

Pupil premium strategy statement



1. Summary information					
School	Saint Wilfrid's C of E Academy, Blackburn				
Academic Year	2019/20	Total PP budget	£250,823	Date of most recent PP Review	February, 2018
Total number of students	1,232	Number of students eligible for PP	263	Date for next internal review of this strategy	April, 2020

2. Current attainment		
	Students eligible for PP (your school)	Students not eligible for PP (national average)
% achieving 5A* - C incl. EM (4+ EnMa)	61.22 (last year was 57%)	71%
Progress 8 score average	+0.02 (last year was -0.01)	+0.13
Attainment 8 score average	42.86 (last year was 44.52)	49.96

3. Barriers to future attainment (for students eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Boys' attainment – there is a gender gap when looking at the P8 scores of PP learners (Girls P8 +0.17 / Boys P8 -0.13).
B.	Science attainment (combined science GCSE) – P8 score for PP learners is -0.43.
C.	Engaging parents and supporting independent study – We have identified, through student and staff voice that parents of PP learners struggle to engage with revision and homework support at home. PP students have also expressed, through student voice, that they struggle to organise their revision (years 7-11).

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance – Average attendance for PP students stands at: 93%, whereas non-PP students are attending 95% of the time.
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4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria							
A.	Improved rates of progress for disadvantaged boys.	The difference in progress scores and attainment scores for PP boys and girls can be seen below:							
		<table border="1"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium – Progress 8 score</td> <td>-0.13</td> <td>0.17</td> </tr> <tr> <td>Pupil Premium – Attainment 8 score</td> <td>43</td> <td>44.55</td> </tr> </tbody> </table>		Boys	Girls	Pupil Premium – Progress 8 score	-0.13	0.17	Pupil Premium – Attainment 8 score
	Boys	Girls							
Pupil Premium – Progress 8 score	-0.13	0.17							
Pupil Premium – Attainment 8 score	43	44.55							
		Success criteria – to narrow this gender gap by improving rates of progress for disadvantaged boys.							
B.	Improved rates of progress for disadvantaged students in Combined Science.	Success criteria – improved P8 score for disadvantaged students in Combined Science. The current P8 score (for 2019) is -0.43 (this is -0.04 for maths and +0.1 for English Literature).							
C.	Strong attendance of parents at PP revision evenings and additional revision support for PP learners.	Success criteria – Improved attendance at “PP maths evening” – Introducing PP revision evenings throughout the year and increased revision support for PP learners across all subjects – Supervised Study for year 11 PP learners.							
D.	Increased attendance rates for students eligible for PP.	Success criteria – to reduce the gap between PP and non-PP attendance to 1% or less.							

5. Planned expenditure

Academic year

2019-20

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

NFER research into the most effective ways to support disadvantaged pupils' achievement emphasises the importance of high-quality teaching for all.

John Dunford's research on using the pupil premium effectively emphasises the importance of focusing relentlessly on the quality of teaching and learning. His research demonstrates that highly effective teaching disproportionately benefits disadvantaged students.

We believe that it is more important to ensure that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate teaching that is less than good (Taken from Ofsted's 2013 Pupil Premium report).

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?
A+B. To improve the quality of first-time teaching – specifically with regards to vocabulary instruction	Staff training (CPD)	The language gap is one of the key causes of educational disadvantage. It is important that all students have access to a knowledge rich, language rich curriculum, with structured classroom discussion and talk that builds confidence and understanding, creating self-regulating, independent learners. Research evidence suggests children from less fortunate backgrounds hear fewer words compared with their more fortunate peers in their crucial early years.	The training, for all teaching staff, will share strategies for teaching vocabulary explicitly. The sessions will be led by specialists with support from an external consultant. Follow-up consultation with staff will determine the effectiveness of these sessions. A clinical revision approach will be adopted for continuous evaluation and improvement.	Senior Vice Principal, Assistant Principal, Learning Area Co-ordinator for English.	September 2020

<p>A. To improve the attainment of PP boys in English.</p>	<p>“Boys Don’t Try” – research-based CPD.</p>	<p>The gender gap in English Literature and Language GCSE suggests that boys (in particular, PP boys) are underperforming. The book “Boys Don’t Try” by Matt Pinkett is grounded in research and gives practical approaches to improving outcomes for boys.</p>	<p>Staff training – with external speakers – for English specialists. The aim is to trial this with English and take successful strategies to all subjects next year.</p>	<p>Assistant Principal, Learning Area Co-ordinator for English, English staff.</p>	<p>September 2020</p>
<p>A+B. To improve the quality of teaching through programs that support personalised provision, differentiation and question-level analysis.</p>	<p>Educational programs</p>	<p>Electronic programs – GCSEpod, Accelerated Reader, Hegarty Maths, Tassomai, Lexia, PiXL apps. AR/Hegarty were both shown to have a positive impact on outcomes in independent evaluations.</p>	<p>These electronic-based intervention programs offer easy to access data on impact, progress and student engagement. These programs make intervention bespoke. This makes evaluation of impact readily available.</p>	<p>Assistant Principal (PP) and Learning Area Co-ordinators</p>	<p>September 2020</p>
<p>B. Improved rates of progress for disadvantaged students in Combined Science.</p>	<p>Science CPD – subject pedagogy</p>	<p>Combined Science is a subject where our disadvantaged learners are underperforming (-0.43 P8 score in 2019 – a drop from -0.21 in 2018)</p>	<p>Assistant Principal to work with Senior Vice Principal and Learning Area co-ordinator for Science to identify appropriate and effective CPD courses which focus on quality first teaching.</p>	<p>Assistant Principal, Learning Area Co-ordinator for Science, SVP.</p>	<p>February 2020 May 2020</p>
<p>Total budgeted cost</p>					<p>£100,000</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To address poor literacy levels at earliest opportunity.	Two HLTAs deployed to work closely with struggling readers in year 7 and 8.	Bespoke intervention from a primary specialist and an English specialist deployed to support students arriving to the Academy with reading ages below 10 years and 6 months. 2019 intake includes 53% of year 7 learners with reading ages below 10 years and 6 months. These students need bespoke and specific support. The EEF Toolkit suggests that targeted interventions matched to specific students can be highly effective.	Evidence-based programmes used – Accelerated Reader, Corrective Reading and Bespoke Guided Reading used to improve literacy levels. The use of STAR data to accurately calculate the reading ages of students before and after intervention allows for effective analysis of impact. This data will be shared with all post-holders.	HLTAs - Pupil Premium supported by Senior Vice Principal and Assistant Principal (PP)	February 2020 June 2020
A. To improve progress levels in KS4 Maths by addressing knowledge gaps, misconceptions and by boosting confidence.	Maths bootcamps	Following the bootcamps, 62.5% of PP learners achieved 4+ in GCSE maths and 45.83% achieved 5+ <i>(This was an increase, the year before 60% of PP learners achieved 4+ in maths and 37% achieved 5+)</i>	The maths staff will run 'mini-bootcamps' to ensure a broader and deeper scope for these interventions. The maths staff will produce an impact report to demonstrate the effectiveness of this intervention.	Assistant Principal – Maths, Maths staff	August 2020
A+B+C. To improve progress and outcomes for PP learners at KS4	Intervention sessions– afterschool and supervised study	Weekly after-school sessions with subject specialists – as well as supervised silent revision sessions for year 11 PP learners.	Specialist teachers selected to work with learners after school. These sessions improved the P8 score from a negative to a positive (-0.01 in 2018 to +0.02 in 2019).	Assistant Principal (PP), all Learning Area Co-ordinators	August 2019

A+B. To foster greater student engagement with out of lessons learning.	Homework club (KS3) and homework and catch-up clinic (KS4)	Homework demerits are higher among PP students than non-PP students – PP students have also requested homework support in a quiet space with access to computers, resources and support assistants.	Both HLTAs to work with SEN support staff to reduce the number of homework demerits through a twice-weekly homework catch-up session. HOY to refer students and measure impact.	HLTAs, POD staff, SEN support staff	November 2019 / February 2020 / May 2020
A+B. To improve student confidence with reasoning and problem solving – as well as wider engagement with school.	Strategy board games club	Disengaged students, and those struggling to make friends are referred to this after-school club. In addition, the increase of reasoning questions on maths GCSE papers has instigated a need for improved problem-solving skills.	HLTA – who comes with training in problem-solving games – to work with targeted students on a weekly basis.	HLTA Pupil Premium	January 2020
A+B+C. To improve metacognition and to encourage students to engage with their own progress.	Mentoring	HLTAs and members of SLT to mentor key students and support them after school with revision. The impact of mentoring has been evaluated with an extensive evidence base (EEF) – this is a low-cost intervention. Impact is usually seen in increased confidence of learner.	HLTAs, working with subject teachers, to support learners struggling with workload, meeting deadlines and revision.	Assistant Principal (PP), HLTAs	November 2019 / PPE1 data, February 2020 / May 2020 – looking at PPE2 data.
A. To ensure all PP students have access to maths / science resources and equipment.	Maths/ science resources	Corbett maths cards and other maths equipment was given to students last year; student voice/ parent voice suggested that students used these effectively when revising.	Maths/Science equipment to be given to year 10 students – with a launch of other maths apps for revision – to students and parents of PP students.	Maths Learning Area and Assistant Principal (PP)	November 2019
Total budgeted cost					£100,000

A. 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?
D. Improved attendance rates.	Attendance initiatives	Poor attendance is the biggest barrier to learning and progress. NfER briefing for school leaders identifies addressing attendance as a key step. Ofsted identified this as a target in February 2018.	Minibus taxi hire for persistent absentees (this was effective last year for year 11 students). Same day calls for target students and incentives for attendance incorporated into action plans. Pastoral meetings with Assistant Principal, pastoral staff and attendance officer on a regular basis to discuss target students.	Assistant Principal (PP) Attendance Officer POD staff	November 2019 / February 2020 / May 2020
D. Improved attendance rates.	In-school counsellor	Many of our poor attenders or persistent absentees are struggling with family issues, anxiety, low self-esteem or coming to terms with a bereavement. We hope to support learners struggling with such barriers by providing a well-being counsellor (specialising in young peoples' services) to work with individuals on a 1:1 basis.	The counsellor selected has been recommended by another local school – and provides detailed reports on progress made with individuals. This will be monitored carefully by the Assistant Principal and Safeguarding officers.	POD team, Assistant Principal (PP)	November 2019 / February 2020 / May 2020
A. To improve self-discipline and to increase student engagement with the wider life of the academy.	Imagination Gaming – positive behaviour intervention	Strategy game interventions have been deployed successfully in other schools to improve focus, self-discipline and engagement with school life.	Selection of students to be selected by pastoral data – demerits for behaviour/disengagement. Analysis of pastoral data to evaluate impact.	Assistant Principal (PP) and POD staff	May 2020

A+B. To ensure all PP students have access to effective and engaging revision materials.	15 weeks to thrive revision guides and other resources for revision	Revision support continues to be a particular need of our disadvantaged learners. The 15-week guide offers students week-by-week guidance for revision and subject-specific guides support further.	We will continue to use student voice to evaluate the impact of these resources.	Assistant Principal (PP), Learning Area Co-ordinators	August 2020
C. To offer cultural and educational experiences to PP students.	Educational visits and in-house workshops	We would like to broaden the cultural experiences of our PP students. Research suggests that PP students will have a more limited experience of the world than non-PP students. All subject areas encouraged to include such experiences this year.	Learning area co-ordinators will evaluate the impact of these visits. English to organise workshops/trips on “Blood Brothers”, “A Christmas Carol” and “Macbeth” – to give our learners a theatre experience.	Learning Area co-ordinators Assistant Principal (PP)	July 2020
D. To ensure all students have access to uniform and equipment in order to foster engagement with school life and build self-confidence.	Uniform/equipment support	Through student voice, we have established that a lack of uniform, PE kit and equipment has been a barrier to regular attendance.	Poor attenders will be interviewed to establish the barriers to attendance and if uniform/kit is an issue, PP funding can be deployed accordingly. Attendance will be carefully monitored following support with uniform/kit.	Assistant Principal (PP) and POD staff	November 2019 / February 2020 / May 2020
A+B+C. To ensure all PP students have access to a quiet revision space.	Revision quiet space (Extra to homework clinic and supervised study – available for all PPE exam periods)	Through student voice, our KS4 PP students expressed a need for a quiet revision/study space as many did not have access to this at home. Additionally, the access to a computer/internet and equipment would support our PP students to achieve greater success with independent study/revision.	The year manager of year 11 will organise the staffing and rooming for this initiative – ensuring that this space is a place for silent and productive study – with a member of staff to be on-hand with learning support.	Year manager-year 11 POD staff	August 2019

C. To raise aspirations and set career goals through careers advice.	CEIAG	Through student voice, it has been identified that low aspiration means that some disadvantaged students settle for 'good enough'; a number of students do not fully engage with school as they don't see the value of their qualifications.	All PP students will meet with CEIAG careers advisers in order to create a "Flightpath" for their future studies/career.	Senior Assistant Principal – Curriculum Assistant Principal (PP)	November 2019 / February 2020 / May 2020
A+C. To offer advice to students with regard to further education / revision.	Sixth form mentors	As above –some PP students have expressed a lack of engagement with their studies/career goals. This was trialled successfully in English last year, this was shared with all post-holders and other learning areas will be encouraged to take this approach this year.	Sixth formers to deliver a more relaxed approach to mentoring – for PP students who are lacking in confidence. The mentors will focus on preparing these learners for their English exams. This will be evaluated using data captures throughout the year.	Assistant Principal (PP) Learning Area co-ordinator for English	November 2019 / February 2020 / May 2020
C. To offer PP students the chance to develop skills in music.	Music school and music exams	According to the EEF Toolkit and the work of the Sutton Trust, Arts Participation can increase progress by 2 months. In the last two years, participation has been particularly successful with regard to singing lessons and the choir includes many PP learners.	Targeted PP students will be offered music tuition (for a variety of instruments or singing lessons) in order to drive-up progress across the curriculum. The Music School co-ordinator will work closely with the Learning Area Co-ordinator for music to evaluate the impact of these lessons/exams.	Music school co-ordinator and Learning Area co-ordinator for music	November 2019 / February 2020 / May 2020
A+B. To ensure all PP learners have access to digital technology – necessary for study and revision.	Laptops and iPad	According to the EEF Toolkit and the work of the Sutton Trust, digital technology can increase progress by 4 months.	Targeted PP students will be given access to laptops and iPads in order to support their independent revision and homework.	Assistant Principal (PP) and Lead teacher (new technologies)	November 2019 / February 2020 / May 2020
Total budgeted cost					£50,000

B. Review of expenditure

Previous Academic Year	2018-19		
i. Quality teaching for all			
Chosen action / approach	Estimated impact:	Lessons learned	Cost
Assistant principal PP – close monitoring of PP cohort and strategic co-ordination of spending.	<p>An improvement in P8 score for disadvantaged learners from -0.01 to +0.02</p> <p>It was particularly pleasing to see a positive P8 score for this cohort.</p>	<p>PP attendance will be a key focus this year – a team approach to this will regular ‘working party’ meetings in order to identify students in need of support and implement support rapidly.</p>	<p>Staffing costs: £55,908.96</p>
<p>Higher Level Teaching Assistants (2) working with this cohort to support, mentor, teach and nurture.</p>	<p>Intervention cohort in years 7 and 8:</p> <p>With regard to reading, all 108 catch-up students made accelerated progress. These were students arriving to year 7 with reading ages below 10 years and 6 months. In 9 months (September to June), the average catch-up student made 1 year and 11 months progress, the average PP catch-up student made 1 year and 9 months progress (this was 12 months the year before).</p> <p>This data was collected using the STAR reading test.</p> <p>A cohort of 15 students were given a bespoke programme of Guided Reading and they made, on average 1 year and 10 months of progress. Of this group, only 2 students were still reading below the benchmark of 10 years and 6 months in July 2019. These students will continue to work on their reading skills in year 8.</p> <p>For the readers with the lowest reading age, a direct instruction programme called “Corrective Reading” was utilised. This group was made up of 10 students; they made, on average, 1 year and 9 months progress. Only 2 students were still below the benchmark of</p>	<p>HLTAs to continue to focus on reading and literacy catch-up in years 7 and 8.</p> <p>HLTAs to support international new arrivals this year.</p> <p>HLTAs to continue with after school homework and revision support as well as nurturing clubs at lunch and after school.</p>	<p>£50,000</p>

	<p>10 years and 6 months in July. These students will continue to work on their reading skills in year 8.</p> <p>Homework club, revision support, board games club and mentoring have also been delivered by these HLTAs with positive results.</p>		
<p>Learning platforms and digital resources.</p>	<p>From student voice, learners have expressed that the provision of revision resources has helped to make the exam period less stressful and has supported greater understanding and progress.</p> <p>For example, GCSEpod and Hegarty Maths have been valued by students in preparing them for GCSE success.</p> <p>Hegarty has contributed to the improvement in progress for PP learners in maths – (-0.04 from -0.35 last year)</p> <p>GCSEPOD has been a real success this year. Students watched 28,896 videos (compared with 10,224 last year). Over 17,000 of these videos were focussed on English Literature topics (the English learning area have particularly championed this resource with students) and the P8 score for PP learners in English Literature was +0.1</p>	<p>We will be purchasing a digital platform specifically for science in order to address underperformance in this area.</p> <p>The impact of revision resources needs to be carefully measured this year by learning areas.</p>	<p>£57.34 per pupil - £15,080</p>
<p>Homework support – homework club and catch-up clinic – afterschool sessions.</p>	<p>Homework club has lowered the number of homework demerits issued this year.</p> <p>Students (particularly KS4 students) have expressed the need for a quiet revision and homework space – with staff to offer support and guidance.</p>	<p>KS4 and KS3 homework clinics after school to continue this year.</p> <p>Heads of year to take the lead with identifying students, referring them and measuring impact. Where impact was greatest this year, the head of year took an active lead in the process.</p>	<p>£3,000</p>

ii Targeted intervention:

Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>Maths – specific and targeted intervention</p>	<p>The maths outcomes for PP learners has seen an improvement:</p> <p>P8 score for PP learners in maths: -0.04 Last year, this was: -0.35</p> <p>The interventions included:</p> <ul style="list-style-type: none"> • PP evening for parental engagement • Maths bootcamps • Maths equipment • Supervised study for maths • Hegarty Maths app • Birmingham Maths books • Corbett Maths cards <p>Staff and students shared how the Birmingham maths booklets, in particular, helped this cohort of learners. These booklets gave students a manageable chunk of work to complete in intervention sessions. They were differentiated, so appropriate for all groups. Answers are provided so students can self-check work. The booklets consisted of key topics, and problem-solving tasks.</p>	<p>Staff Voice indicated that these booklets were particularly effective. Students not in intervention forms were asking maths teachers for these booklets - so that they could benefit also.</p> <p>Staff voice: “The booklets made intervention sessions and the bootcamps very focussed and easier to support individuals with their particular areas of need. It personalised the learning, every child got what they needed. It promoted self-proficiency as they could self-mark and use an answer to work-out how to do a question when they got stuck.”</p> <p>Student voice: “The booklets were a welcome break from Hegarty Maths – when we wanted a change of diet.”</p> <p>Next year:</p> <ul style="list-style-type: none"> • More booklets to use in intervention • Bootcamp booklets from Pearson to use at Bootcamps • Three bootcamps in the year • Supervised study • Lots of contact home 	<p>£6,000</p>
<p>English – specific and targeted intervention</p>	<p>Positive P8 for English Literature (PP learners) +0.1</p>	<ul style="list-style-type: none"> • Student voice in Year 7 and Year 9 indicates that students value the vocabulary work completed. 	<p>£2,500</p>

(English language continues to be an area of focus for this cohort P8 -0.24)

The English Learning Area held a number of revision sessions, walking talking mocks and intervention sessions both during the school day, during the evenings and during the school holidays.

Revision sessions which have been most successful have been those held on a Thursday evening as part of the PP supervised study time. It was particularly useful to have students for one hour to reteach key themes and topics and for the students to then attend supervised study where they could put the knowledge into action by writing a practice essay or creating revision cards.

Another form of intervention which was particularly successful was the narratives workshop completed during the Easter break. This enabled students to prepare for their English Language exam at a pace appropriate to the individual student.

The GCSEPOD usage of the department has increased. During the academic year 18/19, 17,947 English Literature GCSE PODS were watched by Year 11 students. Due to the analytical tools on the website, it is possible to track the L20 and PP students and ensure all students – in this case PP students – were completing revision.

The trip to Salford to watch “Blood Brothers” was effective.

- Students loved seeing “Blood Brothers”. They reported how it helped them to see alternative interpretations such as the humour in the text.

Next Year, English LA plans to continue:

- Peer mentoring.
- Intervention sessions
- Year 11 POD leader board.
- Watch productions.
- Working on academic code vocabulary – to support greater progress in English language.

	A departmental focus on the vocabulary gap has provided educational currency for PP students.		
Science – specific and targeted intervention	<p>A drop in the performance of students studying Combined Science (to become a key area of focus for this academic year). P8 score of -0.43 from -0.21 last year.</p> <p>The learning area provided students with revision guides, revision sessions, PLC documents and training on how to use them, students were given exam question booklets covering all sciences relevant to tier and course studied. E.g. higher tier combined science etc.</p>	It is clear that students need more to support their progress in science. Investment will be allocated for revision and homework software this year to encourage greater independence and retrieval of key learning. Assistant Principal to work closely with learning area co-ordinator for science moving forward.	£500
History – revision guides, intervention lottery and YouTube channel	<p>P8 score -0.14 – this is a drop from last year’s performance.</p> <p>The learning area staff produced bespoke revision guides for all the examined units. The guides were designed to be user-friendly and visually appealing. The guides contain PLCs, key terms, and each section ends with question planning activities.</p> <p>The guides work in conjunction with their YouTube channel. The channel has question guides for all five of the examined units, as well as other revision material.</p> <p>The team also ran an incentivised in-school revision programme using the guides and YouTube channel. Students who completed tasks were eligible for a prize draw- an Amazon gift voucher. Completion rates amongst PP, and non-PP was strong in the</p>	<p>Student feedback on the guides was again very positive. Many commented that the guides helped them to organize revision, and that they were very accessible.</p> <p>In the lead up to the exam period (May-June), our history students accessed the YouTube channel 793 times. The most viewed resource was again the narrative question walkthrough with 143 views.</p> <p>Student feedback on the YouTube resource was positive, with many welcoming the 24-hour support it offered them.</p> <p>The team are confident in the quality of their intervention programme.</p> <p>The students felt paper 3 went very well, and there was a palpable ‘buzz’ amongst the cohort. This was especially pleasing given the challenging nature of Paper 2. The WTM was very useful.</p>	£200

	<p>lead up to PPE2 but as the exam season approached commitment waned.</p> <p>The team conducted a full WTM on the morning of paper 3, the rationale being that as this was a skills paper, a final run through would enable students to serve to fine tune approaches to the questions; all students attended.</p>	<p>For next year:</p> <ul style="list-style-type: none"> • Repeat the Paper 3 WTM, and possibly look to introduce a similar session for Paper 1 and 2. • Continue to work on refining the 15 weeks to thrive programme. • Review the 'in school' intervention programme. 	
Geography – specific and targeted intervention	<p>P8 score was -0.31. More work is needed with this cohort – a slight improvement from last year's -0.34.</p> <p>The Geography learning area focussed on equipping students with resources – such as revision guides – organising webinars for students to engage with the exam board resources/advice and hosting revision sessions with a focus on preparing for PPE examinations.</p>	<p>Unfortunately, due to technical issues, the webinar could not go ahead – but teachers used this time for additional revision time.</p> <p>Student voice was particularly positive about the revision guides and the revision events.</p> <p>The learning area is preparing to continue these interventions next year – with a focus on improved attendance at the events. Assistant Principal to work with the team closely this year.</p>	£300
RE– specific and targeted intervention	<p>The RE data for PP learners demonstrates a marked improvement in outcomes for this cohort.</p> <p>P8 score for PP learners +0.67 (+0.15 last year)</p> <p>One element of the learning area's provision focused on low prior attaining PP students. The RE team invested in differentiated revision guides which helped students to focus their revision. Whilst this may sound a simple change, it was really well received with the students. The team purchased a set that could be loaned-out to students to support</p>	<p>Staff voice in the Learning area gave the following feedback – “Whilst we acknowledge that the revision guides are not extensive and do not cover the content as we are accustomed in lessons, in terms of breadth and depth, we acknowledge that having such provision in place for students targeted grade 2-3, these guides (in their nature/aesthetically) are just what our less-academic students need. They have enabled them to make necessary progress in line with their starting points.”</p> <p>Next Year:</p>	£600

	<p>them with homework, flipped learning tasks, research projects and tasks set in their revision programmes. Students produced better quality work and task completion was much improved when compared with previous cohorts.</p>	<ul style="list-style-type: none"> • Purchase revision guides – differentiated based on the needs of the students • Guest speaker per unit in order to contextualise content being studied – specially inviting a Shia Muslim representative to teach students are concepts that are to grasp. • Boot camps – mapped out through the year – focused on exam skills/interpreting the questions-hinge element of questions/quality vs quantity/how to write effective evaluative responses in timed conditions. • Walking talking PPEs prior to all year 10-11 PPEs and end of year exams. This will coincide with a new revision schedule that will be released to Year 9/10 students 4 weeks prior to their exams – providing them with information on how/what to revision when; along with how to make links within and between concepts. • Utilise our assessment files as revision packs for Year 11. 	
<p>PE specific and targeted intervention</p>	<p>An impressive P8 score of +0.95 was achieved in Sports Studies (for our PP cohort).</p> <p>As well as revision guides and self-defence classes, additional equipment was purchased for the fitness suite.</p> <p>A fitness club was launched for PP learners during lunchtimes.</p>	<ul style="list-style-type: none"> • The equipment will be there as a legacy and it is hoped that there will be other opportunities for students to take part in fitness sessions or join a gym as they get older-providing physical and mental health boost as well as discipline and self- confidence. 	<p>£1000</p>

iii Other approaches

Chosen action / approach	Estimated impact:	Lessons learned	Cost
PE – self-defence classes for disadvantaged learners	<p>Staff reported an improvement in self-confidence and self-esteem. Staff voice: “I would appreciate the funding to deliver this again next year as it was excellent value for money and appreciated by the students.”</p> <p>Student voice was very positive following the self-defence classes, most of the students felt it “was excellent for boosting self-esteem”; they stated that they “felt more positive going into their PPE 2 exams”.</p>	If there is opportunity for delivering this to non-GCSE PE students again this year – this will go ahead.	£1000
Design and Technology and Food Technology – materials and resources	<p>-1.03 – Design Technology</p> <p>-0.18 – Food technology</p> <p>The progress scores for PP students in DT and Food need to improve next year. Resources are not enough to drive-up outcomes.</p>	Assistant Principal to work closely with the learning area co-ordinator for Technology to look at close monitoring of PP learners and strategies for driving-up outcomes. Students will still continue to be supported with the purchasing of materials, but coupled with a package of support and intervention to improve progress next year.	£1000
Uniform Support; uniform and PE kit given to targeted students – in order to prevent this from becoming a barrier to attendance.	<p>In total, 13 students were supported to purchase uniform and PE kit. These 13 students had an average attendance of 95% (in line with non-PP learners).</p> <p>A large quantity of good-quality second-hand uniform and kit has been amassed to utilise this year.</p>	<p>To continue working closely with POD staff to identify students in need and prevent persistent absenteeism through lack of uniform / kit.</p> <p>To utilise the second-hand uniform and kit more readily – to encourage POD staff to look here first.</p>	£1300

Attendance incentives and taxis / minibuses	<p>The attendance of the PP cohort improved by 0.5% - this needs to improve.</p> <p>PP learner's average attendance figure – 93%</p> <p>Non-PP average attendance figure – 95%</p> <p>Taxis and minibuses were used well with year 11 students – but more is needed with the lower school cohort who are poor attenders.</p>	<p>A co-ordinated approach is needed for improving attendance – regular meetings and a working party to be set-up.</p> <p>A focus on lower school attendance needed – too much focus on attendance in year 11.</p>	£3000
Music – private music tuition for disadvantaged learners.	<p>P8 score for PP learners in Music is +1.54</p> <p>22 PP learners currently receive free music tuition. These students are from all years 7-11. In their last end of year report (July 2019), 11 were graded “Gold”, 7 “Silver” and 4 “Bronze”.</p>	<p>Mr King and Mr Keeling to continue to promote this widely – aiming to increase to 30 students by Christmas 2019.</p>	£6,000
Strategy board games club	<p>14 regular attenders go to board games club. The target last year was to increase the number of KS4 attenders. Of the 14 regulars this year, 6 are from KS4. Teachers have reported an improvement in social interaction and team working skills for a number of individuals with SEND and behavioural difficulties since attending regularly.</p>	<p>To utilise older students to lead a group of more-able students – strategy games which are more challenging and require advanced problem-solving.</p>	£650
Supervised Study	<p>90 students regularly attended weekly “Supervised Study” after school.</p> <p>These 90 students saw an improvement in progress scores from PPE2 to their actual results.</p>	<p>It is clear that this opportunity must be offered to this year's year 11 cohort. An increase in the number of staff supervising will prevent students from losing focus (something staff reported last year).</p>	£800 (staffing, refreshments and resources)

	<p>PPE2 – cohort of 90 – P8 score -0.54</p> <p>Actual results – cohort of 90 – P8 score of +0.21</p>		
Duke of Edinburgh	<p>7 PP students completed a year of work towards their Bronze award – all 7 completed a weekend expedition and have completed voluntary work required. The funding has been used to invest in equipment for a number of years to come.</p>	<p>This year's cohort includes 14 PP learners – the DofE co-ordinator continues to encourage PP learners to get involved and we continue to see numbers rising.</p>	<p>£1500</p>