



Pupil premium strategy statement: PRIORY ACADEMY

1. Summary information					
School	Priory Academy				
Academic Year	2018/19	Total PP budget	£127,490	Date of most recent PP Review	October 2018
Total number of pupils	694	Number of pupils eligible for PP	114	Date for next internal review of this strategy	March 2019

2. Current attainment for KS2 SATS 2018			
24 PP students	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP</i>	<i>National Average</i>
Reading Expected Standard	50%	77%	75%
Writing Expected Standard	50%	82%	78%
Maths Expected Standard	65%	85%	76%

2. Current attainment for KS4 GCSE 2018			
6 PP students	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP</i>	<i>National Average</i>
Average Attainment 8	50.42	54.61	46.4
Progress 8	0.024	0.114	-0.02
% Grade 5 or above in English and maths GCSEs	83.3%	80.8%	43%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
Every student at our school who has an entitlement to Pupil Premium funding is unique. We have looked carefully at the needs of individuals as well as groups when considering provision and allocation of funding.	
In-school barriers	
A.	<p>KS4</p> <p>In general, our Year 11 cohort has a significantly lower prior attainment coefficient when compared with last year's Year 11. Our analysis indicates that the students struggle with the longer, essay type questions in subjects such as English and Humanities. The ability to infer meaning from a text or source has also been identified as an area requiring significant improvement. Without improvement in these fields, it will be difficult to match last year's Attainment 8 scores. It also has led to some disaffection towards academia, resulting in lower motivation and resilience.</p> <p>Behaviour - A small group of Year 11 reluctant learners are having detrimental effect on their own academic progress and that of some of their peers. Reasons for reluctance are varied. Identified causes include: Low morale due to repeated low test scores, lack of parental support with education matters, and a lack of understanding in how to best improve.</p>
B.	<p>KS3</p> <p>Secondary ready – Many PP students in Year 7 (2018/19) did 'Not Achieve the expected Standard' in Reading, Writing or Maths (or a combination) in their KS2 SATs examinations. This puts them at a disadvantage in making good progress across all of their subjects at Key Stage 3.</p> <p>Without impending exams, some students struggle for motivation.</p>
C.	<p>KS2</p> <p>Priory is in a relatively unique situation of ranging from Year 5 through to Year 11. Students who join Priory in Year 5 only have 2 school years before they sit their KS2 exams, which in turn means staff must quickly identify and remedy any gaps in the students' developments.</p> <p>Many parents do not agree with standardised testing at such a young age, and parental support for intervention programmes varies. This can lead to a lack in motivation for the student.</p>
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	<p>Raising Aspirations/Self Worth</p> <p>Many PP students have significant welfare/emotional and safeguarding issues.</p>

E	Parental support, particularly in reference to the parents' ability to support home learning and monitoring of attendance, is inconsistent. Attendance data shows marginally lower rates for Pupil Premium students when compared with their non-PP counterparts. The reasons for this are numerous, including parental working schedules, multiple siblings, lack of confidence in understanding how to help, a low opinion of education born from their own experiences and a lack of understanding of how to best support their child.
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4. Desired Foci for 2018-19		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	<p>KS4</p> <ul style="list-style-type: none"> Continue Progress 8 improvements for PP students Re-enthuse PP students about education Establish measures to better assist PP students in coping with the mental strain of GCSEs 	<p>The aim is that at least 50% of PP students exceed expectations. Other pupils still make at least the expected progress. This will be evidenced using Data assessment points and Department/Academy analysis.</p> <p>PP students to attend 80% of interventions made available to them – monitored by registers</p> <p>PP students to attend external interventions organised by the Academy</p> <p>Year 10 and Year 11 PP students will attend externally led workshops based around goal setting, revision techniques and stress-coping measures.</p> <p>Year 11 students will attend 1 to 1 mentoring with SLT PP lead.</p> <p>Parent/Teacher meetings conducted for any student deemed to not meet the effort standards expected by the Academy.</p>
B.	<p>KS3</p> <ul style="list-style-type: none"> Identify students who have not made expected progress (scaled score 100) in KS2 and intervene immediately. Improved levels of progress in literacy and numeracy for KS3 PP students Raise aspirations of PP students through the setting of challenging expectations (in adherence of the RADY principles). Establish measures to better assist PP students in coping with the mental strain of school life. 	<p>Analysis will be undertaken to determine which students are not at expected levels following KS2 examinations. This will allow classroom teachers to put in place relevant strategies to assist these pupils.</p> <p>Year 7 students identified as not having made the required improvement in reading, writing and or maths will attend extra intervention sessions delivered by experienced KS2 teaching staff.</p> <p>Select students will also attend external intervention sessions arranged by the Academy.</p> <p>Students identified as not having made the required progress in reading and writing will complete the LIT programme – a programme designed to improve literacy skills. This will assist the students in accessing the more challenging KS3 curriculum.</p> <p>Expectations of PP students are raised in accordance with the RADY principles. This will occur retrospectively in Years 7, 8 and 9.</p> <p>Students identified as struggling with mental health issues will take part in programmes aimed at improving their coping strategies etc.</p>

<p>C.</p>	<p>KS2</p> <ul style="list-style-type: none"> • To improve the literacy and numeracy levels of PP students across KS2 • Identify students who are not making expected progress and intervene swiftly • Raise aspirations of PP students through the setting of challenging expectations (in adherence of the RADY principles). • To remove emotional/social barriers to learn through the development of intangible soft-skills. • Create and implement a new target based incentive scheme. 	<p>The percentage of PP students who achieve expected progress in their KS2 exams will exceed the national average.</p> <p>Select students to have attended workshops aimed at improving leadership, teamwork, resilience and other vital emotional/social skills.</p> <p>“GSB” incentive programme will be established and successfully implemented by all KS2 teaching staff.</p> <p>Accelerated Reader test results will trend positively for all PP students, showing a clear improvement in reading age.</p> <p>TT Rockstars test results will trend positively for all PP students, showing a clear improvement in numeracy ability.</p>
<p>D</p>	<p>Raising Aspirations/Self-worth</p> <ul style="list-style-type: none"> • Adherence to the aforementioned RADY principles will result in the raising of academic expectations for PP students in KS2 and KS3 • Enable and encourage PP students to access non-academic facets of school life. • Expose PP students to potential future pathways that may seem too distant to pursue. 	<p>PP students will be proportionally represented in any subject that requires setting. For example, top sets should look to include approx 16% PP students.</p> <p>PP students will be involved in extra-curricular activities such as Music lessons, Sports clubs and involvement in the Arts. This will be tracked via proportional representation (16%).</p> <p>Guest speakers will have been invited to school to discuss a range of academic, emotional and social topics.</p> <p>PP students will attend inspirational trips, including University and Vocational College visits.</p> <p>PP students will attend multi-school learning events, organised through the inter-school PP cluster meetings.</p>

E	Attendance/Parental Involvement	<p>School attendance figures for PP students continues to rise (school target 97%)</p> <p>PP students to attend 80% of interventions made available to them – monitored by registers</p> <p>All parents who do not attend parents' evening will be contacted and offered alternative dates/times. Phone-call reports to be delivered if necessary.</p> <p>Heads of Year to meet with Attendance Officer weekly to identify persistent absentees. Strategies to be formed on how to ensure these students' attendance improves.</p>
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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					
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?
Teaching and Learning Strategies	Redzone	Frequent exposure to exam style questioning and language better prepares students for the rigours of exams. Testing students under exam conditions allows teachers to better gauge the level of student understanding.	Students will have specialist “Redzone” books for each subject. Subject content will be frequently tested under exam conditions in the book. Teachers to provide feedback based on student work. Redzone will be deployed to KS3/4 and overseen by Head of teaching and Learning.	MM	Half-Termly
	Meaningful Starters	SLT learning walks have identified that the first 10 minutes of lessons can be unproductive. This is of paramount importance as we change to 50 minute lessons.	Staff to complete in house CPD on how to best use the first portion of their lessons. SLT to monitor during learning walks and further assist where necessary.	MM	Half-Termly
	Student/Teacher dialogue	With OFSTED typicality in mind, from reviewing books, it was unclear whether students were engaging with teacher feedback. Designated pen colour for teacher and student reflection will both encourage the necessary dialogue between teacher and student, and make it obvious to anybody picking up a book.	Book looks to be conducted by subject leaders. SLT to oversee.	MM	Half-Termly

	Student Reflection Questions	The Redzone books will show what students can achieve under examination conditions. Teachers are to identify weaknesses and demonstrate progress by correcting and then retesting the student on the same topics. This will ensure the student improves on their areas of weakness and will show progress over time.	Book looks to be conducted by subject leaders. SLT to oversee.	MM	Half-Termly
To improve the literacy and numeracy levels of PP students across KS2	Star tests and use of Accelerated Reader for students.	Components of language identified as an area of weakness from moderation and tests; schools in the English network have successfully trialed this approach.	Taking of the tests will be overseen by the Librarian and progress will be overseen by the PP Lead, in addition to the Literacy Lead.	JMC SK	Termly by SLT responsible for PP and Literacy Lead.
	Smaller class sizes	Our data suggests that this is having a two-fold positive effect. Firstly, it allows those of a lower natural ability to receive better targeted support. Secondly, it also means that the higher level students can be better guided towards exceeding progress targets.	An extra staff member allows greater flexibility in timetabling, ultimately allowing for an extra set.	MS EC	Annually – following KS2 results
	Robust tracking of current working levels.	Any gaps in knowledge will be quickly identified and suitable interventions can be put in place. OFSTED Report 2015 NFER research states that successful schools: 'use data to identify pupils' leaning needs at every opportunity ...during regular reviews of progress'.	Data is stored on central database and is regularly updated by staff lead. This will be debated at weekly KS2 meeting.	EC	Half Termly by staff lead. Weekly at KS2 meetings.
Raise aspirations of PP students through the setting of challenging expectations (in adherence of the RADY principles).	Priory Academy has elected to participate in a pilot study of the RADY principles. It ensures that PP students' KS4 targets are not lowered as a result of lower KS2 test results.	The RADY principles ensure that PP students who underperform at KS2, potentially due to circumstances out of their control, do not receive lower KS4 targets as a result. This is achieved by calculating the difference between PP students and non-PP post exams, and re-adding it prior to calculating KS4 targets.	Analysis of results will showcase the differentials. These will be re-added to PP students' scores prior to Academy KS4 targets being set. This will also be done retrospectively for current Year 7,8 and 9.	JMC MS EC	Annually. This is a long term strategy aimed at creating high expectations and aspirations in PP students

To Improve levels of progress in literacy and numeracy for KS3 PP students	The LIT Programme	Students identified as not having made the required progress in reading and writing will complete the LIT programme – a programme designed to improve literacy skills. This will assist students to access the challenging KS3 curriculum. This is particularly important for Year 7 as 50% of PP students did not make expected progress in Reading.	Analysis will identify which students could most benefit from the programme. Programme to be organised and run by experienced English teachers.	JMC KB	Upon completion
	Steps to Success	Students who have not shown to make the required progress in KS3 attend Steps to Success classes. These classes work to bridge the literacy and numeracy gaps in learning. This ensures students do not fall further behind their peers. This proved successful last year.	Analysis will identify which students could most benefit from the programme. Programme to be organised and overseen by SLT	EC	Annually
Continue Progress 8 improvements for PP students	Smaller class sizes	Our data suggests that this is having a two-fold positive effect. Firstly, it allows those of a lower natural ability to receive better targeted support. Secondly, it also means that the higher level students can be better guided towards exceeding progress targets.	An extra staff member allows greater flexibility in timetabling, ultimately allowing for an extra set. Specifically, this allows for a smaller teacher to student ratio in English, Science and Maths across KS4.	MS EC	Annually – following KS2 results
	Robust tracking of current working levels.	Any gaps in knowledge will be quickly identified and suitable interventions can be put in place.	PP Lead will track and feedback to subject leaders which PP students require further subject intervention.	JMC	Half Termly
	20/20 study sessions in Science	Student feedback from last year's Year 11 suggests they found the sessions very beneficial. Science is content heavy – intensive study sessions can assist students in their revision.	Students will attend sessions during school hours to ensure 100% attendance. Students will be grouped by ability in order to ensure the sessions can be better targeted to their required levels.	EC MM	Upon completion

"English week"	Year 11 to have a week timetabled exclusively for intensive English intervention – led by experienced English teachers. Data suggests English is area of weakness for PP students.	Using students' English teachers will allow for greater personalisation – as the teachers know the students. Heavy SLT presence and organisational input.	EC MM KB	Upon completion
GCSE Pod	Past student testimony suggests that this resource is very useful. Provides extra revision resources for students which can be tracked by teachers.	Students will be given logins and subject leaders will monitor/prompt its usage.	EC	Annually
Textbooks	GCSE PP students to be provided with essential course textbooks/reading material. Students should not be deprived of essential subject material due to financial constraints.	JMC to liaise with subject leaders.	JMC Subject Leaders	Annually

Forecasted spend: £65,000

Targeted support	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?
KS2	Intervention teacher hired to work with select groups of pupils.	Students identified through tracking as not being on course to meet progress targets will have extra lessons in literacy and numeracy. Without literacy and numeracy skills, students are not in a position to be successful. This aims to intervene early, ensuring any gaps in learning are plugged.	Groups will be small and targeted. Teaching will be overseen regularly by SLT. Sessions will occur during school hours to guarantee attendance.	JMC	Half-Termly
	External intervention – Red Bird Tutoring Select PP students will attend extra intervention sessions outside of school hours.	Many students have access to a tutor for their exams which can be very beneficial. – This is often not an option for PP students. “Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.” - EEF	PP Lead will receive regular updates from Red Bird Tutoring on the students’ progress. Parental permission sought to share students’ academic strengths/weaknesses so session can be tailored to each student.	JMC	Monthly

	Form time reading groups	<p>Reading regularly exposes students to a wider range of language as well as improving comprehension and inference skills.</p> <p>These small reading groups ensure that our students have at least 20 minutes dedicated reading time a day.</p> <p>“Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.” - EEF</p>	Reading will be supervised/assisted by teaching assistants with English specialities.	JMC	Annually
KS3	Internal Reading, Writing and Maths support classes	<p>Year 7 students identified as not having made the required improvement in reading, writing and or maths will attend extra intervention sessions delivered by experienced KS2 teaching staff.</p> <p>This aims to ensure that all Year 7 students are “KS3 Ready”.</p>	<p>Analysis of KS2 will determine which students could most benefit from this provision.</p> <p>Students will attend sessions during school hours to ensure 100% attendance.</p>	JMC	Half-Termly
	<p>External intervention – Red Bird Tutoring</p> <p>Select PP students will attend extra intervention sessions outside of school hours.</p>	<p>Many students have access to a tutor for their exams which can be very beneficial. – This is often not an option for PP students.</p>	<p>PP Lead will receive regular updates from Red Bird Tutoring on the students' progress.</p> <p>Parental permission sought to share students' academic strengths/weaknesses so session can be tailored to each student.</p>	JMC	Monthly
KS4	Internal intervention	<p>Weekly afterschool targeted intervention allows subject teachers to target students who failed to grasp that week's concepts.</p> <p>Saturday intervention sessions provide opportunity for subject leaders to review units from Year 10 to refresh content knowledge prior to GCSEs</p>	<p>Data analysis will determine which students would best benefit from the sessions.</p> <p>PP students to be formerly invited (via parents) to promote high attendance.</p> <p>Registers kept – PP Lead to intervene if PP students are not attending when invited.</p>	JMC Subject Leaders	Half-Termly

	<p>External intervention – Red Bird Tutoring</p> <p>Select PP students will attend extra intervention sessions outside of school hours.</p>	<p>Many students have access to a tutor for their exams which can be very beneficial.</p> <p>– This is often not an option for PP students.</p>	<p>PP Lead will receive regular updates from Red Bird Tutoring on the students' progress.</p> <p>Parental permission sought to share students' academic strengths/weaknesses so session can be tailored to each student.</p>	<p>JMC</p>	<p>Monthly</p>
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Forecasted spend: £20,000

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	When will you review implementation?
Establish measures to better assist PP students in coping with the mental strain of GCSEs (and life in general).	Safeguarding Assistant hired to run the programmes listed below:	<p>This provides the Academy with the capacity to co-ordinate a number of schemes aimed at assisting the students mentally/emotionally. A disproportionate amount of PP students are involved in these schemes so they are greatly beneficial to PP students.</p> <p>Many of our students have complex social/emotional needs due to mental health issues, or as a result of a traumatic experience/s. A student cannot be expected to do their best if they are not in the right place mentally to learn.</p>	<p>Safeguarding Assistant to work closely with the Designated Safeguarding Lead and other members of SLT to ensure successful deployment of these schemes.</p> <p>Relevant CPD to be undertaken by staff.</p>	LC	Termly
	“What a Muddle” – KS2 Aims to improve emotional regulation				
	“Moderate mental health” – KS3/4 Works with students who just fall below the CAMHS threshold. A form of psychotherapy.				
	“Bend don’t break” – KS3 Resilience training				
	“Protective Behaviours” Teaches students to recognise warning signs with regard to mental/physical/emotional well-being				

Re-enthuse PP students about education	“Maximise” Programme	Our observations suggest many students want to work hard and revise well, but are unsure on the best way of how to do this. The maximise programme is a workshop on how best to revise etc.	Programme to be overseen by Assistant Head.	MM	Upon Completion
	“Reactiv8” Programme	Many of our PP students are disenfranchised with education. The Reactiv8 programme aims to reengage said students. This should lead to a more positive attitude towards their studies.	Programme to be overseen by Assistant Head.	KD	Upon Completion
	Trips – Students will attend talks and trips. This will improve enthusiasm towards education. PP students will receive subsidised or free entry to trips/talks.	Trips such as the Geography trip to Iceland offers excellent opportunities to view the theoretical principles of the topic first hand. Talks given by people such as Tim Peak can be extremely inspirational.	Provision to be made in the budget to ensure this occurs all year. Service checker created to ensure that majority of PP students are benefitting.	JMC	Annually
Better challenge negative attitudes to learning	Hiring of “Inclusion manager”	In order for all children to have the best chance of success, the classroom must be conducive to learning. PP students may have less support or structure in place in their lives; therefore school often acts as the constant. The inclusion manager will work to reform students who showcase persistent negative behaviours. The inclusion manager will also be a qualified teacher, meaning that any student that is removed to the inclusion room can still receive a good standard of teaching whilst there.	Inclusion manager to work closely with the Head of Behaviour and the rest of the pastoral team to ensure serious or persistent issues are dealt with efficiently. Inclusion manager to act as the link between the school and parents/guardians, thus ensuring greater parental involvement.	KD	Termly

Expose PP students to potential future pathways that may seem to distant to pursue.	University Visits	Far fewer PP students attend university than their non-PP counterparts. This may be due to the fact that historically, their family have not attended. By visiting a university, the hope is to show that the option is open to them should they wish to pursue it.	Visits to take place during school time and students to be formerly invited. This will guarantee attendance of targeted students.	JMC	Annually
	Careers guidance	Offering careers guidance can serve to focus students on what they wish to do when they leave the school environment, and crucially, what they need to achieve in order to make that happen.	This will range from a basic provision in Year 7, to one to one interviews in Year 11.	EC	Annually
	Vocational college visits	Further academic education is not the best pathway for every student. It is also important to showcase the potential vocational pathways open to students.	Visits to take place during school time and students to be formerly invited. This will guarantee attendance of targeted students.	JMC	Annually
Create and implement a new target based incentive scheme.	GSB Trial – view to roll out whole school	<p>A new rewards system will be established to provide some extra motivation. Students will receive “medals” based on their performance against their personalised targets. The medals link to different prize draws. The lowest potential reward (a bronze medal) will be awarded if they meet their actual target. This means that to obtain the more desirable rewards (gold/silver medals) students will need to exceed their targets for that subject/topic.</p> <p>Competitions such as this have been shown to work particularly well when it comes to motivating boys.</p> <p>This should also limit students resting on their laurels once they know they are working “at target level”. Working at target level will only amount to a bronze reward. Students will want to achieve a silver or gold.</p>	<p>JMC to create individual target cards for each student.</p> <p>Details about the reward scheme to be shared with all students via assembly.</p> <p>Form tutors to check progress and feedback to students how they are performing against their individual targets.</p> <p>This will be trialled in Year 6 with the view to roll it out in other year groups if successful.</p>	JMC	Annually

Enable and encourage PP students to access non-academic facets of school life.	Music Lessons	Many PP students do not have access to non-essential aspects of the curriculum such as these due to financial or other concerns	This will be tracked via proportional representation to ensure that PP students are suitably represented in these fields.	JMC	Termly
	Involvement in the Arts	Involvement in sport, or learning an instrument, vastly improves a whole host of intangible skills, such as teamwork, perseverance and leadership. Said skills are vital in adulthood and which can assist them in their academic studies.			
	Sports	Success in non-academic aspects of life can also breed confidence which can be used to improve academic performance.			
To remove emotional/social barriers to learn through the development of intangible soft-skills.	Attend events organised via the Multi-School Cluster Meetings	<p>Many of our younger PP students have underdeveloped social/emotional skills when compared to their non-PP counterparts.</p> <p>Through participating in Multi-School events, specifically aimed at improving skills such as teamwork, self-confidence, resilience etc., our PP students can bridge the gap between themselves and non-PP students.</p>	JMC to attend Central Beds PP Students Cluster Meetings. JMC to liaise with other schools re: planning these events.	JMC	Annually
Wellbeing	Misc.	<p>As always, a portion of the budget will be made available for the well-being of our PP students.</p> <p>This includes everything from help with uniform purchases, to the providing of food etc.</p>	JMC to liaise with all relevant staff. This will be tracked monthly.	JMC	Monthly

Forecasted spend: £40,000

6. Review of expenditure

Previous Academic Year

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improvement of Year 6 literacy progress Improve rates of progress across Year 6 for high prior attainment pupils eligible for PP.	Accelerated Reader	The Accelerated Reader test data shows that the majority of PP students improved over the course of the year.	In order to get the most out of the software, it needs to be centrally managed. Taking of the tests will now be overseen by the Librarian and progress will be overseen by the PP Lead, in addition to the Literacy Lead. We will continue with this approach.	£6246
	5 English and Maths sets	These measures contributed to tangible improvements in student attainment. Percentage of PP students exceeding progress targets in Year 6 rose between Autumn to Summer term in all subject areas. Maths: +13% Reading: +17% Writing: +15%	KS2 results for PP students were not as successful as we had hoped. However, the statistics show that these measures had a positive impact on them. It is concluded that these provisions should be accompanied by the other provisions listed above, not replaced by them, in order to ensure far greater KS2 success next year. Therefore we will continue with these approaches.	£27,530.88
	Intervention (KS2/3)	Percentage of PP students reaching expected progress targets in Year 6 rose between Autumn to Summer term in all subject areas. Maths: +4% Reading: +27% Writing: +21%		£7,456.20
Improved levels of progress in literacy and numeracy for Year 8 pupils eligible for PP funding.	"Steps to Success"	The skills learned in these sessions are beginning to positively impact the students in question.	Year 8 is too late to be intervening in this way. It will be more beneficial to start these intervention programmes in Year 7. This approach will continue, but will be accompanied by other strategies in Year 7 (listed above).	£5102.76

Improve Progress 8 for PP students	Extra English teacher in KS4	Extra specialist teachers in English and Maths at KS4 create a smaller teacher to student ratio. It also allows us to better differentiate the groupings, ensuring pacing and challenge are more suitable for all. This is supported by last year's GCSE results:	Slight amendments to be made in terms of groupings and teacher sets. We will continue with this approach next year.	£5104.32
	Extra Maths teacher in KS4	71.4% of students achieved a 9-5 in English and Maths (83.3% of PP students) 16.7% of students achieved a 9-7 in English and Maths		£4079.40
	20/20 Science Intervention (and "Raising Attainment GCSE Science")	Student questionnaires suggest students felt the 20/20 workshops helped them. Leader of Science keen for this approach to be repeated. Positive GCSE Science results suggest approach was beneficial	Slight amendments to be made in terms of groupings for the workshops. We will continue with this approach next year.	£5359.50
	20/20 English Intervention	Student questionnaires suggest students felt the 20/20 workshops helped them. Positive English results suggest approach was beneficial	It is felt that due to the heightened degree of specialism in the GCSE English curriculum, namely the choice of studied text, that the English department could deliver a similar programme with greater personalisation. This year, Year 11 is to have a week timetabled exclusively for intensive English intervention – led by experienced English teachers. Therefore we will not continue with this approach.	£1728
	ITQ Robust Exam	In general, students were very successful in the course.	Unfortunately, this qualification is no longer available. Therefore we cannot continue with this approach.	£1040.60
	GCSE Pod	Past student testimony suggests that this resource is very useful.	We will continue with this approach next year.	£160

Safeguarding/Pupil Welfare/Counselling	School Counsellor	Without funding provided for essentials such as food and uniform, many of our PP students would suffer. The counsellor is an effective way of assisting those students with mental health issues, or those who have faced/are facing traumatic experiences.	We will continue with these approached next year.	£20,373.78
	Uniform			
	Food/Provisions			
Leadership	Hiring a PP Lead	Attributing PP responsibility to a designated member of the senior leadership team ensures that it receives the requisite attention.	We will continue with this approach next year.	£3537
Behaviour and Attendance	Attendance Officer	Overall attendance for last year: 94.7% PP attendance for last year: 93.31% Non PP attendance for last year: 95.1%	Attendance protocols will potentially change, subject to joining the Multi-Academy Trust.	£11,271.75
	Inclusion provision	The inclusion provision had many benefits last year. These include: Providing a respite from negative behaviours to students who are keen to learn. Creating a suitable deterrent for any student considering disruptive behaviours. Reforming and reengaging students so that they can better access education in the future.	The inclusion provision proved vital last year, however it has been decided that hiring an Inclusion manager is the best way to ensure it is organised and ran efficiently. This provision will continue next year, under the guidance of an inclusion manager.	