

# Pupil premium strategy statement

1. Summary information					
School	Saint Wilfrid's C of E Academy, Blackburn				
Academic Year	2020/21	Total PP budget	£209,145	Date of most recent PP Review	February, 2018 ( <i>no review completed last academic year due to Covid closure</i> )
Total number of students	1,242	Number of students eligible for PP	219	Date for next internal review of this strategy	April, 2021

2. Current attainment		
	Students eligible for PP (Centre-assessed grades)	Students <b>not</b> eligible for PP (national average)
% achieving 5 passes including EnMa (4+)	64.1 (last year was 61%)	71%
Progress 8 score average	+0.18 (last year was +0.02)	+0.13
Attainment 8 score average	48.48 (last year was 42.86)	49.96

3. Barriers to future attainment (for students eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	<b>Boys' attainment</b> – there is a significant gender gap when looking at the P8 scores of PP learners - PP girls have done exceptionally well in summer 2020 CAGs (Girls P8 <b>+0.77</b> / Boys P8 <b>-0.15</b> . This data includes 25 boys and 14 girls).
B.	<b>Science attainment-</b> the P8 score for PP learners in separate sciences is negative (-0.04*). Also, the P8 score for combined science (0.09*) falls short of the maths (0.18*) and English (0.18*) learning areas. (*These figures are CAGs)
C.	<b>Engaging parents and supporting independent study</b> – 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).
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	<b>Attendance</b> – Average attendance for PP students stands at: 93%, whereas non-PP students are attending 95% of the time.									
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )										
<b>A.</b>	<p>Improved rates of progress for disadvantaged boys.</p> <p>Success criteria</p> <p>The difference in progress scores and attainment scores for PP boys and girls can be seen below:</p> <table border="1" data-bbox="1010 384 2163 703"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium – <b>Progress 8 score</b></td> <td>-0.15*</td> <td>0.77*</td> </tr> <tr> <td>Pupil Premium – <b>Attainment 8 score</b></td> <td>45.46*</td> <td>53.86*</td> </tr> </tbody> </table> <p>*These figures are CAGs  <b>Success criteria</b> – to narrow this gender gap by improving rates of progress for disadvantaged boys.</p>		Boys	Girls	Pupil Premium – <b>Progress 8 score</b>	-0.15*	0.77*	Pupil Premium – <b>Attainment 8 score</b>	45.46*	53.86*
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Pupil Premium – <b>Attainment 8 score</b>	45.46*	53.86*								
<b>B.</b>	<p>Improved rates of progress for disadvantaged students in <b>separate sciences</b> and <b>combined science</b></p> <p><b>Success criteria</b> – improved P8 score for disadvantaged students in Combined Science. The current P8 score (for 2020) is 0.09* (this is 0.18* for maths and 0.18* for English Language). *These figures are CAGs.</p>									
<b>C.</b>	<p>Strong attendance of parents at PP revision evenings and additional revision support for PP learners.</p> <p><b>Success criteria</b> – Building on the success of the maths PP evening, creating a similar event for science (if Covid restrictions allow) – increased revision support for PP learners across all subjects – Supervised Study for year 11 PP learners.</p>									
<b>D.</b>	<p>Increased attendance rates for students eligible for PP.</p> <p><b>Success criteria</b> – to reduce the gap between PP and non-PP attendance to 1% or less.</p>									

5. Planned expenditure					
Academic year		2020-21			
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.					
<p><b>i. Quality of teaching for all</b>  <i>NFER research into the most effective ways to support disadvantaged pupils' achievement emphasises the importance of high quality teaching for all.</i></p> <p><i>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.</i></p> <p><i>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).</i></p>					
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?
<b>A+B.</b> To improve the quality of first-time teaching – specifically with regards to improving everyday classroom practice	Staff training (CPD)	The principles shared by Rosenshine are the markers of good, first-time teaching. They ensure teachers are getting the basics of good instruction so that everyday teaching can be more effective.	The training, for all teaching staff, will share the principles of Tharby and Rosenshine -, allowing staff to complete a “12 step health check”.	Senior Vice Principal,	February 2021

<p><b>A.</b> To improve the attainment of PP boys through rigorous assessment, monitoring and intervention</p>	<p>LA focus on assessment</p>	<p>The uncertainty of the current exams situation means that high-quality, regular and formative assessment is critical.</p>	<p>SVP working with LACs on their assessment practices – this to be disseminated at LA meetings.</p>	<p>Senior Vice Principal, Learning Area coordinators</p>	<p>February 2021</p>
<p><b>A+B.</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>May 2021</p>
<p><b>B.</b> Improved rates of progress for disadvantaged students in science</p>	<p>Science CPD – subject pedagogy</p>	<p>The P8 score for PP learners in separate sciences is negative (-0.04). Also, the P8 score for combined science (0.09) falls short of the maths (0.18) and English (0.18) learning areas.</p>	<p>Assistant Principal to work with 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 2021</p>
<p><b>Total budgeted cost</b></p>					<p>£60,000</p>

<b>ii. Targeted support</b>					
<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>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> To address poor literacy levels at earliest opportunity.	Two HLTAs deployed to work closely with struggling readers in year 7 (One HLTA currently on maternity leave).	The EEF Toolkit suggests that targeted interventions matched to specific students can be highly effective.  2020 intake includes 42% of year 7 learners with reading ages below 10 years and 6 months. These students need bespoke and specific support.	Evidence-based programmes used – Accelerated Reader, and Lexia. 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 2021 June 2021
<b>A+B+C.</b> 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 (-0.01in 2018 to +0.02 in 2019).	Assistant Principal (PP), all Learning Area Co-ordinators	August 2021

<b>A+B.</b> To foster greater student engagement with out of lessons learning.	Homework club (KS3) and homework and catchup 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 2020 / February 2021 / May 2021
<b>A+B+C.</b> To improve metacognition and to encourage students to engage with their own progress.	Mentoring	HLTAs and members of POD 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 2020 / PPE1 data, February 2021 / May 2021 – looking at PPE2 data.
<b>A.</b> 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 2020
<b>Total budgeted cost</b>					<b>£60,000</b>
<b>A. Other approaches</b>					
<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>Staff lead</b>	<b>When will you review implementation?</b>

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.	Taxi (this was effective last year and the year before). 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 (Weekly meeting established every Monday)	Assistant Principal (PP) Assistant Principal (KS4 behaviour) Attendance officer POD staff	November 2020 / February 2021 / May 2021
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 2021
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 2021
D. To ensure all students have access to uniform and equipment in	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	Assistant Principal (PP) and POD staff	November 2020 / February 2021 / May 2021

order to foster engagement with school life and build self-confidence.			deployed accordingly. Attendance will be carefully monitored following support with uniform/kit.		
<b>A+B+C.</b> 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 2021
<b>C.</b> 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 2020 / February 2021 / May 2021
<b>C.</b> 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	Music school co-ordinator and Learning Area co-ordinator for music	November 2020 / February 2021 / May 2021



			evaluate the impact of these lessons/exams.		
<b>A+B.</b> To ensure all PP learners have access to digital technology – necessary for study and revision.	Laptops and ipads	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. This is particularly important as blended learning may be needed throughout the Academic year	Assistant Principal (PP) and Lead teacher (new technologies)	November 2020 / February 2021 / May 2021
<b>Total budgeted cost</b>					<b>£60,000</b>

<b>B. Review of expenditure</b>			
<b>Previous Academic Year</b>	<b>2019-20 – All data is taken from centre-assessed grades</b>		
<b>i. Quality teaching for all</b>			
<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Assistant principal PP – close monitoring of PP cohort and strategic co-ordination of spending.	An improvement in P8 score for disadvantaged learners from +0.02 to +0.18 (These figures are CAGs).  It was particularly pleasing to see a positive P8 score for this cohort –for the second consecutive year.	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.	Staffing costs: £55,908.96

Higher Level Teaching Assistants (2) working with this cohort to support, mentor, teach and nurture.

**Last year's reading programme for year 7 was cut short due to the closure of school on March 20<sup>th</sup> 2020.**

**As of March, the year 7 cohort had made 1 year and 6 months progress (on average) with their reading age.**

**In the previous year (2018-19), the average student made 1 year and 11 months progress, the average PP catch-up student made 1 year and 9 months progress.**

This data was collected using the STAR reading test.

Homework club, revision support, board games club and mentoring have also been delivered by these HLTAs with positive results.

HLTAs to continue to focus on reading and literacy catchup in year 7.

HLTAs to support international new arrivals this year.

HLTAs to continue with after school homework and revision support as well as nurturing clubs at lunch and after school.

£50,000

<p>Learning platforms and digital resources.</p>	<p>The need for blended and online teaching meant that digital platforms were particularly important in the last academic year.</p> <p>GCSEPOD continues to be a real success. Students watched 36,551 videos (compared to 28,896 the year before and 10,224 the year before that). English Literature was the biggest user of this resource – their P8 score for PP learners was +0.22*</p> <p>Hegarty has contributed to the improvement in progress for PP learners in maths – (+0.18* from -0.04)</p> <p>Tassomai has seen an improvement in science (0.09 from -0.41 the year before)</p> <p>*These figures are CAGs</p>	<p>We will continue to purchase these digital platforms – and look for others which could be used if blended learning is needed again this academic year.</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 catchup 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: <b>0.18*</b> Last year, this was: <b>-0.04</b></p> <p>The interventions included:</p> <ul style="list-style-type: none"> <li>• PP evening for parental engagement</li> <li>• Maths bootcamps</li> <li>• Maths equipment</li> <li>• Supervised study for maths</li> <li>• Hegarty Maths app</li> <li>• Birmingham Maths books</li> <li>• Corbett Maths cards</li> </ul> <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>*These figures are CAGs</p>	<p>Staff Voice indicated that these booklets were particularly effective during form time intervention. 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"> <li>• More booklets to use in intervention</li> <li>• Bootcamp booklets from Pearson to use at Bootcamps</li> <li>• Three bootcamps in the year</li> <li>• Supervised study</li> <li>• Lots of contact home</li> </ul>	<p>£6,000</p>

<p>English – specific and targeted intervention</p>	<p>The Learning area saw an improvement in performance of PP students in English Language. This increased from -0.24 to +0.18*.</p> <p>Form time intervention and afterschool revision sessions have targeted PP learners.</p> <p>The GCSEPOD usage of the learning is the highest across the Academy.</p> <p>A visiting drama company came to the Academy to perform “A Christmas Carol” and “Macbeth”. This enabled PP learners to have the “theatre experience” without any cost.</p> <p>*These figures are CAGs</p>	<p>This year, English LA plans to continue:</p> <ul style="list-style-type: none"> <li>• Invite drama companies into school for in-school performances</li> <li>• Continue intervention sessions</li> <li>• Lead walking/talking mocks for underperforming students (specifically PP learners).</li> </ul>	<p>£2,500</p>
<p>Science – specific and targeted intervention</p>	<p>A drop in the performance of PP students studying Combined Science meant that science became a key area of focus.</p> <p>The learning area received bespoke CPD on teaching PP learners (delivered by G Rees) and Tassomai was purchased.</p> <p>The outcomes for PP learners improved this year with a P8 score of +0.09*</p> <p>However, more is needed to bring this in line with maths and English language (+0.18)</p> <p>*These figures are CAGs</p>	<p>It is clear that students need more to support their progress in science. Tassomai needs to be used with greater monitoring and follow-up work.</p>	<p>£5000</p>

<p>History – revision guides, intervention lottery and youtube channel</p>	<p>P8 score is +0.01* – an improvement on last year’s score of -0.14</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 lead up to PPE2 but as the exam season approached commitment waned.</p> <p>*These figures are CAGs</p>	<ul style="list-style-type: none"> <li>• The bespoke, good quality resources made by the Learning Area continue to be valued by the students – more than a ‘purchased’ revision guide. These became increasingly important during lockdown – particularly the youtube channel!</li> <li>• The raffle tickets to incentivise attendance at revision sessions also improved attendance at all evenings.</li> </ul>	<p>£500</p>
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<p>Geography – specific and targeted intervention</p>	<p>P8 score was +0.69*. This is a huge improvement on last year's -0.31.</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>They also used PP funds to pay for PP learners to attend field trips.</p> <p>*These figures are CAGs</p>	<p>The data suggests a significant improvement in outcomes for PP learners – students appreciated the time given over to them by staff in geography.</p> <p>PP funds could be used to reimburse staff for their time outside of school hours – enabling greater small-group tuition for our PP learners.</p>	<p>£600</p>
<p>RE– specific and targeted intervention</p>	<p>The RE data for PP learners demonstrates continued positive outcomes for these learners.</p> <p>P8 score for PP learners +0.21*</p> <p>One element of the learning area's provision focused on low prior attaining PP students. This was established last academic year, and the team continued this as it enabled many PP students to make good progress. 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 them with homework, flipped learning tasks, research projects and tasks set in their revision programmes. Students produced better quality work and task completion</p>	<p>The revision guides and revision cards supported learners at home – during 'lock down'.</p> <p>These resources will be purchased again as the blended approach may be necessary this year.</p>	<p>£600</p>

	<p>was much improved when compared with previous cohorts.</p> <p>*These figures are CAGs</p>		
<p>MFL – specific and targeted intervention</p>	<p>The P8 score for PP learners in French was +0.18* and +1.9* (1 student) in German.</p> <p>The learning area invested in Kerboodle – an online resource and digital text book.</p> <p>*These figures are CAGs</p>	<p>The resource was invaluable during ‘lock down’ and enabled this cohort to make good progress. The P8 score suggests an improvement for the learning area.</p>	<p>£1000</p>



<p>Computer Science – resources and mentoring</p>	<p>The P8 score for PP learners in Computer Science is an impressive +0.43*</p> <p>The learning area purchased resources ('makey makey kits') for this cohort and paid incentives to sixth form students to mentor younger computer science learners. This was particularly effective.</p> <p>*These figures are CAGs</p>	<p>The students responded really positively to being mentored by a sixth form student – this to continue this year – but through a virtual medium to avoid mixing bubbles.</p>	<p>£2000</p>
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**iii Other approaches**

Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>Design and Technology and Food Technology – materials and resources</p>	<p>Specific work focussed on the outcomes of PP learners has seen an improvement in this learning area. Also, materials purchased for this cohort enabled all learners to access the curriculum with greater success</p> <p>+0.02* – Design Technology (last year -1.03)</p> <p>+0.73* - Food technology (last year -0.18 )</p>	<p>The focus on this cohort needs to continue this year – particularly the monitoring conversations led by the LAC enabled learners to improve their confidence and their skills.</p>	<p>£2000</p>

	*These figures are CAGs		
Uniform Support; uniform and PE kit given to targeted students – in order to prevent this from becoming a barrier to attendance.	<p>In total, 26 students were supported to purchase uniform and PE kit. These 26 students had an average attendance of 95% (in line with non-PP learners). This was an increase from 13 students in the previous academic year. More families are struggling to cover the costs of uniform and kit due to Covid-related unemployment.</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>	£2600
Attendance incentives and taxis / minibuses	<p>It is difficult to determine the impact of attendance strategies implemented in the last academic year – due to the closure of school on March 20<sup>th</sup> 2020.</p> <p>In the previous academic year, the attendance of the PP cohort improved by 0.5% - this needs to improve further.</p> <p>PP learners 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.	15 PP learners currently receive free music tuition. These students are from all years 7-11. In their last end of year report (July 2019), 9 were graded “Gold”, 2 “Silver” and 4 “Bronze”.	Mr King and Mr Keeling to continue to promote this widely – aiming to increase to 20 students by Christmas 2020.	£6,000
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