



**Pupil premium strategy statement:** St Peter’s will endeavour to inspire, support and challenge every Pupil Premium student to overcome the additional barriers they face as an individual to increase opportunities, maximise outcomes and improve their life chances. This is embedded fully in our vision – H+O+P=E (Habits for character, opportunities for all, personal responsibility and excellence) and our character compass – Wisdom, Community, Courage and Compassion.

## School: St Peter’s Church of England Aided School

1. Summary information					
<b>School</b>	St Peter’s Church of England Aided School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£198,168	<b>Date of most recent PP Review</b>	March 2019
<b>Total number of Students</b>	1269	<b>Number of Students eligible for PP</b>	208	<b>Date for next internal review of this strategy</b>	Sept 2019

2. Current attainment		
	<i>Students eligible for PP</i>	<i>Students not eligible for PP</i>
<b>P8</b>	-0.57	+0.21
<b>Attainment 8 score average</b>	41.83	52.96
<b>Basics - English / Maths (5+)</b>	38%	55%
<b>Attendance</b>	91.8%	95.6%

3. Barriers to future attainment (for Students eligible for PP including high ability)
Barriers identified through the use of internal data, student voice and staff consultation alongside research on PP barriers such as the Education Endowment Foundation / Sutton Trust (EEF) toolkit.

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>i.</b>	Students' work in books – presentation particularly poor in boy's books. Responding to feedback and acting upon advice. Quality of work not in line with their prior attainment. (Personal responsibility)
<b>ii.</b>	Motivation, confidence, self-esteem and resilience. (Courage)
<b>iii.</b>	Independent study – homework, revision and reading (Personal responsibility)
<b>iv.</b>	Students challenged in lessons to maximise outcomes through differentiation, pace of lesson and content. (Courage)
<b>v.</b>	Higher number of students with low prior attainment profile and increase in SEND register (Wisdom)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>i.</b>	Parental involvement can be more difficult to achieve (Pupil Premium and non-Pupil Premium eligible), given that students are part of a wide catchment area and many are dropped off, and picked up, each day by local transport. (Community)
<b>ii.</b>	Attendance of PP students falls during KS4 especially with the persistently (4+ years) FSM students. (Community)

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved feedback enables students to present their work smartly and make rapid progress in their work.  Measured by SLL, NLF and JEC Pupil Premium Lead	Students eligible for Pupil Premium in all years will make rapid and sustained progress so that by the end of the year so that almost all Students eligible for Pupil Premium are making similar positive progress to those not eligible for Pupil Premium.
<b>B.</b>	Improved confidence in capability and sense of belonging which leads to improved motivation and in turn aspirations and the resilience to overcome the hurdles along the way.  Measured in number of students knowing career paths, students sanctioned and receiving praise. Number of PP students attending clubs, in teams and attending trips etc	Students eligible for Pupil Premium in all years will have accessed the variety of clubs, teams and trips at least in line with the % of Pupil premium students in the School currently 16%
<b>C.</b>	Students know how to utilise their independent study time appropriately to further their progress.  Measured by homework submission. Projected grades, attendance at revision clubs. Improvement in the drop off of predicted grades for PP in the lead up to exams and final results	Students eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all students eligible for Pupil Premium are making positive progress
<b>D.</b>	High quality teaching and learning maximises the achievement of Pupil Premium students through appropriate data driven planning and delivery. Increase in awareness of 'soft data' so that teachers can use this to improve 'hard data' through the 'All About Me' information on SIMs marksheets.	Students eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all Students eligible for Pupil Premium make positive progress.

<b>E.</b>	Improved literacy and numeracy skills	Students eligible for Pupil Premium will make rapid progress with their literacy and numeracy skills.
<b>F.</b>	Parents engage with all aspects of students learning, are supported in assisting the students' independent learning and are proactive towards communication with the School. Parents attending more school events sports day, drama performances. Year 7 'Parents' Book Look'.	All parents to be actively involved in their son / daughter's learning, resulting in improved pupil outcomes.

## 5. 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

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>		<b>When will you review implementation?</b>
Consistently high expectations of work from PP students	<ul style="list-style-type: none"> <li>a. High expectations shared in lessons and tutor time</li> <li>b. Handwriting &amp; presentation intervention</li> </ul>	<ul style="list-style-type: none"> <li>a. Evidence from internal monitoring of student work shows that PP students do not have high expectations of work standards.</li> <li>b. Ofsted's 2013 PP Report – School should never confuse PP with low ability and therefore should focus on Students achieving at the highest levels.</li> </ul>	Monitoring of class books monthly by Subject learning leaders (SLLs), School leadership team (SUH) and PP Lead		Monthly

<p>High quality intervention strategies to support the learning of PP students in the classroom</p>	<p>a. Staff personalised CPD</p> <p>b. Consistent use of assessment to inform planning and teaching</p> <p>c. High quality homework</p> <p>d. Feedback</p> <p>e. Literacy</p> <p>f. Reading comprehension</p> <p>g. Individualised instruction</p> <p>h. Numeracy success@arithmetic</p>	<p>a. Ofsted's 2013 PP Report suggests quality teaching first – Always National Governance Association suggests training for teaching staff makes a difference to the progress of Pupil premium students.</p> <p>b. EEF suggests that Mastery learning has a + 5 month impact on PP students. To enable mastery learning, assessment must inform planning and teaching</p> <p>c. EEF suggests at secondary schools homework has a + 5 month impact on PP students.</p> <p>d. EEF suggests that good quality feedback has a high impact of +8months</p> <p>e. Intake profile is changing – low prior attainment band students is increasing as is the SEND register.</p> <p>f. EEF suggests reading comprehension strategies have a high impact of +6 months</p> <p>g. While EEF states that mentoring has little or no impact, the idea of the student action plans is one that enable students to understand the steps with which they need to improve their progress. This sets high expectations, gives clarity and is explicit about what is expected from the student.</p> <p>h. EFF suggests that short regular sessions of approximately 30 mins has a +5 month impact on progress</p>	<p>a. Impact will be monitored through a cycle of learning walks from SLT, SLL and PP Lead, Feedback from these learning walks will inform the T &amp; L team on what the CPD needs to cover. Some will be department based, some individualised.</p> <p>b. Impact will be monitored through a cycle of learning walks.</p> <p>c. Class teachers monitor students' completion and quality. SLLs monitor the teachers.</p> <p>d. Monitoring of class books observing quality and impact of feedback on student progress. Feedback does not have to be written – but informative and enable the students to progress. Learning walks.</p> <p>e. Appointment of new Literacy Lead Practitioner</p> <p>f. New Software being introduced TBC. Reading Bus – Plymouth City Council decommissioned bus to be fitted out as a reading bus/resource.</p> <p>g. Tutors to input three 'next steps' following report cycle which will be merged into a letter and sent home to parents.</p> <p>h. Specialist HLTA and TAs will deliver this in small groups and 1:1.</p>		<p>Termly</p>
<p><b>ii. Targeted support</b></p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		When will you review implementation?
Individualised strategic interventions for PP students	a. 360 review of PP students	a. Sir John Dunford – National Pupil Premium Champion (2014) and TSC Effective PP reviews state that schools should identify barriers that need to be addressed in-school as well as external factors	a. The team of Pupil Premium Lead plus several key members of staff will conduct the 360 interviews. Initially with Year 9 students. This information will inform actions		After each year group is completed
	b. Tutoring – Peer (Year 10), small group	b. EEF suggests that Peer tutoring has an impact of +5 months for very little cost. According to EEF Small group tuition has a +4 month impact	b. Year 10 to buddy year 7. HOY to oversee with analysis before and after to assess impact. Registers taken and rewards for tutors.		½ termly
	c. Revision classes – After school and during holidays	c. In School data suggests gap widens significantly within the last year during revision periods. EEF suggest extending the school time to have a +2 month impact but will support to close the gap in independent study.	c. Registers taken and parent / carers informed of non-attendance. Sessions run by class teachers		½ termly
	d. Year 11 Study Cafe	d. EEF suggests that homework completion at secondary has an impact of +5 months.	d. To encourage attendance of invited students provided with refreshments and biscuits. Staff paid for their time,		½ termly
	e. Summer/ holiday camp	e. EEF suggests impact of +2 months.	e. Staff paid for their time, Pupil Premium Lead will plan the sessions determined by staff available.		After camp and Annually
	f. Hand writing intervention	f. The School has identified that boys in particular are losing marks because their handwriting is illegible and presentation of work does not support progress	f. Whole School drive on presentation in books, individual intervention for particular cases.		½ termly
	g. Virtual Cinema and theatre	g. EEF suggests that participation in the Arts has an impact of +2 months. It has been found to re-engage older learners and close the social and cultural gap	g. This will run this as a monthly session with rewards such as ice cream for attendance		½ termly
	h. Enrichment activities	h. Sonia Blandford AFA, Access to enrichment activities vital to overcome systemic barriers.	h. Whole school enrichment activities should be accessed by at least the percentage of PP students in the College. All PP students should receive funding to access enrichment activities. However these activities should be backed up with additional positive discrimination such as support sessions, enhanced time etc		½ termly

			Funding application to provoke thoughts on impact.		
	i. Computer software & devices	i. EEF suggests digital technology can have a +4 month impact.	i. If identified in 'All About Me' questionnaire the student needs digital technology support this will be accessed for them		Annually
	j. Reading recovery / Grow@literacy	j. Reading Recovery children are shown to reduce the attainment gap to less than 5% in reading and writing between those from economically PP homes compared with their peers.	j. Run and monitored by the SEND Team.		½ termly
	k. Service children	k. These children are not disadvantaged financially but need additional support for their needs in terms of health and mental well-being.	k. Parental guidance on support needed for each service students – monitored by ISOs and HOY		½ termly
	l. CiC package	l. EEF Suggests social and mental learning has an impact of +4 months. Attachment training supports this	l. Monitored by ISOs and HOY. Attachment specialist TA working on 1:1 and small groups basis.		½ termly
	m. Persistent FSM support	m. The education policy Institute says that students who have been FSMs most of their lives have an even larger attainment gap by the end of school life (19.3 months to 24.3 months)	m. Monitoring of attainment grades and then individualised support for those students as a priority.		Termly

Improved & consistent tutor involvement of PP students learning	<ul style="list-style-type: none"> <li>a. Positive Mentoring</li> <li>b. Next steps programme</li> <li>c. Ready to learn (equipment)</li> <li>d. Improved knowledge through improved communication within School</li> <li>e. Improved communication with home.</li> </ul>	<ul style="list-style-type: none"> <li>a. EEF Suggests positive mentoring has an impact of +1 months.</li> <li>b. EEF Suggests meta-cognitive and self-regulation has an impact of +8 months.</li> <li>c. The School has identified that lack of equipment for some students disrupts their learning time / ability. Disadvantaged students given a fully stocked and exam regulation compliant pencil case.</li> <li>d. Tutors are the first point of call for all issues with a student. The College has identified they need to be more informed about the needs of the students</li> <li>e. EEF Suggests parental involvement has an impact of +3 months.</li> </ul>	<ul style="list-style-type: none"> <li>a. Activities within tutor time</li> <li>b. Student action plans. Working with NSSW to offer supra curricular activities. Club 11, The Brilliant Club, e-Me and specialist workshops.</li> <li>c. Equipment check and providing of equipment for PP</li> <li>d. Any pastoral / academic emails should include tutor</li> <li>e. Regular phone calls from HOY and tutors</li> </ul>		<ul style="list-style-type: none"> <li>½ termly</li> <li>½ termly</li> <li>Daily</li> <li>½ termly</li> <li>½ termly</li> <li>Termly</li> </ul>
Improved parental involvement in PP students learning	<ul style="list-style-type: none"> <li>a. Structured conversations</li> <li>b. Support sessions</li> <li>c. Personal invites with incentives</li> <li>d. Offsite parental meetings</li> </ul>	<ul style="list-style-type: none"> <li>a. AfA core module to improve achievement for all</li> <li>b. EEF Suggests parental involvement has an impact of +3 months.</li> <li>c. EEF Suggests parental involvement has an impact of +3 months.</li> <li>d. EEF Suggests parental involvement has an impact of +3 months.</li> </ul>	<ul style="list-style-type: none"> <li>a. TBC</li> <li>b. PP parents called re Support sessions and additional times in IKEA given</li> <li>c. Events including extra-curricular events invites such as sports day with free meal voucher for BBQ for parents.</li> <li>d. Meetings to be held off site to encourage parents who are 'school phobic' to discuss their child's progress.</li> </ul>		<ul style="list-style-type: none"> <li>TBC</li> <li>After event</li> <li>½ termly</li> <li>Autumn term</li> <li>After events</li> </ul>
<b>Total budgeted cost</b>					£176,168

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?		When will you review implementation?
Leadership & Governance ensures robust processes to ensure practice is consistent, and challenged and supported where necessary	a. Governance training and monitoring visits	a. Afa – leadership module, National Governance Association – spotlight on Disadvantaged, DfE & nfer - Most effective ways to support PP pupils' achievement. No 7. Clear responsive leadership – set even higher aspirations and lead by example. Hold staff accountable for raising attainment rather than accepting low aspirations and variable performance. Spotlight on Disadvantaged – The role and impact of governing boards in spending, monitoring and evaluating the pupil premium	a. Paid into the AFA programme and Governance training led by Achievement coach		½ termly
	b. Attainment / achievement, Teaching and learning,	b. inconsistent approaches need to be monitored to ensure effectiveness	b. KOSP Meetings		Termly
	c. Attendance / lateness	c. Attendance is vital for attainment and achievement	c. Review meetings		Weekly
	d. praise and reward	d. Monitoring that PP students are rewarded at least as much	d. Review meetings		Termly
	e. Sanctions	e. Monitoring of sanctions to ensure PP students not overly targeted	e. RTL Analysis/reports		½ termly
	f. Additional interventions	f. Awareness of what we are doing to close the gap and the impact	f. Tracking system – looking at Pupil Premium Software		Weekly
	g. Clubs and teams	g. To ensure clubs and teams are made up proportionately of PP students	g. Registers		Termly
	h. Tracking of funding and impact through Analysis, action, impact.	h. To ensure spending is appropriate and has an impact. If not strategy is removed.	h. Application for funding based on needs analysis, action, and impact. Evidence required to evaluate impact		Annually

Raising aspirations, confidence and resilience	<ul style="list-style-type: none"> <li>i. Rewards</li> <li>j. Careers advisor and Coordinator support</li> <li>k. Newsletter to staff to promote positive conversations</li> <li>l. Share good work home to parents / carers</li> <li>m. Cadets and D of E</li> <li>n. University visits</li> <li>o. Work with Next Steps South West part of NCOP to support higher education uptake</li> </ul>	<ul style="list-style-type: none"> <li>i. PP Students rewards proven to boost confidence</li> <li>j. PP students often those who have no aspiration or struggle for work experience</li> <li>k. Positive relationships within School will enable more specific support</li> <li>l. Encourage parental engagement</li> <li>m. Participation in the wider curriculum can have an impact of 2+ months</li> <li>n. Widen PP students horizons, especially those who have parents who did not go to University</li> <li>o. The National Office for Students has a register of postcode wards that have high attainment and poor take up of university places.</li> </ul>	<ul style="list-style-type: none"> <li>i. Specific rewards for PP students on top of School wide reward system</li> <li>j. Prioritise PP students in work experience and Career interviews</li> <li>k. Newsletter emailed to staff and parents</li> <li>l. Shared at parents evenings / support evenings</li> <li>m. Active promotion amongst PP students</li> <li>n. University trips</li> <li>o. The Brilliant Club – part of the Scholars Programme. E-me – online tutoring. Articulatory. Workshops and Assemblies</li> </ul>		<ul style="list-style-type: none"> <li>½ termly</li> <li>½ termly</li> <li>Monthly</li> <li>Termly</li> <li>After Event</li> <li>After Event</li> <li>After Event</li> <li>After Event</li> </ul>
Improved awareness of Mental health and wellbeing of individual PP students	a. Ambassadors for chosen students	a. Tried and tested strategy within the School	a. Ambassadors identified through Tutors		½ termly
<b>Total budgeted cost</b>					£22,000

## 6. Review of expenditure

### Previous Academic Year 2017 - 2018

Area of Spend	Contribution from PPG	Evidence of Impact – <i>How do you know?</i>	Continue to 2018/2019
Administration	£13,889	<p>Detailed individual record of PP students and spending including personal tracker file.</p> <p>Close relationship with HOY and SLL regarding PP students. Increased communication and awareness</p> <p><i>Greater clarity</i> in progress of PP students in 4Matrix which has led to greater whole staff awareness of PP students' progress and attainment.</p> <p><i>Improvement of administration</i> of short term funding – application form has been updated and there is a basic requirement that this provision has impact on progress and attainment.</p> <p>Additional member of staff has been added to the Data &amp; Examinations team to further free up time for the PP Lead.</p>	Yes
Intervention Support Team	£16,505.28	<p>ISOs work very closely with HOY and SENCo regarding CIC, including meeting with students, parents and outside agencies.</p> <p>ISOs were to work closely with CIC to ensure good attendance. There are three CIC students and their attendance is –</p> <p>Year 10 (1) 2017/2018 78.57% 2018/2019 92.06% ↑</p> <p>Year 11 (2) 2017/2018 97.25% 2018/2019 85.01% ↓</p> <p><i>Therefore the intended outcome is variable.</i> Do they need additional support getting to school? Taxi? Support from the PPG will continue.</p> <p>It was intended that ISOs would support PP students with parents' evenings – contacting parents and attending where parents were unable – this has fallen to the Data Team – this is to be reviewed.</p> <p>Additional and different means of communication has been used for PP students – including written and text communication rather than simply email to increase attendance at parents' evening – this has had a positive impact on attendance of PP students' parents. At present the parents' evening booking system is not able to provide percentages of attendance of PP only students – feedback from teachers/tutors is that there has been an improvement in PP parent attendance.</p>	<p>Yes</p> <p>Further review required</p> <p>Remain with the Data Team.</p> <p>Remain with the Data Team.</p>

		ISOs have also trialed an 'off site' parents meeting with year 7 students. This was a drop in session at IKEA in the café where parents could simply drop in and talk to an ISO, HOY or Director of Data and Performance. Sixteen parents attended. Feedback from parents was that it was very helpful, although it still didn't encourage the very hard to reach parents to attend. A further session is scheduled after which the future of this provision will be reviewed.	To be reviewed following second drop in session.																																																						
Staff Training & Support	£14,018.75	<p>The character compass is becoming embedded in lessons. However, following a PP Student Voice it would appear that not all students fully understand when it is being applied. Following learning walks the use of the character compass is not consistent across all subjects. SLT are aware of this and are working on putting in place a model for all teachers.</p> <p>Work has been done during inset days on metacognition and paired practice during inset days and twilights.</p> <p>Our vision H+O+P=E (habits for character, opportunities for all, personal responsibility and excellence) have been displayed throughout the school and has been embedded into our reporting system to parents.</p> <p><i>Staff are fully aware of the PP students</i> and are highlighted in teachers' Class Progress Trackers. SLL and HOY are actively targeting PP progress within their teams. The mantra 'additional and different' is filtering down to the class teacher. However, the disadvantaged gap is widening. Lesson observations, learning walks and book looks have evidenced teachers are aware of their disadvantaged students.</p>	<p>Further review required</p> <p>Yes</p>																																																						
Attendance and EWO Support	£4,050.40	<p>Attendance figures – 2017/2018</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>7 (41)</td> <td>96.28%</td> <td>96.80%</td> <td>-0.52%</td> </tr> <tr> <td>8 (42)</td> <td>94.10%</td> <td>96.25%</td> <td>-2.15%</td> </tr> <tr> <td>9 (47)</td> <td>93.21%</td> <td>95.91%</td> <td>-2.7%</td> </tr> <tr> <td>10 (52)</td> <td>88.96%</td> <td>95.27%</td> <td>-6.31%</td> </tr> <tr> <td>11 (36)</td> <td>84.17%</td> <td>88.53%</td> <td>-4.36%</td> </tr> </tbody> </table> <p>Attendance figures – (as at 5.3.19)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> <th></th> </tr> </thead> <tbody> <tr> <td>7 (47)</td> <td>95.63%</td> <td>96.43%</td> <td>-0.8%</td> <td></td> </tr> <tr> <td>8 (41)</td> <td>94.96%</td> <td>96.06%</td> <td>-1.1%</td> <td>↓</td> </tr> <tr> <td>9 (40)</td> <td>95.66%</td> <td>95.59%</td> <td>+0.07%</td> <td>↑</td> </tr> <tr> <td>10 (42)</td> <td>94.46%</td> <td>96.12%</td> <td>-1.66%</td> <td>↑</td> </tr> <tr> <td>11 (45)</td> <td>89.17%</td> <td>96.11%</td> <td>-6.94%</td> <td>↓</td> </tr> </tbody> </table> <p>The intended outcome was that student attendance is equal to that of non PP (95%+). This is not the case for three year groups. Although attendance for years 9 and 10 have improved.</p> <p>FSM absence for Autumn &amp; Spring 2017/2018 –</p>	Year	PP	Non PP	Gap	7 (41)	96.28%	96.80%	-0.52%	8 (42)	94.10%	96.25%	-2.15%	9 (47)	93.21%	95.91%	-2.7%	10 (52)	88.96%	95.27%	-6.31%	11 (36)	84.17%	88.53%	-4.36%	Year	PP	Non PP	Gap		7 (47)	95.63%	96.43%	-0.8%		8 (41)	94.96%	96.06%	-1.1%	↓	9 (40)	95.66%	95.59%	+0.07%	↑	10 (42)	94.46%	96.12%	-1.66%	↑	11 (45)	89.17%	96.11%	-6.94%	↓	<p>Yes</p>
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		<p>National 7.2% St Peter's 8.2%</p> <p><i>Early indications are that Autumn &amp; Spring 2018/2019 St Peter's FSM absence has shown an improvement and is currently 6.4%. However, persistent FSM students' attendance does increase towards the end of year 11 and we are mindful of this and are monitoring.</i></p> <p>Persistent FSM students are 19.3 to 24.3 months behind in progress and attainment to that of their peers – we currently have 44 students who have been persistently on FSM since 2014. These are to be monitored closely during review meetings.</p> <p>We have a new Education Welfare Officer and have requested copies of 'School on a Page' from Babcock and the Attendance Officer is having weekly meetings with the HOY to support attendance.</p>	
Breakfast Club (All costs)	£846.00	<p>Following analysis of attendance over 14 weeks the <i>average attendance of PP students was 46%</i>. Tutors and teachers have confirmed an improved start to the day. Following discussions with students it seems that the majority of PP students do not go to breakfast club because it is located in the SEND department. Furthermore they spend most of their FSM money at break time which leaves them hungry at lunch time with no money. Investigations are taking place to offer a break time equivalent in another location. Also investigating the canteen, which is an external provision, opening for breakfast.</p>	Yes
Homework Club (All costs)	£3829.28	<p>Following analysis of attendance over 19 weeks the <i>average attendance of PP students was 17%</i>. However there was little to no academic support given by the supervisor to the students and the club is therefore a place for students to access ICT equipment and complete work independently.</p>	Yes
Uniform		<p>No uniform was provided to PP students. There is little to no impact on progress of providing uniform to PP students. Parents have been able to get second hand (as good as new) uniform through the PTA.</p>	No
Literacy & Numeracy	£40,856.51	<p>Of the 208 PP students 47 have SEND – 5 with EHCP and 42 with SEN K = 23%</p> <p><b>Literacy &amp; Numeracy</b> - 1 HLTA and 2 specialist TAs support 1:1 and small group work focusing on literacy and numeracy. Working with Grow @ KS3 - 37% (4/11) students who attend are PP students. Working with and Success @ arithmetic 18% (2/11) students who attend at PP students.</p> <p><b>Nurture Group</b> - Five students have an amended timetable who are unable to access the national curriculum. This is led by an HLTA and a qualified teacher. Evidence of impact - one student has left the nurture group and returned to a full timetable.</p> <p><b>Communication Interaction</b> – We have a specialist TA who delivers support to students with speech and language problems/autism. We also have two specialist TAs who work on a 1:1 or small group basis with students. 25% (11/44) students with speech and language needs are Pupil Premium Students.</p>	Yes Yes Yes
Curriculum Development	£2,243.00	<p>Deputy Headteacher has been developing the curriculum to meet the needs of our changing intake profile. At present our offer is purely GCSE. Research has taken place to <i>offer more vocational subjects</i> to meet the current needs of our students and enable them to have access to a full and rich curriculum offer. Evidence of impact – in students are sitting new subjects – graphic design (2019), engineering (2020) and BTEC digital technology and travel and tourism (2021). Further BTEC qualifications are being researched to increase our offer.</p>	Yes
Intervention Tutor Groups	£14,543.15	<p><b>Pupil Premium</b></p> <ul style="list-style-type: none"> <li>Final reports reflected a better attitude to learning over the academic year.</li> <li>All students in the group have moved on to further education/apprenticeships – no NEETs.</li> </ul>	Yes

		<ul style="list-style-type: none"> <li>Feedback from these students in the exit questionnaire was generally positive.</li> <li>50% (6) of students had a positive P8 score.</li> <li>83% (10) of the students increased their P8 score.</li> </ul> <p><b>Mathematics Intervention</b></p> <ul style="list-style-type: none"> <li>Of the 14 students that attended 50% (7) achieved expected progress or above in mathematics.</li> <li>PP students achieved a P8 score of <b>0.02</b> in mathematics compared to -0.38 for all other students.</li> </ul> <p><b>English Intervention</b></p> <ul style="list-style-type: none"> <li>47% (6) achieved expected progress or above in English Language</li> <li>PP students achieved a P8 score of <b>-0.49</b> in English Language compared to -0.38 for other subjects.</li> <li>PP students achieved a P8 score of <b>-0.76</b> in English Literature compared to -0.02 in all other subjects.</li> </ul> <p><b>PUSH Students</b></p> <ul style="list-style-type: none"> <li>50% (5) of the students had positive P8 scores</li> <li>50% (5) of the students increased their P8 score</li> </ul>	<p>Yes</p> <p>Yes</p> <p>No</p>
Careers Advice and Guidance	£2,908	<p>Pupil Premium students are given 1:1 interview to discuss their further education. <i>This resulted in 100% of year 11s going on to some form of education and training with no NEETs.</i></p> <p>PP students were given Progress File Folders to keep important certificates and documents in for interviews.</p>	Yes
Emotional, Social and Mental Health Support	£49,327.50	<p><b>SEMH</b> - Interventions which are Thrive based delivered by an HLTA with TA support. Students have an amended timetable and do environmental work in 1:1 or small groups depending on work being covered. There are currently 20 students being supported in this way. Evidence of Impact – <i>students continue to attend school and develop their SEMH.</i> 50% (23/46) students with SEMH needs are Pupil Premium Students.</p> <p><b>Attachment Based Mentor</b> has been appointed this year to help students with attachment issues. This is delivered by a TA on a 1:1 basis. Evidence of Impact – <i>students are able to return to a full timetable.</i></p> <p><b>Study Support at KS4</b> – Students who aren't able to take a full suite of options and spend two hours per week working on literacy, numeracy, SEMH and communication and interaction. 35% (15/44) students involved are Pupil Premium Students. This is delivered by HLTAs. Evidence of Impact – <i>students remain in school with good attendance</i> and receive support with their GCSEs to enable them to go on to further education. Destinations 2018 – 100% of students went on to some form of education or training. No NEETs.</p> <p><b>Sensory &amp; Physical</b> – We have a specialist TA who works with students with sensory and/or physical needs providing 1:1 support in PE and delivers, under supervision from a medical professional, physio. 22% (2/9) students with physical disabilities are Pupil Premium Students. Evidence of Impact – <i>students are able to remain in school and complete a full suite of GCSEs to offer them the best opportunity of higher education.</i></p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

Extra-Curricular Trips and Visits	£8,040	Year 10 students were given £100 for their residential and years 7, 8 and 9 were given £30 towards activities during learning enrichment week. Had little impact on progress and attainment but did fulfil the 'opportunities for all' criteria. It also provided enrichment for the student.	Yes, although amount reduced to £30 next year
Additional resources to support curriculum	£22,712	<p>Revision guides have been provided to all PP students – <i>teachers have reported improvement in homework</i>. However – further evidence suggests that PP students need a lesson in how to use their revision guide effectively. This will be delivered during through the Study Café.</p> <p>Exam pencil cases have been provided to years 10 and 11 so that PP <i>students are fully equipped</i> for their prelims and exams. Fewer students asking for equipment during their exams.</p> <p>Music lessons and/or equipment hire for PP students – supported their GCSE results and encouraged them to opt for music when choosing their options.</p> <p>PP students attended curriculum trips FOC enabling them to enhance their learning. Controlled assessments completed. Further evidence based research (Marc Rowlands) shows that disadvantaged students require follow up to curriculum trips. Meeting scheduled with SLL to arrange for a group meeting with disadvantaged students following the trip to discuss what they have seen/learnt/experienced during the trip and how this will impact on their subject knowledge.</p> <p>PP students receive free resources/materials/ingredient for technology lessons.</p>	Yes
	£193,768.87		

Total Pupil Premium Grant £193,715