



Bristol Futures Academy Pupil Premium Strategy 2018 - 2019

The pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers.

Further details can be found at <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

We are held accountable for how we spend this money. The spending of this money must impact on the outcomes for students in receipt of Pupil Premium.

Identifying Students meeting the Pupil Premium Criteria

Students who are eligible for pupil premium funding are identified on entry and checked via a government database. Many students join us part way through the year and the funding then stays with the referring school.

Use of the Pupil Premium Money

The main barriers to educational achievement faced by students at Bristol Futures Academy include significant behavioural and emotional difficulties, ADHD, ADD, ODD, ASD, attachment disorder, and some learning difficulties e.g. dyslexia, dyscalculia and dyspraxia. Many have suffered childhood trauma and have chaotic home lives. Therefore a nurturing therapeutic approach is used to meet the needs of our students.

All of the students referred to Bristol Futures Academy are complex and vulnerable. We therefore use the pupil premium funding to enhance the offer we make to all our students and so would not expect to see large differences in the outcomes data for the specific group of students allocated Pupil Premium funding. Within the activities we fund we have a sharp focus upon those students who meet the Pupil Premium criteria and aim to ensure that their attainment and achievement is at least in line with their peers, or better.

This year we are expecting to receive: £23,375

Below is how BFA plans to spend this money:

Interventions Funded by Pupil Premium 2018-2019

Breakfast Club - £5,000

We provide breakfast for students for 30 mins before lessons begin. This is not only to provide food, but gives us a space to check in with students and assess their emotional wellbeing and is a useful tool to increase attendance and encourage good punctuality.

Enrichment - £4,500

Pupil Premium funds the resources for enrichment (both in school and after school hours). Examples are off site climbing, gaming club, and art & photography equipment. These sessions are used to raise self-esteem and improve levels of engagement in lessons.

Uniform and equipment - £3,744

We part fund uniform for students to promote inclusion and well-being. This has impact on attendance, higher reward points and on improved academic progress.

Rewards and Incentives - £6,031

This year we would like to use a proportion of our pupil premium funding to improve the quality of experiential learning we offer our young people. Our aim is to build on our curriculum to ensure all pupils experience a wide variety of opportunities to learn outside of the classroom. We intend to offer more school trips including adventure activities and residential trips which will be subsidised by pupil premium funding.

Mindfulness Resource - £2,000

We provide lessons in mindfulness for students who are finding it hard to cope for a variety of reasons.

School Counsellors - £1,100

We commission professional health practitioners to deliver counselling sessions with our students that need it.

Private Transport - £1,000

We reserve some money to support families who may need help transporting their children to and from school.

Research from the Education Endowment Foundation (EEF) suggests that,

Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.

When discussing pupils engagement with the arts the EEF state that,

Improved outcomes have been identified in English, mathematics and science learning.

In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.

By exposing our pupils to a rich and diverse range of experiences we will not only improve their cultural understanding of the world but help to build their confidence, leadership skills and social interaction with each other and in their wider community.