

Planned strategies and interventions for Pupil Premium in 2019 to 2020

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 **£387,206**. During 2018 to 2019, 20% of the College cohort will be eligible for Pupil Premium. This includes:

Total College cohort: 2253
Total number of students eligible for Pupil Premium (FSM and E6)
359
Children in Care
16
Service Children
89
Date for next internal review of this strategy: March 2020

Pupil Premium Review 2018-19						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Progress Data	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	Smaller classes sizes within the core subjects will help provide interventions in numeracy and literacy	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	Principal	Year 7 Maths – 79 Students 4 Not yet met 71 Succeeding 1 exceeding	£81,813
	CPD on how to support students with SEND with a project focus within English	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	Feedback from teaching staff through evaluation of CPD	Deputy Principal	Year 7 English 20 Not yet met 45 Succeeding 12 Exceeding	£10,000 (SEND CPD)
	Smaller class sizes in English and Maths	HODs will provide evidence at the end of Key Stage 4		Heads of English and Maths	Year 8 – 80 Students Maths 3 Not yet met 63 Succeeding Exceeding 10 Concern 1 ** 2	£2,000 INSET SPEECH AND LANGUAGE
	CPD for staff - Speech and Language	Through regular student voice			English 13 Not yet met 55 Succeeding Exceeding 6 Concern 2 ** 2 Year 9 – 72 Students Maths 15 Not Yet Met 15 49 Succeeding 7 Exceeding English 10 Not yet met	

Review P1 to P10 - Plan P12 to P22

					48 Succeeding 10 Exceeding 2 Concern ** 2	
<p>Review:</p> <p>WWW: SLT reviewed and monitored books of SEND and PP students. Fed back to staff areas for improvement and examples of best practice.</p> <p>This, (including learning walks and observations) highlighted areas to work on such as PAR, think pinks and teacher feedback.</p> <p>Reviewed the way Accelerated Reader was being used in school and identified that this was poorly monitored and not mandatory.</p> <p>Assessed whole of year 9 for reading levels and comprehension and this highlighted that levels of comprehension were far below age expectations.</p> <p>EBI: Reading levels need to improve, grammar needs to improve, and English Literature was higher than English Language at GCSE which is not a common occurrence.</p> <p>Plan:</p> <ul style="list-style-type: none"> • Accelerated Reader now compulsory for years 7 to 10 to develop reading. • Phonics programme (Nessy) to improve phonic decoding for younger years. • Soundswrite to support children who Nessy doesn't work for. • Inference training to assist on comprehension for reading ages between 8 and 10. 						

Review P1 to P10 - Plan P12 to P22

A/C - Improved progress for high attaining pupils through Gifted and Talented mentoring	Gifted and talented coordinator to undertake weekly small group sessions for high-attaining pupils in order to raise their aspiration.	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 other Gifted and Talented opportunities.	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	Gifted and Talented Coordinator		£1,300
--	--	--	---	---------------------------------	--	--------

Review

<u>Activity</u>	<u>Year Group Involved</u>	<u>Number of Students</u>	<u>Disadvantaged</u>
Challenge Day-Somerset	7 and 8	11	3- (27%)
STEM Fair University of Plymouth	9 and 10	45	2-(4%)
Academy Conference	9, 10 and 11	12	1 (8%)
Oxford University	10 and 11	13	3 (23%)
Challenge Day-Resilience	8 and 9	14	0 (3 invited but all declined)
University of Bristol insight	8 and 9	9	1 (11%)

A - Department Bid Fund	Department identified through the Pupil Premium Tracker can bid for money to provide specific interventions to support the improvement in attainment	College Tracker indicating departments who have more than expected students eligible for Pupil Premium not making expected progress after each data cycle.	Deputy Principal will identify departments requiring additional support through the tracker Deputy Principal will work with Heads of Department to formulate a strategic response through the Bid Fund document	Deputy Principal		£10,000
--------------------------------	--	--	--	------------------	--	---------

Review

WWW: Some departments had access to support, but this could be improved.

Review P1 to P10 - Plan P12 to P22

EBI: Departments need to be encouraged to apply to the fund with ideas for supporting disadvantaged students. We will publicise the bid fund much wider and ask for suggestions on how departments can use the money to raise achievement.						
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		£11,931 Incl. TLR for H/W Co-ord.
Review WWW: HW club at both KS3 and KS4 was well attended with students being encouraged to go by PP mentors. Pizza, cakes/cookies and kitchen leftovers were used to encourage attendance. PP mentors encouraged students to attend. EBI: Registers were paper based, attendance record to be improved. Plan: Digital registers used at both KS3 & KS4 to track individual attendance. More robust overview of students not handing in homework and communicated top year teams and tutors. Specific 'Maths Study Support' being implemented at KS4 one day a week. Specific revision techniques study support sessions implemented at KS4 one day a week.						
Total budgeted cost						£142,624
i. 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	Review and planning.	Cost
A / B / C / D / E - Increase the leadership capacity to coordinate and	Appoint an Assistant Principal to coordinate and oversee the progress of students	The recent Pupil Premium external review	SLT will formulate a comprehensive job description to ensure the leadership of this area. Areas of responsibility and accountability will include	Principal Deputy Principal		£60,000

Review P1 to P10 - Plan P12 to P22

drive improved outcomes for students within the Pupil Premium cohort	within the pupil premium cohort	Current capacity of senior leadership	<p>Overall: Pupil Premium – Responsible for Progress and Achievement of:</p> <ul style="list-style-type: none"> • Disadvantaged students • LAC students • Service Children • Co-ordination and monitoring of teaching and learning for these students • 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 			
--	---------------------------------	---------------------------------------	---	--	--	--

Review P1 to P10 - Plan P12 to P22

A - Literacy interventions - Sounds write and early morning reading support	1:1 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.	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. Sessions once every fortnight for identified vulnerable students	AP – Progress and Intervention	Soundswrite Data	£15,551 <
---	---	---	--	--------------------------------	------------------	--

Review P1 to P10 - Plan P12 to P22

In 20/21 look to use the 15 session differently (4 in 10H, 4 in 11H to reduce group sizes, 6 as twilights for KS3/4, 1 as KS5 twilight)						
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		£9,000
<p>Review</p> <p>WWW: Feedback was good, students were genuinely enthused and reported that P16 mentors were useful. Access to university inspired students to think about degree in their future.</p> <p>EBI: It would be great to widen the number of students who have access to this kind of activity.</p> <p>Plan: Rerun this again to inspire disadvantaged students. We also intend to run our own version of P16 mentoring to help more students than just those engaged in Coach bright.</p>						
Total budgeted cost						£104,845
ii. 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	Review and planning.	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 trancies.</p> <p>First day response provision.</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>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 	Deputy Principal	DT attendance report	£44,262

Review P1 to P10 - Plan P12 to P22

	Additional day of support from the Education Welfare Officer targeting Year 11 students who are PA and with poor attainment levels REACH intervention and support	Source of evidence – weekly attendance report breakdown.	<ul style="list-style-type: none"> • Liaise with pastoral and academic staff to co-ordinate actions • Homework support • 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>£9,576</p> <p>£5,000 (Re-engagement)</p> <p>£9,322 (REACH Centre intervention)</p>
<p>WWW: Regular discussion about attendance with students in 121 sessions by mentors. Identified students in focus groups and encouraged attendance to study support, met and rang parents to help identify barriers to learning / attending school.</p> <p>Assisted in TAF meetings and built relationships with families across all key stages.</p> <p>Met and wrote pupil progress passports for every disadvantaged child in the school.</p> <p>EBI: Attendance rated need to improve, mentors will work closely with new attendance officer and assist with home visits, first morning calling and speaking to students about their attendance.</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 e praise Reward nominations each term for students eligible for pupil premium Inspiration Board Inter tutor group league	Deputy Principal		£1,000
<p>WWW: Class Charts was used to monitor positive behaviours and students work highlighted. Students on the inspiration boards, cakes and biscuits etc. provided for good work.</p>						

Review P1 to P10 - Plan P12 to P22

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		£3,000
WWW: Uniform was supplied to students who had financial problems. Year 7 families were identified before transition and supported with uniform. Contact made with uniform suppliers and arrangements made to supply children with uniform.						
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		£2,000
<p>WWW: Music tuition provided for students to help them engage with the wider school community.</p> <p>EBI: Publicise wider engagement of music with disadvantaged cohort. Letter home to disadvantaged parents to offer 50% off music lessons.</p>						
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	<p>Careers co-ordination</p> <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		£1,305
WWW: All year 11 students offered meetings and most attended. Many year 9 and 10 students offered an attended meeting too.						
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	Trips and visits tracked As part of entitlement, students are encouraged to take wider opportunities Tracked through the Pupil Progress Passport	Deputy Principal		<p>£10,000 (£20 per student)</p> <p>£11,000 (Activities week and trips)</p>

Review P1 to P10 - Plan P12 to P22

		are involved in extra-curricular visits and opportunities.				
<p>WWW: Students were provided with materials and resources they needed. Students were supported to go on trips in activities week and through the year. Music lessons were also supported.</p> <p>EBI: Most students did not need to access this fund. Finance needs to be available to support, but may be better used elsewhere.</p>						
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		£2,196
<p>WWW: Sims team great at providing data when needed.</p> <p>EBI: Some more training for PP mentors on ways of accessing and monitoring students.</p>						

Review - Outcomes for disadvantaged students – three year trend

This review examines each element of the Pupil Premium plan line by line. It examines effectiveness by highlighting what went well (WWW) and reflects on areas for improvements by suggesting what would be even better if (EBI) we made changes. We also indicate areas for improvement on the next pupil premium plan.

The reporting of our disadvantaged cohort is a combination of data published by the Department for Education (www.compare-schools-performance.go.uk) and up to date internal data.

Progress Measure	2017	2018	2019
Progress 8	-0.91	-0.66	-0.89
Attainment 8	33.8	37.3	30.6

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	<p><u>Academic</u> – Basics</p> <p>Literacy: Currently reading ages across the school and therefore comprehension is lower than it should be. The ability for students to understand exam questions at GCSE is directly related to their ability to understand what they read. By raising the ability for students to understand language we will see an increase in academic achievement across all subjects and all years in both answering and responding to questions.</p> <p>Numeracy: Maths results were lower than expected in the recent GCSE. Student's progress in Maths (and as one of the basic exam criteria) is essential to supporting many subjects across the range of curriculum offered. Raising numeracy will, in turn, raise levels of achievement in all subjects where problem solving and use of numbers is important.</p>
B.	<p><u>Academic</u> – Engagement</p> <p>Aim Higher: Disadvantaged Students in KS4 are resistant to attending booster sessions to fill gaps. At KS3 students can be resistant to seeking extra support outside of school hours. The pupil progress team will develop ways of encouraging students to engage with extra support available.</p>

Review P1 to P10 - Plan P12 to P22

	Study Support: Disadvantaged Students in KS3 & KS4 are not completing enough homework. The pupil progress team will monitor this and get students help to complete homework tasks on time.
C.	Behaviour: RTL has been initiated to clearly define behavioural issues. Behavioural issues may stem from the inability to engage with the work. The Pupil Progress team will help to identify any barriers to learning and communicate this to SEN team and teachers. The PP Plan will support the RTL team.
D.	Aspiration: Pupil Premium students often end up in lower sets, reducing their self belief and surrounding them with less motivated students. By positive discrimination, aspirational setting we intend to raise expectations of disadvantaged students.
External barriers	
E.	Attendance - Lower levels of attendance in the disadvantaged cohort, including the number of persistently absent students. The Pupil Progress team will work closely with the attendance team to address concerns early on.
F.	Pastoral factors – College and multi-agency support in place to remove external barriers in accessing education. The pupil progress team will (where appropriate) support the pastoral teams in multi-agency meetings.
Desired outcomes	
Success criteria	
A.	Reading and comprehension levels across the school will raise. Measured by significant growth in reading ages and number of words/books read by each student.
B	Students Engagement is key: The attendance of Aim Higher and Study Support sessions will improve. Measured by good attendance to support sessions.
C.	Behavioural Barriers: The Pupil Progress team will work with students to identify barriers to their learning.
	Resulting in students being better able to understand exam questions and more able to develop comprehensive responses to questions. Increased number of students making accelerated progress in reading ages; resulting in improved academic performance across all subjects in KS3 & KS4.
	Resulting in improved levels of assessment and homework submission in KS3 & KS4.
	Resulting in teachers who are aware of reasons for poor behaviour of students who are more engaged in lessons and making academic progress.

Review P1 to P10 - Plan P12 to P22

	Measured by meetings with students 121 (mentoring) and communication with SEN/teachers.	
D.	Raising Aspiration: Positive discrimination with regards to the setting of disadvantaged students. Engaging with wider school community and extracurricular activities will foster a 'can do' belief. Measured by higher proportion of disadvantaged students in higher sets.	Resulting in raised personal and school wide expectations of disadvantaged students. More students from disadvantaged backgrounds accessing higher papers / classes.
E.	Attendance for disadvantaged students will be better than 2018/19. New attendance officer to work with the Pupil Progress team to improve attendance of disadvantaged students. First day calling; home visits; rewards for good attendance. Measured by better attendance for disadvantaged students than 2018/19.	Resulting in higher academic achievement via termly reports and final GCSE outcomes.
F:	Pastoral Support and engaging families will help students' access learning. Quick access to multiagency support for families. Working alongside year teams to run TAF/EH meetings to secure help for families.	Resulting in reduction in pastoral issues which are a barrier to attending school or engagement when in school.

Review P1 to P10 - Plan P12 to P22

Planned expenditure						
Strategies and Expenditure for 2019						
Desired outcome	Chosen action / approach.	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
Carry over strategies from previous plan (Academic & Pastoral)						
Improve levels of literacy and numeracy across all year groups with a particular focus on disadvantaged boys	Smaller class sizes in English and Maths	Smaller classes sizes within the core subjects will help provide interventions in numeracy and literacy.	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	SLT		£93,164
Improved progress for high attaining pupils through Gifted and Talented mentoring	Gifted and talented coordinator to undertake weekly small group sessions for high-attaining pupils in order to raise their aspiration.	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.	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.	Gifted and Talented Coordinator		£1,300
Department Bid Fund	Department identified through the Pupil Premium Tracker can bid for money to provide specific interventions to	College Tracker indicating departments who have more than expected students eligible for Pupil Premium not making expected progress after each data cycle.	Assistant Principal will identify departments requiring additional support through the tracker	Assistant Principal		£5,000

Review P1 to P10 - Plan P12 to P22

	support the improvement in attainment		Assistant Principal will work with Heads of Department to formulate a strategic response through the Bid Fund document			
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. TA's will be available to support children out of regular school hours.	Assistant Principal		£2,000 £9,310
Assistant Principal	To coordinate and oversee the progress of students within the pupil premium cohort	Coordination and oversight of disadvantaged cohort. Leading the team and working across whole school with year teams and departments.	Feedback and appraisal with Principal.	Principal		£65,934
Pupil Premium Mentors	To work with disadvantaged students and families. Support both academic and pastoral functions.	Analysing data, mentoring students, advocating for students, liaising with families and communicating to teachers are all paramount to the long term progress of disadvantaged students.	Regular meetings, feedback and appraisal.	Assistant Principal		£44,563
Inclusion Staffing	To support disadvantaged students in REACH.	REACH is a stepping stone back to full time education.	Regularly meet with REACH staff and review progress.	Assistant Principal		£9,512
SIMS	PP team need access to and analysis of data and reporting on disadvantaged students.	Analysis of data provides the benchmark to which plan are created.	Regular meeting with SIMS team and collaborative working.	Assistant Principal		£2,240
Staff Development	Staff training and support from external agencies.	Training and support is essential CPD and often, students with the highest level of need are disadvantaged.	Review and feedback from training sessions.	SLT		£5,000

Review P1 to P10 - Plan P12 to P22

TA/Pastoral staffing for interventions	Staffing is needed for interventions	Intervention are key to filling gaps and improving attainment.	Review of interventions and academic progress.	Assistant Principal & HODs		£56,836
--	--------------------------------------	--	--	----------------------------	--	---------

Review P1 to P10 - Plan P12 to P22

Academic Strategies						
Improve average reading ages in line with actual ages.	Support AR with rewards for minutes reading for disadvantaged students.	Evidence from other schools linking reading ages with exam questions.	Work with AR lead and English department to support the new scheme.	Assistant Principal / AR Lead / HOD		£1000
Improve basic reading skills	Nessy Phonics	Nessy is a nationally recognised programme for developing Phonics, proven to develop phonic decoding. Soundwrite to support Nessy with students not making progress or identified as needing extra support more than Nessy can provide.	Work with the SEN and English department to identify children with low reading ages.	Assistant Principal / SENCO		£1500
Improve comprehension skills	Inference Training	Inference training is a nationally recognised programme for developing comprehension.	Work with the SEN and English department to identify children, able to read but with poor comprehension.	Assistant Principal / SENCO / HOD		£1000
Improve Maths and problem solving skills	Maths Whizz	Maths Whizz is a proven Maths intervention. Review suggests that this can be improved by better internal assessment and delivery.		Assistant Principal / HOD		£4000
Students who fall behind need additional support in class.	X2 Aim Higher Mentors to help students catch up with their peers. Small tutor group – focus on disadvantaged anxious/ASC. Manned by Aim Higher mentors.	Evidence for in class support is strong. High % of school refusers from disadvantaged backgrounds – many 'double dippers'.	Improvement in attainment in subject reports. Reduction in poor attendance for high anxiety/ASC disadvantaged students.	Assistant Principal		£25,786

Review P1 to P10 - Plan P12 to P22

Behavioural	To support disadvantaged students accessing support in Ready To Learn.	RTL is designed to help students reflect upon their actions in class and promote learning.	Regular meeting and data analysis from RTL staff.	Assistant Principal		£19,952
Identify need for exam support	EAA testing for all year 9 students.	Private schools identify around 25% of students need EAA. We are currently around 12-15%. Year 9 pilot scheme rose this to 25%.	Work with SEN department to run EAA week in ICT suits.	Assistant Principal / SENDCo / Exams		£3000 (including invigilation)
Access to exam questions	Reading pens	Students who need readers are embarrassed to raise their hand. Reading pens are allowed in exams.	Work with exams and SEN to identify students in need.	Assistant Principal / SENDCo / Exams	Pilot with 10 pens at first.	£2000 (pilot)
Improve spelling and Grammar	SPAG books & revision techniques (with rewards for completion)	GCSE English Language had poorer outcomes than literature.	Work alongside the English department to improve SPAG	Assistant Principal		£1028 (KS3/4)
Music Tuition	Access to music lessons.	Access to learning an instrument provides benefits of engagement, concentration and self-esteem.	Feedback from the music department.	Assistant Principal / Music		£1000

Review P1 to P10 - Plan P12 to P22

Pastoral Strategies						
Prevention of PEx	Support from SPACE/CMAS	Students at risk of permanent exclusion often need a break from the influences or their peers and a therapeutic approach to re-engagement.	Reports from SPACE/CMAS	Assistant Principal		£1500
Students have negative experience which prevent them from attending school or behaving well.	Referrals to external experts to offer therapeutic intervention and realign behaviours.	External factors can have significant barrier to success at school. Therapeutic intervention can help students remain in school and on roll.	Reports and assessment.	Assistant Principal /CC/JH		£500
Uniform Support	Assistance with buying uniform.	Financial hardship support to those who find it difficult to buy uniform.	Feedback from families. Fewer uniform issues from affected students.	Assistant Principal		£3000
Attendance	First day calling	Better attendance, meaning engagement and progress academically.	Staff (Attendance Officer)	DT & AP		£10,376
Better Attendance	Vouchers and trips for those with 10+ attendance to Aim High sessions. (once per term). Dinner Vouchers in school.	Poor attendance by disadvantaged.	Tracking	Assistant Principal /DT		£2000
Aspiration to University	Coachbright – run session to engage students in FE/Degree.	Disadvantaged students often don't believe they can attend university, or even consider it an option.	Reviews and feedback.	Assistant Principal		£4500
Managing anger and emotions	Anxiety & Manger Management support (Paula Baker)	Growing numbers of SEMH and angry young men. Keep attendance and engagement up.	Reviews and feedback	Assistant Principal		£600

Review P1 to P10 - Plan P12 to P22

Improve energy, self-confidence and motivation	Exercise Classes	Students who take regular exercise have better levels of energy and engagement at KS4.	Reviews and feedback	Assistant Principal		£300
In House Coach Bright	Using P16 mentors to tutor KS4 students.	Students need 121 coaching to help fill gaps. Students make excellent mentors.	GCSE grades, termly reports and feedback.	Assistant Principal		£500
Study Skills & Revision Skills KS4	Using the study centre, one evening per week is set aside for study skills lead by tutor.	Students need support to learn how to revise. Many report they don't know where to begin.	Numbers attending, feedback from students.	Assistant Principal		£500
Extra revision guides and materials for KS4.	Using the study centre, one evening per week is set aside for specific Maths support from tutor.	Students find they have gaps in knowledge due to missing lesson, or not understanding/forgetting.	Numbers attending, feedback from students.	Assistant Principal		£500
Activities – Access for all	Money to be available to support students into activities.	Many students chose cheaper or free options. Finance available for students to access enrichment.	Number on trips.	Assistant Principal		£5000
Careers Advice	Support and engagement in post 16 and beyond	Engaging students in their futures is essential to demonstrating the importance of academic achievement.	Number accessing advice.	Assistant Principal		£1,305
Contingency						£4,024
Academic Strategies						£60,266
Pastoral Strategies						£32,081
Carry over strategies						£294,859
OVERALL TOTAL COST						£387,206

Review P1 to P10 - Plan P12 to P22

