liaison with staff • All students specifically targeted made expected or better progress in English/Reading/Writing.
					£40,900

* Costings worked out on a percentage of usage by P.P. students

Year 7 Literacy and Numeracy Catch Up

The government provide literacy and numeracy catch up funding for those students who do not reach a scaled score of 100 (expected attainment) in either reading or maths in the year 6 SATs exams. Interventions, to help students catch up with the national cohort, need to be examined carefully so that the money is used effectively. A condition of the funding is that we must publish details of how we spent the funding and the impact that it has had. We must also document how we intend to spend the funding in the next year.

Financial Year	Number of Students Eligible	Year 7 Catch Up Funding
2016-17	4	£1333
2017-18	10	£3300
2018 – 19	6	£1980

2016 - 2017

PROJECT	COST/STAFF TIME	COST	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
1-2-1 English intervention	Staff, intervention packages	£700.00	To support students to improve their English so that they are able to make rapid progress	Rapid progress of students working below national expectation at Year 7 literacy so that the gap is reduced.	100% of year 7 students made expected or above expected progress in English
1-2-1 Numeracy intervention	Intervention	£700.00	To support students to improve their maths so that they are able to make rapid progress	Rapid progress of students working below national expectation at Year 7 numeracy so that the gap is reduced.	100% of year 7 students made expected or above expected progress in maths
					Total: £1400.00

2017 – 2018

PROJECT	COST*	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
Phonics intervention package and Progress Partner (PP) to deliver weekly to small groups (during extended form time).	£2500.00	To support students to be able to use phonics to improve their reading so that they can better access their work and make rapid progress in literacy – contribution towards PP salary.	Following on from the 1-2-1 English intervention package from last year it became apparent that students were, often, unable to access the work due to their low reading ages therefore this year we have put this as a priority. If students are able to access the reading then they will not only be able to make rapid progress in literacy but also within all subjects.	70% (7 out of 10) of year 7 students made expected progress in English 10% (1 out of 10) of year 7 students made above expected progress in English
Targeted Numeracy intervention delivered by Maths intervention PP (during extended form time).	£1000.00	To buy resources and contribute toward a PP to support students to improve their 'foundation' mathematic skills e.g. timetables, 4 functions	Through the last year we found that, often, our students struggled to access and progress quickly within their maths lessons as they needed to improve their basic maths skills such as the timetables. We believe that it is important for them to be able to improve these so that they can then make rapid progress within the classroom.	60% (6 out of 10) of year 7 students made expected progress in maths 40% (4 out of 10) of year 7 students made above expected progress in Maths
				Total: £3500.00

2018 – 2018

PROJECT	COST*	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
Targeted reading intervention delivered by deputy SENCO	£600	To support students to be able to use phonics to improve their reading so that they can better access their work and make rapid progress in literacy – contribution towards salary.	One to one reading intervention to support increasing reading ages and comprehension of the year 7 students. Many students are several years behind expected so need bespoke support to help with this.	100% of students made expected or better progress in year 7: 50% (3 out of 6) of year 7 students made expected progress in English 50% (3 out of 6) year 7 students exceeded expected progress in English
Targeted Numeracy intervention delivered by Maths intervention PP	£600	PP to support students to improve their 'foundation' mathematic skills e.g. timetables, 4 functions	Through the last year we found that, often, our students struggled to access and progress quickly within their maths lessons as they needed to improve their basic maths skills such as the timetables. We believe that it is important for them to be able to improve these so that they can then make rapid progress within the classroom.	83% (5 out of 6) of year 7 students made expected progress
Read, Write, Inc Freshstart programme delivered by trained teachers/PPs	£780	To support reading and writing catch up	The Read, Write Inc Freshstart programme is to be used in small group sets to support the rapid progress of students in reading and writing so that they are able to move rapidly towards age expected levels.	100% of students made expected or better progress in year 7: 50% (3 out of 6) of year 7 students made expected progress in English 50% (3 out of 6) year 7 students exceeded expected progress in English
				Total: £1980.00