

Pupil Premium Annual Spend Report 2017 to 18 – Exmouth Community College

A. Key Information

At Exmouth Community College, we aim to develop the full potential of every child eligible for Pupil Premium, both in academic studies and personal talents. This is achieved through a supportive, caring and happy environment. For children entitled to free school meals (*currently or at any time in the last six years*), children in care, children of parents in the armed forces, the school receives the pupil premium. The Government have asked that the College demonstrates annually how their pupil premium money will be spent and the impact it has on student outcomes.

The College was allocated **£398,057 (actual income received)** for the academic year 2017 to 2018 (reporting on one financial year, September 2017 to August 2018). The money was received in regular instalments, which is in addition to the general annual grant (main school budget).

Total number of students eligible for Pupil Premium	Number of students who are Free School Meals and FSM + 6
492	380
Children in Care	Service Children
12	100
Date of most recent PP Review	February 2018

The information below details how Pupil Premium has been used including:

Pages 1 to 6	Details of strategies and interventions employed in 2017 to 2018
Pages 7 to 9	Summary of impact in 2017 to 2018 – progress of the Pupil Premium cohort at GCSE against the previous year. Overview of performance at Key Stage 3 against target grades for core subjects.
Pages 10 to 21	Barriers to learning and planned strategies, interventions and expenditure for the Pupil Premium cohort in 2018 to 2019

B. Strategies and Interventions used for Pupil Premium in 2017 to 2018

Strategy/Intervention	Intended measure of impact	IMPACT (RAG)	Allocation
ACADEMIC			
Smaller class sizes in English, Maths and Science, including individual student support an small group intervention	Increased percentage of 9 to 4 grades in both English, Maths and Science and positive Progress 8 score for each department. Number of students gaining at least expected progress (Succeeding) by the end of Key Stage 3 in Maths, English and Science.	Eligible - PP -0.41 Yr. 11 English (P8) +0.02 Yr. 11 Maths (P8) 74% Yr. 9 English (EP) 93% Yr. 9 Maths (EP)	£93,504
Foundation Tier Provision	Increased percentage of students meeting at least their expected progress against target grade and reaching their Progress 8 score. Improving trend in percentage attendance across the College. Declining trend in behaviour incidents across the College.	Yr. 11 P8 score for CVL - 2.06 English -1.11 Maths	£110,327
Teaching assistants supporting students	Increase in the number of students achieving at least expected progress in the core subjects against their target grade and achieving a positive Progress 8 score.	Eligible - PP -0.41 Yr. 11 English (P8) +0.02 Yr. 11 Maths (P8) 74% Yr. 9 English (EP) 93% Yr. 9 Maths (EP)	£11,928
Raising achievement incentives, including academic tutoring, Easter/May and Saturday morning revision through 'Aim Higher' sessions.	Improvement in attainment of students who were eligible for Pupil Premium through raising achievement incentives to achieve a positive Progress 8 score at GCSE. Increased number of students from the Pupil Premium category engaging and benefitting from Raising Achievement incentives.	Eligible - PP -0.41 Yr. 11 English (P8) +0.02 Yr. 11 Maths (P8)	£5,395
Department allocations for boost and support sessions	Improvement in attainment across all subjects for the disadvantaged cohort.	Dis. cohort -0.66 Yr. 11 English (P8)	£1,768

	Positive Progress 8 outcome. Students reaching at least expected progress in the disadvantaged cohort at Key Stage 3.	-0.14 Yr. 11 Maths (P8) % Yr. 9 English (EP) 88% Yr. 9 Maths (EP)	
Discovery Stream and Auditory Processing (AP)Tier	Improvement in reading ages, rates of progress against target grades, engagement and literacy/numeracy skills. Student/Voice. Qualitative progress of written work/confidence/self esteem. Case studies.	Discovery Stream Sum18 English (met EP) Yr 7 – 89% Yr 8 – 69% Yr 9 – 63% Maths (met EP) Yr7 – 91% Yr8 – 69% YR9 - 87%	£80,365
Homework/coursework after school support in the Study Centre and Library	Improved attainment of students who attended, with a high proportion meeting at least expected progress. Case studies by the College Home Learning Coordinator. Reduction in students not completing homework on time.	Eligible - PP -0.41 Yr. 11 English (P8) +0.02 Yr. 11 Maths (P8) 74% Yr. 9 English (EP) 93% Yr. 9 Maths (EP)	£4,697
Academic and Pastoral mentoring by staff in Year Groups and departments across the College	Improved student attainment. Students are able to articulate and are clear about how to improve their rate of progress. Student academic mentoring sheets and case studies. Reduction in the number of disadvantaged students in the focus groups.	Focus Group Sp to Sum 2018 (Dis.) Yr 7 – 16 (0) Yr 8 -25 (-2) Yr 9 –24 (+4)	£5,145
Key Stage 3 Literacy and Numeracy boost provision	Increased numbers of students at least meeting expected progress against their target grade in English and Maths. Reduction in differences of attainment between students in the disadvantaged and non disadvantaged categories.	Eligible - PP 74% Yr. 9 English (EP) 93% Yr. 9 Maths (EP) 76% Yr. 8	£4,636

		English (EP) 89% Yr. 8 Maths (EP) 85% Yr. 7 English (EP) % Yr. 7 Maths (EP)	
ASSESSMENT			
Educational Psychologist support	Improved engagement and achievement of students accessing at KS3 and KS4 and ensure the needs of each student are met and students are meeting at least expected progress.	57% of students supported by EP were eligible for PP	£2,977
Management of PPI in support and monitoring of individual student	Ensure PP money is distributed across the College for maximum impact, value for money and meets need.		£12,300
Administration support of PPI fund	N/A		£1,212
PASTORAL			
Inclusion , including: Individual student support Alternative provision packages	Increase in disadvantaged students gaining a positive Progress 8 score. Reduction in exclusions and improvement in overall attendance. Reduction in the number of students who are persistently absent.	Year 11 -0.6 (P8) 2018 -0.9 (P8) 2017	£39,402
Activities week support	Student voice and evaluation, indicating raising self-esteem and motivation at College through wider provision and experiences.		£2,242
Quality Pastoral Support, including EWO support and Counselling	Students who are resilient with improved levels of self-esteem and self-awareness. Student voice and case studies. Improved attendance and engagement.	Attendance 17/18 92% (Dis) 93.6% (Overall)	£10,437
Peer Mentoring scheme	Improved self-esteem and confidence. Case Studies / Student Voice.		£1,414
Support with uniform	Improved attendance to College and attainment outcomes.	Attendance 17/18 92% (Dis) 93.6% (Overall)	£3,857
Support for social aspects of College life	Improved self-esteem and confidence.		

KS3 & KS4 budgets	Case studies / student voice		£769
Additional one day support by the Education Welfare Officer to focus on improvement in attendance	Reduced number of students who are disadvantaged below 90% attendance. Reduction in the attendance gap between disadvantaged and none disadvantaged students and the number of disadvantaged students who are persistently absent.	Attendance 17/18 92% (Dis) 93.6% (Overall)	£10,336
ASPIRATION			
External speakers and workshops	Increasing the percentage of students exceeding expected progress against their target grade and showing a positive Progress 8 score.	Yr. 11 (P8) -0.46 - 2018 -0.58 - 2017	£951
Gifted and Talented activities	Improvement in students who are disadvantaged gaining a positive Progress 8 in both English and Maths. Case studies and analysis from the Gifted and Talented Coordinator.	Dis. cohort -0.66 Yr. 11 English (P8) -0.14 Yr. 11 Maths (P8)	£847
Extended schools programme	An increased percentage of disadvantaged students who are involved in the extended schools and youth programme across the College.	92% attendance (Dis) 93.6% (Overall)	£3,617
Careers support and guidance including increased Careers South West support for Pupil Premium students	Reduction in the number of students becoming NEETS. Improving trend in students achieving the top grades across the Year 11 cohort and in English and Maths demonstrating growing aspiration.	NEET figure Yr. 11 2017 – 2.1% 2018 – 1.1%	£3,514
Reward incentives and E-praise rewards system	Increased levels of engagement and academic success. Increased levels of attendance.	Attendance 17/18 92% (Dis) 93.6% (Overall)	£1,065
Enrichment programmes	Increased number of disadvantaged students at least reaching their target grade by the end of Key Stage 3.	Eligible - PP 74% Yr. 9 English (EP) 93% Yr. 9 Maths (EP) 76% Yr. 8 English (EP)	£39

		89% Yr. 8 Maths (EP) 85% Yr. 7 English (EP) % Yr. 7 Maths (EP)	
Music tuition	Increasing number of disadvantaged students benefitting from music lessons which demonstrate a positive impact on overall learning. Case studies by the Head of Music.	18% of students receiving Music Tuition were eligible for PP in 2017/18	£5,624

TOTAL SPEND: £418,368

Strategies outlined above have been used to support Children in Care and details are outlined in individual Personal Education Plans.

C. Summary of Impact – three year trend, (Pupil Premium cohort)

Percentage	2015/2016	2016/2017	2017/2018
	(total PP cohort of 132 – Year 11)	(total PP cohort of 98 – Year 11)	(total PP cohort of – 108 Year 11)
English A* to A (9-7)	7%	8%	16%
English A* to C (9-4)	64%	64%	57%
Maths A* to A (9-7)	10%	12%	14%
Maths A* to C (9-4)	64%	62%	59%
Attaining A*-C (9-4) Grades in Eng & Ma	55%	48%	50%
2 Sciences A* to C / 9 to 4	52%	52%	56%
Prog 8 Score	-0.23	-0.58	-0.46
Attainment 8 Score	40.55	36.34	39.08

(NB figures for 2018 pre un-validated data)

	PPI cohort 2016/2017	Non PPI cohort 2016/2017	Difference	PPI cohort 2017/2018	Non PPI cohort 2017/2018	Difference
Progress 8	-0.58	-0.24	-0.34	-0.46	-0.12	-0.34
Attainment 8	36.34	42.37	-6.03	39.08	47.1	-8.02
5 A* to C (9-4) including English and Maths	48%	62%	-14%	50%	65%	-15%

IMPACT - Achievement of disadvantaged students in English, Maths Science – Autumn 2017 to Summer 2018 –Key Stage 3

English Year Group	Improvement Aut	Improvement Spr	Improvement Sum
7	24	17	14
8	19	21	25
9	32	24	27

Succeeding+ Aut	Succeeding+ Spr	Succeeding+ Sum
76	83	86
81	79	75
68	76	73

Exceeding Aut	Exceeding Spr	Exceeding Sum
12	11	13
7	6	7
12	11	10

Maths Year Group	Improvement Aut	Improvement Spr	Improvement Sum
7	7	5	10
8	15	23	19
9	13	13	11

Succeeding+ Aut	Succeeding+ Spr	Succeeding+ Sum
93	95	90
85	77	81
87	87	89

Exceeding Aut	Exceeding Spr	Exceeding Sum
15	10	5
3	8	3
11	7	7

Science Year Group	Improvement Aut	Improvement Spr	Improvement Sum
7	23	33	11
8	16	18	13
9	20	12	21

Succeeding+ Aut	Succeeding+ Spr	Succeeding+ Sum
77	69	89
84	82	87
80	88	79

Exceeding Aut	Exceeding Spr	Exceeding Sum
65	49	59
65	63	66
58	62	50

IMPACT - Achievement of Service Children in English, Maths Science – Autumn 2017 to Summer 2018 –Key Stage 3

English Year Group	Improvement Aut	Improvement Spr	Improvement Sum
7	23	38	21
8	20	11	30
9	25	21	30

Succeeding + Aut	Succeeding + Spr	Succeeding + Sum
77	62	79
80	89	70
75	79	70

Exceeding Aut	Exceeding Spr	Exceeding Sum
23	13	6
15	11	20
5	5	5

Maths Year Group	Improvement Aut	Improvement Spr	Improvement Sum
7	3	3	3
8	10	5	10
9	10	5	5

Succeeding+ Aut	Succeeding+ Spr	Succeeding+ Sum
97	97	97
90	95	90
90	95	95

Exceeding Aut	Exceeding Spr	Exceeding Sum
17	14	6
15	20	10
5	5	10

Science Year Group	Improvement Aut	Improvement Spr	Improvement Sum
7	14	26	9
8	10	15	15
9	10	10	10

Succeeding + Aut	Succeeding + Spr	Succeeding + Sum
86	74	91
90	85	85
90	90	90

Exceeding Aut	Exceeding Spr	Exceeding Sum
75	57	51
70	65	65
60	55	60

D. Planned strategies and interventions for Pupil Premium in 2018 to 2019

In 2018 to 2019, the College will receive an increased sum of money to support Pupil Premium students. The College will receive £935 for every student who are currently eligible for Free School Meals and who have been eligible at any time in the last six years.

The College will also receive £300 for every Service Child and £2,300 for Children in Care. The total allocation (as advised by the EFA in September 2018) will be approximately **£347,820**. During 2018 to 2019, 20% of the College cohort will be eligible for Pupil Premium. This includes:

Total College cohort	2,245 (including Post 16) – 1,873 (KS3 and 4)
Total number of students eligible for Pupil Premium	Number of students who are Free School Meals and FSM + 6
445	347
Children in Care	Service Children
13	85
Date for next internal review of this strategy	March 2019

The use and planned expenditure of Pupil Premium funding in 2018 to 2019 are detailed below. It is important to note that many of the interventions are also open to all students at the College.

The rationale for the proposed use of the strategies and interventions below is based on evaluating the impact and outcomes of strategies during 2017 to 2018 in reducing differences in attainment outcomes between all students. Strategies and interventions will be closely monitored and reviewed at each assessment point to measure impact.

Barriers to future attainment (for pupils eligible for PP)	
<i>The college tracker will identify barriers to learning following each progress cycle in the areas of academic, behaviour, attendance, pastoral factors and SEND.</i>	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Academic - The number of disadvantaged students (particularly boys) who have three or more subjects requiring improvement. Identified within this are levels of literacy and numeracy within the disadvantaged and SEND cohort and personal organisation and independent learning skills, including the completion of homework.
B.	Behaviour – higher levels of behaviour points within the disadvantaged cohort which is impacting on learning and process.
C.	A need for higher aspiration and challenge for students eligible for Pupil Premium to achieve their very best.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance - Lower levels of attendance in the disadvantaged cohort, including the number of persistently absent students
E.	Pastoral factors – College and multi-agency support in place to remove external barriers in accessing education
Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
A.	<p>Improved levels of literacy and numeracy across the college, reducing differences in attainment outcomes between pupil premium and non pupil premium. All lessons have a strong focus on the improvement of literacy and numeracy</p> <p>Ensure the achievement of boys eligible for pupil premium is at least in-line with girls attainment within the cohort</p>
Success criteria	
<p>Increased number of students meeting at least expected progress in all subjects and a reduction in attainment differences between pupil premium and non pupil premium students in all Year Groups. The promotion and development of literacy and numeracy is embedded in all lessons and through marking and feedback</p> <p>Increased number of students meeting at least expected progress in all subjects and a reduction in attainment differences between pupil premium and non pupil premium students</p>	



	<p>Students develop greater depth of knowledge, understanding and ability to recall information learnt in the classroom, responding to feedback given by teachers to aid progress</p> <p>Students develop greater independent learning skills and differentiated teaching and learning</p>	<p>Improved level of confidence in learning</p> <p>Improved attainment outcomes in all subjects (reduction in the number of students with improvement needed)</p> <p>Improved quality in completion of homework with a reduction in homework detentions</p>
B	<p>Reduce the number of behaviour points and incidents, particularly of students within the disadvantaged cohort</p>	<p>Reduction of behaviour incidents and points for students, particularly boys within the disadvantaged cohort at Key Stage 3</p> <p>Improved engagement of disadvantaged boys within all lessons supported by quality teaching which is well planned and appropriately differentiated</p>
C.	<p>There is aspiration for all student to achieve their very best and challenge themselves to exceed expectations of themselves and their teachers</p>	<p>Improved attainment outcomes for students – increasing the numbers of students making expected progress in all subjects</p> <p>Department setting promotes the aspiration of students with teachers having high expectations of all students and the outcomes they produce</p> <p>More opportunities to broaden horizons through events such as the Careers Fair</p>
D.	<p>Improve rates of overall attendance and reduce levels of unauthorised absence and persistent absence within the pupil premium cohort, particularly for disadvantaged students</p>	<p>Improved rates of attendance and engagement to at least that of national levels</p> <p>Narrow the gap between disadvantaged and non disadvantaged students in terms of overall rates of attendance</p>



E.	Ensure any external pastoral factors which are barriers to learning are removed where necessary through quality multi-agency engagement, planning and support.	Quality pastoral support within College for students where pastoral factors are a barrier to learning Where required, quality multi-agency support with coordinated plans through the Devon Early Help process, ensuring positive parental engagement and the necessary professionals support to help remove barriers to learning Improved rates of attendance and engagement to at least that of national levels

Planned expenditure						
Academic year		2018/19				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
A - Improve levels of literacy and numeracy across all year groups with a particular focus on disadvantaged boys	CPD on how to deliver high quality teacher feedback CPD on how to support students with SEND with a project focus within English Smaller class sizes in English and Maths CPD for staff - Speech and Language	Smaller classes sizes within the core subjects will help provide interventions in numeracy and literacy Work scrutiny of books indicate further development is required in ensuring good quality feedback and response to feedback and improved levels of literacy, particularly with SEND students HODs will provide evidence at the end of Key Stage 4 Through regular student voice	Regular work scrutiny and student voice which demonstrates improved levels of literacy and numeracy and better quality response to feedback within books through think pink and PAR Feedback from teaching staff through evaluation of CPD	Principal Deputy Principal Heads of English and Maths	March 2019	£81,813 £10,000 (SEND CPD) £2,000 INSET SPEECH AND LANGUAGE

<p>A/C - Improved progress for high attaining pupils through Gifted and talented mentoring</p>	<p>Gifted and talented coordinator to undertake weekly small group sessions for high-attaining pupils in order to raise their aspiration.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We aim to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils and Gifted and Talented opportunities.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support. 10 G+T PP students specifically student attendance, achievement and behaviour</p>	<p>Gifted and Talented Coordinator</p>	<p>March 2019</p>	<p>£1,300</p>
<p>A / C - Disadvantaged SEND co-ordinator</p>	<p>Mentor and coordinate support for students on a weekly basis who have SEND needs and also are eligible for Pupil Premium to ensure they are making at least expected progress.</p>	<p>There are a number of students who are both eligible for Pupil Premium and have SEND who are not currently meeting expected progress across each year group. This has been identified through the College tracker. A coordinator to support and organise timely interventions will help ensure students are supported.</p>	<p><u>Pupil Premium SEND co-ordinator</u></p> <ul style="list-style-type: none"> • Facilitate Pupil Progress Passport for SEND/Pupil Premium students • Deliver specific interventions • Co-ordinate intervention • Sounds write • Numeracy • TA Early morning reading • Post-16 mentoring 1:1 tuition • Student voice 	<p>Principal Deputy Principal</p>	<p>December 2018</p>	<p>£25,580</p>
<p>A - Department Bid Fund</p>	<p>Department identified through the Pupil Premium Tracker can bid for money to provide specific interventions to support the improvement in attainment</p>	<p>College Tracker indicating departments who have more than expected students eligible for Pupil Premium not making expected progress after each data cycle.</p>	<p>Deputy Principal will identify departments requiring additional support through the tracker Deputy Principal will work with Heads of Department to formulate a strategic response</p>	<p>Deputy Principal</p>	<p>December 2018</p>	<p>£10,000</p>

			through the Bid Fund document			
A – Homework Support	Targeted homework support to help students who are pupil premium complete homework.	Through analysis of the Homework Coordinator it has been identified that a higher proportion of disadvantaged students are not completing homework on time.	Attendance to Homework Club will be part of the Pupil Progress Passport Pupil Premium mentors will support students in ensuing attendance and communicate with parents.	Deputy Principal	December 2018	£11,931 Incl. TLR for H/W Co-ord.
Total budgeted cost						£142,624
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
A / B / C / D / E - Increase the leadership capacity to coordinate and drive improved outcomes for students within the Pupil Premium cohort	Appoint an Assistant Principal to coordinate and oversee the progress of students within the pupil premium cohort	The recent Pupil Premium external review Current capacity of senior leadership	SLT will formulate a comprehensive job description to ensure the leadership of this area. Areas of responsibility and accountability will include Overall: Pupil Premium – Responsible for Progress and Achievement of: <ul style="list-style-type: none"> • Disadvantaged students • LAC students • Service Children • Co-ordination and monitoring of teaching and learning for these students 	Principal Deputy Principal	March 2019	£60,000

			<ul style="list-style-type: none"> • Co-ordination and monitoring of marking of books for this group • Leading and, where appropriate, delivery of interventions designed to support this group of students • Oversight of team of staff dedicated to raising standard for this group and supporting their progress • Student voice • Monitor and oversight of Pupil Progress Passports • Coordination of Catch Up Premium 			
A - Literacy interventions - Sounds write and early morning reading support	1 to1 intervention supporting Literacy and Speech and Language with identified students	Some of the students need targeted literacy support to catch up. These are programmes which will be evaluated and has shown to be effective in other schools.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant CPD for TAs delivering the provision.</p> <p>Sessions once every fortnight for identified vulnerable students</p>	AP – Progress and Intervention	December 2018	£15,551
A - Numeracy interventions -	1 to1 and small group provision.	Some of the students need targeted numeracy support to catch up. These are programmes which will be evaluated and has shown to be effective in	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant CPD for TAs delivering the provision.	Head of Maths	December 2018	£4,000
						£12,294

	Maths Whizz provision	other schools.				£4,000
C – Coach Bright	Peer Mentoring for 30 Year 10 students University visits/graduation	Coach Bright work with other schools have shown positive impact in raising aspiration of students	<ul style="list-style-type: none"> Select students based on data Work with Coach Bright to action the provision Set up in conjunction with Coach Bright Post 16 peer mentoring. 	AP – Progress and Intervention	December 2018	£9,000
Total budgeted cost						£104,845
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
D - Increased attendance rates and reduce incidents of behaviour	<p>Pupil Premium mentors (one for KS3 and one for KS4) employed to monitor pupils and follow up quickly on truancies.</p> <p>First day response provision.</p> <p>Additional day of support from the Education Welfare Officer targeting Year 11 students who are PA and with poor attainment levels</p>	<p>Evidence from the weekly attendance reports which indicates that within each year group there is a gap in overall attendance levels between disadvantaged and non disadvantaged students.</p> <p>Attendance rates for the College are below national average</p> <p>Source of evidence – weekly attendance report breakdown.</p>	<p>Pupil Premium mentors will:</p> <ul style="list-style-type: none"> to PP students Co-ordinate interventions for anyone falling behind Monitor and intervene on behaviour and attendance issues Produce Pupil Premium Passports Liaise with pastoral and academic staff to co-ordinate actions Homework support 	<p>Deputy Principal</p> <p>AP – Progress and Intervention</p>	December 2018	<p>£44,262</p> <p>£9,576</p>

	REACH intervention and support		<ul style="list-style-type: none"> Student voice <p>Monitor levels in each year group against target through the weekly attendance report Regular and effective communication between Pupil Premium Mentors, Heads of Year and pastoral team to ensure attendance procedures are implemented consistently Pupil Premium Mentors to measure progress Identification of students to support through the college tracker Monitoring of Pupil Progress Passports</p>			<p>£5,000 (Re-engagement)</p> <p>£9,322 (REACH Centre intervention)</p>
C - Additional Awards	Raise aspiration through rewards which recognise achievement of students who are Pupil Premium	Evidence gathered through analysis of e praise and proportion of pupil premium students nominated for rewards	Careful monitoring of praise points each term for students eligible for pupil premium Inspiration Board Inter tutor group league	Deputy Principal	December 2018	£1,000
E - Uniform support	Ensure all students eligible for Pupil Premium are supported with uniform where necessary and this does not become a barrier to learning and engagement	Numbers of students within the disadvantaged cohort where uniform can be a barrier to learning	Heads of Year to ensure uniform standards are maintained to a high standard and students eligible for Pupil Premium are support with any uniform issues which would present a barrier to learning	Heads of Year	March 2019	£3,000
C – Music tuition	Raise aspiration and broaden learning experiences through playing an instrument	Learning a musical instrument will raise aspirations and support academic learning	As part of the entitlement, students eligible for Pupil Premium who want to learn an instrument can be supported	Head of Music	March 2019	£2,000

C – Additional Careers advice and guidance	Raise aspiration through individual career interviews in Year 8 and Year 10	Through student voice, students are not always clear about careers pathways and therefore do not have the knowledge and aspiration to pursue different career pathways	Careers co-ordination <ul style="list-style-type: none"> • Access to earlier specific careers advice in Year 8 • Access to additional provision through Next Steps SW and University of Exeter • Support for the Magnolia Incentive 	Head of Careers and Enterprise	March 2019	£1,305
A, B C, D, E – Pupil Premium Entitlement	All students eligible for Pupil Premium will have an entitlement. Entitlement will be different for Key Stage 3 students and Key Stage 4.	Ensure all students have the necessary equipment, materials and access to wider experiences of learning through the College. Currently, a lower percentage of students eligible for Pupil Premium are involved in extra-curricular visits and opportunities.	Trips and visits tracked As part of entitlement, students are encouraged to take wider opportunities Tracked through the Pupil Progress Passport	Deputy Principal	December 2018	£10,000 (£20 per student) £11,000 (Activities week and trips)
A, D, E - Administrative support in analysing data – attainment, attendance and behaviour trends	Support to analyse data and recognise trends which inform interventions and support	College tracker uses attainment, attendance and behaviour data to identify barriers to learning following each data cycle. Clearly define which students to target and support	Deputy Principal to work with the SIMS team to ensure the necessary data is circulated and used by departments	Deputy Principal	December 2018	£2,196
Contingency Budget						£1,690
Total budgeted cost						£98,661
OVERALL TOTAL COST						£347,820

