

# Pupil premium strategy statement

1. Summary information					
School	Saint Wilfrid's C of E Academy, Blackburn				
Academic Year	2018/19	Total PP budget	£240,000	Date of most recent PP Review	February, 2017
Total number of students	1,216	Number of students eligible for PP	251	Date for next internal review of this strategy	April, 2019
2. Current attainment					
		Students eligible for PP (your school)	Students <b>not</b> eligible for PP (national average)		
% achieving 5A* - C incl. EM (4+ EnMa)		57% (last year was 46%)	77%		
Progress 8 score average		-0.01 (last year was -0.34)	+0.6		
Attainment 8 score average		44.52 (last year was 40.01)	55		
3. Barriers to future attainment (for students eligible for PP)					
<b>In-school barriers</b> (issues to be addressed in school, such as poor literacy skills)					
A.	<b>Boys' attainment</b> – there is a clear gender gap when looking at the P8 scores of PP learners (Girls P8 +0.32 / Boys P8 -0.23).				
B.	<b>Maths attainment</b> – P8 score for PP learners in maths is -0.35.				
C.	<b>Raising aspirations and improving resilience</b> – Both student and staff voice have identified low levels of aspiration and resilience among disadvantaged learners. As identified in previous reports, 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.				
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)					
D.	<b>Attendance</b> – Average attendance for PP students stands at: 93.3%, whereas non-PP students are attending 96% of the time.				

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		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 – <b>Progress 8 score</b></td> <td>-0.23</td> <td>0.32</td> </tr> <tr> <td>Pupil Premium – <b>Attainment 8 score</b></td> <td>42.19</td> <td>47.83</td> </tr> </tbody> </table>		Boys	Girls	Pupil Premium – <b>Progress 8 score</b>	-0.23	0.32	Pupil Premium – <b>Attainment 8 score</b>
	Boys	Girls							
Pupil Premium – <b>Progress 8 score</b>	-0.23	0.32							
Pupil Premium – <b>Attainment 8 score</b>	42.19	47.83							
		Success criteria – to narrow this gender gap by improving rates of progress for disadvantaged boys.							
B.	Improved rates of progress for disadvantaged students in maths.	Success criteria – improved P8 score for disadvantaged students in maths. The current P8 score (for 2018) is -0.35 (this is -0.14 for English language and +0.13 for English Literature).							
C.	Improved aspirations and resilience for our disadvantaged learners.	Success criteria – for all year 10 PP students to have a career plan with clear goals. Future U to work with core group of disadvantaged students to improve their attitude to studies and lifelong learning. All year 7s to receive resilience training (through the Penn resilience programme).							
D.	Increased attendance rates for students eligible for PP.	Success criteria – to reduce the number of persistent absentees (PA) among students eligible for PP to 10%. (currently 19% - national average is 24%) Overall attendance among students eligible for PP to reach / exceed 95%.							

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.					
<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?
A. To improve the quality of first-time teaching – specifically with regards to personalised provision.	Staff training (CPD)	We want to offer high quality teaching to improve outcomes for all learners. By knowing our students – their specific barriers to learning and successful strategies to employ, teachers can ensure that provision is personalised and effective. Personalised provision is listed by the EEF as an effective approach to supporting disadvantaged learners.	The training, for all teaching staff, will share barriers to learning and successful strategies identified for specific pupil premium students. The sessions will be led by the heads of year and POD staff. Follow-up consultation with staff will determine the effectiveness of these sessions. Context sheets will be monitored to establish if teachers are applying elements of this training.	Heads of year and POD staff	September 2018

<p><b>A+C.</b> To improve the intersectionality of information for pupil premium students – knowing barriers to learning and successful strategies.</p>	<p>Edukey/ Pastoral staff</p>	<p>Staff have voiced that access to information regarding our PP learners – their situation and barriers to learning – aids teachers to adapt provision for the individual – making it more effective.</p>	<p>Pastoral staff and Pupil Premium co-ordinator to update information on PP students using Edukey. Not all staff are engaging with Edukey – the PP co-ordinator will raise the profile of this resource this year– Follow-up work to ensure staff are updating their context sheets accordingly.</p>	<p>Assistant Principal (PP)/ POD staff</p>	<p>December 2018 / March 2019 / July 2019</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, 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>July 2019</p>
<p><b>Total budgeted cost</b></p>					<p>60,000 (including staffing costs)</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?
<p><b>A+B.</b> To address poor literacy levels and low-levels of resilience among PP learners.</p>	<p>HLTA deployed to work closely with weak readers in year 7 and to deliver a resilience curriculum to all of year 7.</p>	<p>Bespoke intervention from a primary specialist was needed when looking at the number of PP learners arriving to the Academy not at “expected” for reading – these students are not “secondary-ready”; they need bespoke, and specific support. The EEF Toolkit suggests that targeted interventions matched to specific students can be effective, especially for older students.</p>	<p>The use of STAR data to accurately calculate the reading ages of students before and after intervention allows for analysis of impact. This data will be shared with all postholders.</p>	<p>HLTA Pupil Premium supported by Assistant Principal (PP)</p>	<p>November 2018 / February 2019 / May 2019</p>
<p><b>A.</b> To improve progress levels in KS4 Maths by addressing problem solving and by boosting confidence.</p>	<p>Maths bootcamps</p>	<p>Following the bootcamps, 60% of PP learners achieved 4+ in GCSE maths and 37% achieved 5+ <i>(This was an increase, the year before 56% of PP learners achieved 4+ in maths and 26% achieved 5+)</i></p>	<p>The maths staff will look at running ‘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.</p>	<p>Assistant Head - Maths</p>	<p>August 2019</p>

<p><b>A+B.</b> To improve progress levels in KS4 English/ Maths through the extra after-school sessions.</p>	<p>English and Maths intervention</p>	<p>Weekly sessions with externally-employed teachers and subject specialists from the Academy had a positive impact on PP students last year. P8 score for PP learners in maths: -0.35. This -0.14 for English language and +0.13 for English Literature.</p>	<p>The maths department will be running these sessions- using their own staff rather than external providers. This will enable the learning area to quality-assure this provision. The English department will use an established and successful external provider.</p>	<p>Learning Area Co-ordinator for English/ Assistant Principal for Maths</p>	<p>August 2019</p>
<p><b>A+B.</b> To address underperformance of PP students at KS4.</p>	<p>Departmental intervention – in all KS4 subjects</p>	<p>PP underperformance across the Academy has driven the need for bespoke and highly specific intervention.</p>	<p>Learning area co-ordinators will report on their PP interventions and subsequent impact on a termly basis. These reports will be scrutinised by the Assistant Principal – for Pupil Premium.</p>	<p>Learning Area Co-ordinators and Assistant Principal (PP)</p>	<p>November 2018 / February 2019 / May 2019</p>
<p><b>A+B.</b> To foster greater student engagement with out of lessons learning.</p>	<p>Homework club (KS3) and homework and catchup clinic (KS4)</p>	<p>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.</p>	<p>HLTA to work with SEN support staff to reduce the number of homework demerits through a twice-weekly homework catch-up session.</p>	<p>HLTA Pupil Premium POD staff SEN support staff</p>	<p>November 2018 / February 2019 / May 2019</p>
<p><b>A+B.</b> To improve student confidence with reasoning and problem solving.</p>	<p>Strategy board games club</p>	<p>Increase of reasoning questions on maths GCSE papers has instigated a need for improved problem-solving skills.</p>	<p>HLTA – who comes with training in problem-solving games – to work with targeted students on a weekly basis.</p>	<p>HLTA Pupil Premium</p>	<p>November 2018 / February 2019 / May 2019</p>

<b>A+B+C.</b> To improve metacognition and to encourage students to engage with their own progress.	Mentoring	Last year, mentoring with members of SLT aided learners with revision resources, GCSEpod, revision planning and encouragement. Both students and staff reported that the mentoring programme had a positive impact on the attitudes of these learners.	Senior leaders to meet regularly with targeted students in order to improve outcomes for PP students.	Assistant Principal (PP) SLT	November 2018 / February 2019 / May 2019 – looking at PPE data.
<b>A.</b> To ensure all PP students have access to maths resources and equipment.	Maths 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 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)	October 2018
<b>Total budgeted cost</b>					120,000
<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>
<b>D.</b> 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 highly effective last year). Same day calls for target students and incentives for attendance incorporated into action plans. Pastoral meetings with	Assistant Principal (PP) Attendance Officer POD staff	November 2018 / February 2019 / May 2019

			Assistant Principal, pastoral staff and attendance officer on a regular basis to discuss target students.		
<b>A.</b> 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 informed by pastoral data – demerits for behaviour/disengagement. Analysis of pastoral data to evaluate impact.	Assistant Principal (PP) and POD staff	November 2018 / February 2019 / May 2019
<b>A+B.</b> To ensure all PP students have access to effective and engaging revision materials.	Revision guides and other resources for revision	We want to invest some of the PP funding on supporting independent study and enabling our disadvantaged students to access expensive resources.	We will be evaluating the impact of these resources through student voice/parent voice.	LRC manager Assistant Principal (PP)	August 2019
<b>C.</b> To offer cultural end 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.	Learning area co-ordinators will evaluate the impact of these visits. English to organise workshops on “Blood Brothers”, “A Christmas Carol” and “Macbeth” – to give our learners a theatre experience.	Learning Area co-ordinators Assistant Principal (PP)	July 2019
<b>D.</b> To ensure all students have access to uniform and equipment in order to foster engagement with school life and	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 2018 / February 2019 / May 2019



build self-confidence.					
<b>A+B+C.</b> To ensure all PP students have access to a quiet revision space.	Revision quiet space (Extra to homework clinic)	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
<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 targeted PP students will meet with CEIAG careers advisers in order to create a "Flightpath" for their future studies/career. These will be shared on Edukey for all teaching and pastoral staff.	Senior Assistant Principal – Curriculum Assistant Principal (PP)	November 2018 / February 2019 / May 2019
<b>C.</b> To monitor and support students on their 'flightpath' to further education/ future career.	Future U	As above –some PP students have expressed a lack of engagement with their studies/career goals.	Assistant Principal (PP) to co-ordinate Tuesday afternoon workshops with Future U – focussing on raising aspiration; University visits and residential trips to improve resilience and self-	Assistant Principal (PP)Senior Assistant Principal – Curriculum	November 2018 / February 2019 / May 2019

			confidence. Student voice to be used to measure impact.		
<b>A+C.</b> To offer advice to students with regard to further education / revision.	Sixth form mentors – (English)	As above –some PP students have expressed a lack of engagement with their studies/career goals.	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 2018 / February 2019 / May 2019
<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.	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 2018 / February 2019 / May 2019
<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.	Assistant Principal (PP) and Lead teacher (new technologies)	November 2018 / February 2019 / May 2019
<b>Total budgeted cost</b>					<b>60,000</b>

B. Review of expenditure			
Previous Academic Year	2018-19		
i. Quality teaching for all			
Chosen action / approach	Estimated impact:	Lessons learned	Cost
Assistant principal monitoring and mentoring.	An improvement in P8 score for disadvantaged learners from -0.32 to -0.01	PP attendance will be a greater focus this year – incentives, taxis and a team approach to this will glean results.	Staffing costs: £55,908.96
Higher Level teaching Assistant for PP learners	<p><b>Intervention cohort in years 7 and 8:</b></p> <p>With regard to reading, <b>all 54</b> catch-up students made <b>accelerated</b> progress. The average catch-up student made <b>12 months of reading progress</b> between <b>October 2016 and July 2017 (this has been accelerated by 3 months)</b>. This data was collected using both the STAR reading test and the Salford reading test. With regard to maths, <b>21 of the catch up students closed the gap</b> (50%) and achieved their expected target in the Summer data capture. This was achieved through small group catch-up intervention sessions and through the work of the maths department.</p> <p>Homework club has lowered the number of homework demerits issued this year.</p>	<p>HLTA to deliver resilience training to your 7 students – to improve levels of resilience early in their Saint Wilfrid’s career.</p> <p>HLTA to continue working closely with year 7 on reading skills.</p> <p>Maths learning area to lead on maths catchup for PP learners in year 7.</p>	£25,000

Resources given to students; including stretch and challenge resources. These included digital programs bought-in for intervention – such as the pixl app for geography	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.	The impact of revision resources needs to be carefully measured this year by learning areas.	£57.34 per pupil - £15,080
Art – personalised feedback, 1:1 support and afterschool workshops for disadvantaged learners.	Art P8 is +0.51 and P8 is +1.13.	To continue this work next year.	nil
French – 1:1 sessions for disadvantaged learners, personalised feedback and bespoke online resources.	An improvement on last year's score, the P8 score for disadvantaged learners is +0.6.	To ensure that this practice is also consistently applied in German to improve progress scores for learners in this subject.	nil
Homework support – homework club and catchup clinic – afterschool sessions.	Homework club has lowered the number of homework demerits issued this year.  Students (particularly KS4 students) have expressed the need for a quiet revision and homework space – with staff to offer support and guidance.	KS4 homework and revision clinic to be launched this year – in addition to KS3 homework club.	£3,000

<p>Pixl Maths / Maths resources / Hegarty maths</p>	<p>60% of PP learners achieved 4+ in GCSE maths and 37% achieved 5+</p> <p>This was an increase, the year before 56% of PP learners achieved 4+ in maths and 26% achieved 5+</p>	<p>To continue this important work. Maths to be allocated the Numeracy Catchup funds to deliver this intervention within the learning area – using the expertise within the department.</p>	<p>£30,000</p>
<p><b>ii. Targeted intervention</b></p>			
			<p><b>Cost</b></p>
<p>English after-school intervention with external teacher</p>	<p>For the most able underachieving PP students, this has been particularly effective. This took place in the first half of the year with Michelle Preston on a Tuesday evening. Although students were reluctant to go at first, they generally found this beneficial. P8 score for English Lit : +0.13 and for English language: -0.14</p>	<p>On reflection, it is possible that this has worked particularly well because they were able to make early gains. Being able, they were simply catching up with any gaps regarding transactional writing. With all students being quite able, the intervention was marketed as a ‘booster to push to the next grades’ rather than a ‘bunch of underachievers’. This is significant in the students’ eyes as it’s motivational rather than a punishment. Conversely, this intervention was the least effective with PP students who had poor attitude to learning. Interestingly, a number of the students, who we were able to influence through Tuesday evenings, later engaged well with other interventions and revision materials such as GCSE POD. Moving forward, the cohort will be selected in light of the findings.</p>	<p>£2,500</p>

English – year 12 academic mentors	This was effective for a small group of students. A positive P8 score with this group.	This relied on the motivation of both students and mentors. Successful mentors will be asked to continue with students next year. Where it worked, it worked really well.	£250
English – Easter Revision	This was effective and well attended. A positive P8 score with this cohort of learners.	Moving forward, it is important to ensure that this is timely. This needs to take place earlier in the year.	£2,000
Geography – pizza revision evening and pixl app	P8 score was -0.34. More work is needed with this cohort.	Students completed an evaluation form at the end of the session. This gave very positive feedback on student's experiences and resulted in a further pizza evening being set up, open to all students a few weeks later. Staff found working with the small number of students was beneficial as they could give them more attention. They also felt having the students out of class and in different groups meant students were more focused. It was a long evening (3:30pm to 6:30pm), this will be reviewed.	£200

GCSE POD	Of the cohort of 63 pupil premium learners, 55 regularly engaged with the program – streaming and downloading ‘pods’. Three of the top ‘streamers’ in year 11 were disadvantaged learners; the top streamer – a PP boy has watched 671 videos since November 2017.	This program will be launched with our current year 10 students in the Autumn term of year 11 – this will coincide with their preparations for PPE1.	£7300
History – revision guides, intervention lottery and youtube channel	P8 score +0.31 – this is a significant improvement for this cohort.	Student feedback on the guides was very positive. Many commented that the guides helped them to organise revision, and that they were very accessible. In the lead up to the exam period (April-May), our students accessed the YouTube channel 835 times. The most viewed resource was the narrative question walkthrough with 210 views. Student feedback on the YouTube resource was positive, with many welcoming the 24-hour support it offered them.	£75
IT and computer science intervention and revision videos	Computing P8 (-0.42) and IT (-0.92) – this intervention needs to start earlier in the year.	This strategy has been successful for all students, in particular, students who are eligible for the pupil premium grant - these students have regularly attended intervention. This will be replicated next year –starting earlier.	nil

RE- additional revision sessions	P8 score of +0.15 – this with a cohort of 42 disadvantaged learners.	The learning area created a list of all the different topics so that students could self-select the sessions that they needed to attend -based on their strengths and weaknesses. Staff were also available for support at lunch times on a one-to-one basis, which was undertaken to support more specific concerns with independent revision at home. This will be replicated next year.	nil
Science – revision materials	Science (combined) -0.21 Biology +0.21 Chemistry +0.34 Physics +0.34	Revision guides and workbooks were given to the disadvantaged learners – moving forward, teachers need to monitor to ensure that these are being used and are being used effectively.	£500
Health and Social Care – additional after school lessons	Student voice reported that students felt a greater sense of confidence following the sessions: “So helpful, really helped me to improve my grades. Miss gave us so many examples to use in the exam.”	The member of staff offering the extra tuition has left the Academy – so the first priority is to find a teacher to offer this intervention.	£550



### iii Other approaches

Maths – PP Evening for parents	Maths P8 score for PP learners has improved from last year – now at -0.35.	Following an analysis of the parental questionnaires, the decision has been made to hold the evening sooner in year 10 so that the disadvantaged students will have longer to use the revision materials. In addition, PP funding will be allocated to ensure all disadvantaged learners have access to ipads outside of the academy.	£350
PE – self-defence classes for disadvantaged learners	Staff reported an improvement in self-confidence and self-esteem. Students requested that this be replicated.	This will be started earlier in the year to increase impact.	£1000
RE – increased communication with home	P8 score of +0.15 – this with a cohort of 42 disadvantaged learners.	Moving forward, the learning area will be setting-up the “positive phone call board” in the office so that teachers can monitor the impact of these phone calls.	nil

Design and Technology – materials and resources	The P8 score for Food for disadvantaged learners is +0.2 and Textiles is +0.19	Moving forward, the monitoring of disadvantaged learners and their needs/material needs should start earlier.	£1000
Maths - bootcamp	Student voice reported that students felt a greater sense of confidence in maths – following the bootcamp – “I wouldn’t be doing so well if I hadn’t been on the bootcamp” and “I came top of my class Miss, I wouldn’t have done so well if it wasn’t for boot camp.”	To create a series of mini-bootcamps throughout the year. This will increase the depth and breadth of the sessions.	£5000
Uniform Support; uniform and PE kit given to targeted students which was highlighted as a barrier to their attendance	In total, 12 students were supported to purchase uniform and PE kit. Collectively, their attendance exceeded 95% by the end of the year.	To continue the good work to identify students early – working with pastoral staff to ensure these students do not become persistent absentees.	£1200
Attendance incentives and taxis / minibuses	The attendance of the targeted students improved by 3.12%.	A unified approach to tackling PP persistent absentees is needed – using POD staff, the attendance officer and parental contact to reduce the number of PP persistent absentees.	£3500

<p>Music – use of Firefly and bespoke resources.</p> <p>Private music tuition for disadvantaged learners</p>	<p>P8 score for PP learners is +1.91</p>	<p>Moving forward, continue to promote individual music tuition for disadvantaged students. Continue to prepare electronic, engaging and interactive resources for firefly. Possibly arrange for disadvantaged learners to attend concerts and live music events.</p>	<p>£10,000</p>
<p>Dance and Drama – breakfast clubs</p>	<p>P8 scores: Dance: +0.96 Drama: +1.85</p>	<p>Continue to offer the breakfast clubs next year – and to make these more specific for different areas of the specification – students can then choose which sessions are most important to them.</p>	<p>£500</p>
<p>Strategy board games club</p>	<p>Teachers have reported an improvement in reading, communication, problem solving and team working since the advent of the group in 2017.</p>	<p>To broaden this to a KS4 group – led by students in years 12 and 13 – with support of the HLTA.</p>	<p>£650</p>