



Pupil Premium Key Interventions 2017/2018

Strategy Cost	Activities/Resource	Outcomes & Success Criteria	Is this new or additional activity or action?	Impact Measurement	Actual Impact
<p>Pupil Premium team proportion of salary for the following positions in relation to work focused on Pupil Premium students (or proportion of) £205,000</p>	<p>Director of Learning – Inclusion - Co-ordination and implementation of strategies to improve expected progress of PP students. Co-ordinates and runs weekly Referral Panel meetings with Heads of Year. £25,000</p>	<p>Greater co-ordination of interventions and measurement of impact</p> <p>Outcomes A,B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> On-going analysis Progress data improving 	<ul style="list-style-type: none"> This academic year, progress of Year 7 PP students exceeds progress of Non PP. In years 8 -10 PP students have made similar progress to non-PP, with year 10 PP students making more progress over the last two years. In Year 11 the progress of PP students, remains below non PP, but the gap has closed significantly. Referral panel is now targeted to the individual needs of students – progress led PP students are identified alongside other vulnerable groups and intervention tailored to need <p>Small Group Intervention impact</p> <p>Literacy</p> <p>Year 7 – 61 students in total</p> <ul style="list-style-type: none"> 73.8% (45) students have made progress from their starting point Of these 30 students are PP 73.3% (22) have made progress from their starting point <p>Year 9 – 26 students in total</p> <ul style="list-style-type: none"> 61.5% (16) students have made progress from their starting point Of these 18 students are PP 61% (11) students have made progress from their starting point <p>Numeracy</p> <p>Year 7 – 28 students in total</p> <ul style="list-style-type: none"> Of these 16 students are PP 81.2% (13) have made progress from their starting point <p>Year 8 – 30 students in total</p> <ul style="list-style-type: none"> Of these 21 students are PP 47.6% (10) students have made progress from their starting point <p>Year 9 – 29 students in total</p> <ul style="list-style-type: none"> Of these 21 students are PP 57.1% (12) students have made progress from their starting point <p>Year 10 – 7 students in total</p> <ul style="list-style-type: none"> Of these 4 students are PP 0% have students have made progress from their starting point <p>Year 11 – 4 students in total</p> <ul style="list-style-type: none"> Of this 1 student is PP 0% of students have made progress from their starting point <p>Science</p> <p>Year 7 – 18 students in total</p> <ul style="list-style-type: none"> 72.2% (13) students have made progress from their starting point Of these 4 students are PP 100% (4) have made progress from their starting



					<p>point</p> <p>Year 8 – 18 students in total</p> <ul style="list-style-type: none"> • 88.9% (16) students have made progress from their starting point • Of these 11 students are PP • 81.8% (9) students have made progress from their starting point
<p>Data Analyst - Quality tracking system of student progress and subsequent appropriate intervention by SLT, Subject Leaders and Teachers. Use of context sheets to improve T & L practice across the school.</p> <p>£20,000</p>	<p>Data Manager provides information that helps subject teachers of PP. Students to design and implement interventions that help PP to achieve their Achievement 8 and Progress 8 Targets, thereby closing the achievement gap.</p> <p>Outcomes A,B</p>	Continued	<ul style="list-style-type: none"> • Students in subject intervention groups demonstrating greater progress • Context sheets used appropriately in lessons (learning walks, lesson observations) • Improvement in progress data • PP data in line with non PP students – maintain GAP closing 	<ul style="list-style-type: none"> • In 2016/17 results, PP girls out performed boys at P8 scoring -0.21 in comparison to the boys P8 score of -0.68 Progress 8 figures for PP students shows an improving trend. FFT gives 2015 P8 figure of -0.41 which has now improved to – 0.30 • In 2016/17 Progress of PP girls was better than boys with P8 of -0.10 in comparison to the boys P8 score of -0.55 • Progress 8 score for low ability disadvantaged students has increased significantly, with disadvantaged students making better progress than non-disadvantaged. • Our focus now has to be middle ability PP boys • Attainment 8 scores for PP students show an improving 3 year trend 	
<p>Assistant Principal (Data and Standards)</p> <p>Runs weekly Raising Achievement Panel meetings with HoD/HoF/HoY to discuss progress and interventions.</p> <p>£25,000</p>	<p>Raising awareness of current performance levels and hold leaders to account for individual student's progress.</p> <p>Outcomes A,B</p>	Continued	<ul style="list-style-type: none"> • Targeted intervention having a measureable impact on progress data 	<ul style="list-style-type: none"> • RAP has been used effectively to identify students that are falling behind. • In Year 11 there has been a particular focus on providing support for PP students in different subject areas. 76/78 (97%) of PP premium students in Year 11 received some additional support in subjects. • This includes subject tutor groups, small groups and additional teaching hours. The number of subject interventions has ranged from 1 to 11 	
<p>Pastoral - Heads of Year/Tutors/Teaching Assistants able to work closely with PP students to help with behavioral or social needs.</p> <p>Appointment of 2 Assistant Heads of Year and a Pastoral Support Officer to support pastoral guidance and care and to build capacity</p> <p>£85,000</p>	<p>Weekly Referral Panel meetings HoY/EWO/SENCo to instigate/monitor interventions for individual students.</p> <p>Outcomes B,C,D</p>	Continued/New	<ul style="list-style-type: none"> • Referral Panel minutes measuring impact of actions • Negative behaviour data reducing • Individual case studies • Homework completion rates increasing • Attendance data improving <p>EEF Toolkit: Homework (Secondary) +5 months EEF Toolkit: Behaviour interventions +4 months</p>	<ul style="list-style-type: none"> • There have been 3537 C4 detentions have been logged, including repeat offenders this is due to zero tolerance with regards to refusal – first time every time. Of these 2382 (67%) of all C4's logged. This is hard to compare against last years C4's logged as we have totally rethought the strategy although we shall be able to going forward. • This data is positive if compared to rewards data. Less consequences are being logged and more rewards for all students • There have been 698 C4 missed behaviour detentions logged (students who have failed to attend c4 faculty DTs) in comparison to 1013 for the last academic year. This shows a significant impact which is positive across the whole college for all students. However 438 of these were for PP students 	



<p>Attendance Officer/Education Welfare Officer (LA)</p> <p style="text-align: right;">£10,000</p>	<p>To improve attendance of PP students by contacting families; arranging School Attendance Panel meetings with parents; raising the profile of attendance across the college.</p> <p>Extension of hours worked by Officer to personally call targeted students every morning to encourage them to come to school</p> <p>Outcomes D</p>	<p>Continued</p>	<ul style="list-style-type: none"> Attendance data for PP students improving Case studies School Attendance Panel data/Prosecution data <p>EEF Toolkit: Parental involvement +3 months</p>	<ul style="list-style-type: none"> 70 students below 90% attendance 382 SAPS held 118 penalty notice/Holiday fines issued 14 court cases held – 10 court briefs currently neiong written by the EWO 8 Pace held 90 appointed home visits by EWO completed.
<p>Deputy SENCo/team co-ordinating and delivering:</p> <ul style="list-style-type: none"> Small group literacy sessions Paired Reading Programme 	<p>Assesses students to identify specific literacy needs. The Deputy SENCo and team then plan and deliver additional small group sessions with PP students leading to improved motivation, confidence and attainment.</p> <p>Outcomes A,B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> Case studies Literacy entry and exit data <p>EEF Toolkit: Small group tuition +4 months EEF Toolkit: Reading comprehension strategies +5 months</p>	<p>Year 7 Reading PP – 16 students</p> <ul style="list-style-type: none"> 81.3% of students have improved their reading age from their starting point 18.7% have no data to measure impact <p>Spelling PP -16 students</p> <ul style="list-style-type: none"> 62.5% of students have improved their spelling age from their starting point 18.7% have no data to measure impact <p>Year 8 Reading PP – 23 students</p> <ul style="list-style-type: none"> 87% of students have improved their reading age from their starting point 4.3% have no data to measure impact <p>Spelling PP -23 students</p> <ul style="list-style-type: none"> 81.3% of students have improved their spelling age from their starting point 4.3% have no data to measure impact <p>Paired Reading</p> <ul style="list-style-type: none"> 90 students are involved with this intervention, with 77 of them qualifying for Pupil Premium All of the PP students have progressed with their reading and use of reciprocal reading strategies, predicting, clarifying, questioning and summarising. They are more confident to read aloud. They have all progressed from 2 to 12 book levels. 39 Pupil Premium students have already had their reading ages retested: 85% (33 students) reading ages went up between 6 months to 6 years. 7.5% (3 students) reading ages decreased from 5 months to 1 year. 7.5% (3 students) reading ages stayed the same.
<p>Admin Officers - Inclusion</p>	<p>Improve parental engagement of PP/SEN students.</p> <p>Outcomes A,B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> Parental engagement data improving <p>EEF Toolkit: Parental involvement +3 months</p>	<ul style="list-style-type: none"> 46% (60/135) of PP/SEND students' parents attended the first SEN review 48% (50/104) of PP/SEND students' parents attended the second review, a small increase but a move in the right direction. Year 11 do not have a review in the Spring/Summer term due to exam prep.
<p>Numeracy Co-ordinator (HLTA and TA co-ordinating and delivering:</p> <ul style="list-style-type: none"> Small group numeracy sessions 	<p>Assesses PP students to identify numeracy needs. The HLTA and TA then plan and deliver additional small group sessions with PP students leading to improved motivation, confidence and attainment.</p>	<p>Continued</p>	<ul style="list-style-type: none"> Numeracy entry and exit data 	<p>Additional staff in Maths has allowed us to have more targeted support for those students who have been identified as having gaps in their learning and who also need lessons delivered at a slower pace while also following the curriculum.</p> <p>Year 7</p>



<p>£15,000</p>	<p>Outcomes A,B,C,D</p>		<p>EEF Toolkit: Small group tuition +4 months</p>	<ul style="list-style-type: none"> • 48.5% of PP on track or above and 59.6% non PP in Autumn 1. This moved to 59.1% PP and non PP 52.9% in Spring 2. This showing that that PP students outperform non PP • Summer data shows that 49.2% of PP are on track or above and 56.8% non PP. The PP and non PP gap for summer 1 as remained largely the same as in spring 2. This has however decreased from Aut 1 <p>Year 8</p> <ul style="list-style-type: none"> • 81% of PP on track or above and 71% non PP in Autumn 1. This moved to 61.5% PP and non PP 44% in Spring 2. This showing that that PP students outperform non PP by 17%. • Summer data shows that 38.7% of PP are on track or above and 38.5% non PP • The PP and non PP gap for summer 1 as remained largely the same as in Aut 1. This has however decreased from Spring 2 <p>Year 9</p> <ul style="list-style-type: none"> • 54.4% of PP on track or above and 56.5% non PP in Autumn 1. This moved to 48.8% PP and non PP 53.1% in Spring 2. • The gap has widened needs to be an area of focus. • Summer data shows that 35.3% of PP are on track or above and 52.7% non PP • The PP and non PP gap for AUT 1 and Spring 2 as remained largely the same. This has however decreased from Spring 2. <p>Year 10</p> <ul style="list-style-type: none"> • 37.4% of PP on track or above and 44.1% non PP in Autumn 1. This moved to 31.5% PP and non PP 20.9% in Spring 2. • This showing that that PP students outperform non PP by 10% • Summer data shows that 22.7% of PP are on track or above and 31.8% non PP • The PP and non PP gap for summer 1 as remained largely the same as in spring 2 and Aut 1, however does show a decrease of PP making progress form Spring 2 to Summer. <p>Year 11</p> <ul style="list-style-type: none"> • 27.1% of PP on track or above and 35.9% non PP in Autumn 1. This moved to 6.2 % PP and non PP 20% in Spring 2. • This showing that that non PP students outperform PP. Gap widened by 15% as results were taken directly from mock tests. <p>In the lower sets of Yr7 and Yr8 there are 35 students of which 26 are PP. 77% of PP students are on or making above progress</p>
<p>Partnership Development Team co-ordinating attendance intervention sessions.</p> <p>£10,000</p>	<p>Runs attendance intervention groups to improve individual student's attendance.</p> <p>Outcomes C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Attendance data improving • Case studies <p>EEF Toolkit: Social and Emotional Learning +4 months</p>	<ul style="list-style-type: none"> • 22 students placed on the ReConnect Mentoring Programme which ran from November 23 2018 until March 23 2018. • 19/ 22 students (95%) were PP • Sessions comprised of topics such as attendance, emotional wellbeing, signposting for support, independent learning and progress behaviours, character strengths, goal setting and staying motivated • 2 Safeguarding reports were logged and 2



					<p>bullying concerns were dealt with by the Anti Bullying Lead.</p> <ul style="list-style-type: none"> • 1 student referred to the Literacy Intervention Teacher for assistance with phonics • 17/19 (89%) increased their attendance; all achieving between 89% to 97.5% attendance. • 18/19 (95%) increased their rewards points significantly between 70 and 200 points. • Students reported in their final feedback session that they felt more confident; knew who to speak to for help; understood the importance of attending school; felt happier coming to school and felt that they had been listened to.
<p>Whole teaching staff team and one administrator.</p> <p>£15,000</p>	<p>Implement Homework Completion strategy and whole-college detentions.</p> <p>Outcomes A,B</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Improving homework completion rates <p>EEF Toolkit: Homework +5 months</p>	<ul style="list-style-type: none"> • 2621 homework DT's have been set this academic year. A slight rise on the last academic year (2446) however a greater emphasis on the importance of homework to support progress and learning. • Homework club is now open 4 days a week, Monday to Thursday from 2 days (16/17) This is to ensure all students have access to additional support/ICT as appropriate. Currently 96 students across all year groups have accessed homework club at least once, often more. C4's for homework are reducing. • Homework DT is a whole school strategy. Provision and support is made available to PP students as required • Analysis took place of which faculty areas and teachers were logging C4's for homework consistently. There has been a whole school push on homework hence a rise in DTs set in the Spring and Summer terms • Homework DTs have reduced for all year groups and there are a few serial reoffenders where school contracts have been put in place. • From 18/6/18 there will be 2 homework clubs – KS3 and 4 to ensure students get the appropriate support and to give KS4 students a supervised quiet space to study/complete homework and coursework 	
<p>Pupil Premium dedicating training (or proportion of) £2,000</p>	<p>Teaching staff training - Literacy/Numeracy/EAL/Effective feedback.</p> <p>Outcomes A,B</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Progress data improving <p>EEF Toolkit: - feedback +8 months, high impact</p>	<p>11 students were in Maths intervention group in total, of these 6 were PP</p> <ul style="list-style-type: none"> • 83% of PP pupils taught improved from their Aut 1 to Sum 2 test. • 80% of non PP pupils improved from their Aut 1 to Sum 2 test. <p>Numeracy</p> <p>Year 7 – 28 students in total</p> <ul style="list-style-type: none"> • Of these 16 students are PP • 81.2% (13) have made progress from their starting point <p>Year 8 – 30 students in total</p> <ul style="list-style-type: none"> • Of these 21 students are PP • 47.6% (10) students have made progress from their starting point <p>Year 9 – 29 students in total</p> <ul style="list-style-type: none"> • Of these 21 students are PP • 57.1% (12) students have made progress from their starting point <p>Year 10 – 7 students in total</p> <ul style="list-style-type: none"> • Of these 4 students are PP • 0% have students have made progress from 	



					<p>their starting point</p> <p>Year 11 – 4 students in total</p> <ul style="list-style-type: none"> • Of this 1 student is PP • 0% of students have made progress from their starting point <p>Literacy</p> <p>Year 7 – 61 students in total</p> <ul style="list-style-type: none"> • 73.8% (45) students have made progress from their starting point • Of these 30 students are PP • 73.3% (22) have made progress from their starting point <p>Year 9 – 26 students in total</p> <ul style="list-style-type: none"> • 61.5% (16) students have made progress from their starting point • Of these 18 students are PP • 61% (11) students have made progress from their starting point <p>EAL</p> <p>Strategic Role as EAL Coordinator Instruction and Guidance for University volunteers – in class support for students learning EAL x2 bilingual volunteers currently within. Raising student aspirations. Students have made plans for career progression ranging from Accountancy to Midwifery.</p> <ul style="list-style-type: none"> • Teaching and Learning Briefing x 3 Strategies to support students learning EAL, • Liaison with Connexions advisor – EAL student UCAS college applications. Two lessons coordinated with targeted students to support the application process. • SCITT participants – initial meeting EAL strategies discussed – EAL Toolkit supplied. • Liaison with prospective volunteers for out of class support – paired reading. • EAL Subject specific resources – coordinated response with Level 3 TAs • Census January 2018 – Data for EAL Proficiency Codes coordinated response. • Staff CPD - Reciprocal Reading Jan 2018 • Reciprocal reading embedded as a pilot scheme for Yr 11. • 60 students took part, 54 were PP students. Positive results in reading ages increasing. • 72% (43 students) – increase in reading/comprehension age of these 41 were PP • 3% (3 students) – remained unchanged of these 2 were PP • 10% (6 students) declined of these non were PP • 15% (9 students) failed to resit the tests of these non were PP
<p>Quality First Teaching: Training (or proportion) of Leadership time £5,000</p>	<p>Personal Development Programme to deliver study skills / resilience / respect</p>	<p>PP students believe that they can, and effort, hard work and not giving up are the keys to success.</p> <p>Outcomes B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Behaviour data improving • Progress data improving <p>EEF Toolkit: - Meta-cognition and self-regulation +8 months</p>	<ul style="list-style-type: none"> • Literacy across the curriculum- an evidence based approach .May 2018 • All staff CPD – Strategies for success/ Step up to the Mic May 2018 • All year assemblies = Reading for meaning. Reading records for all students • Pilot Project DEAR - LRC Wednesday / Friday <p>All the above contributing to student achievement</p>



	Improving the quality of feedback Visualizers; Assessment + feedback strategy.	Sharing good practice PP students know what they need to do to improve Verbal feedback strategy. Outcomes A,B,C,D	Continued/New	<ul style="list-style-type: none"> Lesson observations Work Scrutiny Student Voice EEF Toolkit: - feedback +8 months, high impact	<ul style="list-style-type: none"> Sharing good practice cpd on assessment and feedback has been useful. 100% positive feedback on staff evaluations. Walktroughs show positive impact of students responding to feedback. Aut 30% of staff 'Achieved' or 'Exceeded' in this area compared to spring where 53% of staff 'Achieved' or 'exceeded' in this area. Moving forward- we including designated DIRT time into lessons and sharing examples of marking for pp middle ability boys
	Staff know who the PP students are.	Subject staff can target PP students with interventions that help them to achieve their Progress 8 targets, thereby closing the achievement gap. Outcomes A,B	Continued	<ul style="list-style-type: none"> Mintclass in place in all lessons Lesson observations Work Scrutiny Student Voice 	<ul style="list-style-type: none"> All students that are PP are identified on MINT class Generic PP strategies are on MINT class for staff to work too
Additional Academic support (or proportion of) £196,716	Additional qualified teacher in English/Maths/Science/Humanities/MFL. £104,516	Reduction in class sizes to allow more effective targeted teaching and feedback. Outcomes A,B,C,D	Continued	<ul style="list-style-type: none"> English, Mathematics, Science, Humanities, MFL and PE data EEF Toolkit: Reducing class size +3 months	Science <ul style="list-style-type: none"> Additional teacher has allowed us all to have smaller class sizes. This reduces time spent on behavior management which allows for more targeted time spent with key pupils. The consequent reduction in marking load allows teachers more time to plan lessons and create resources for students in need of intervention Data overall has dropped due to final entry being based on summative test; this is the same in every year group. To address this LTP has been modified to include spiral weeks and cumulative testing to help overcome the forgetting curve and maintain higher levels of knowledge and understanding. Year 7 – 53.7 (non)-45.2 (PP) % Gap has closed from last data to 8.5% from 11.7% Year 8 – (non) 52.4: 47.1 (PP) % Gap is 5.3% from 12.9% in Spring 2. Year 9 – 64.3 (non):41.8 (PP) % Gap is 22.5%, which has increased since Spring 2. Interventions, new teachers and spiral curriculum will be embedded for the incoming school year. Year 10 – PP: non 10:19% - similar to Y11 reasons; will firm up when we have grade boundary ideas. Triple Science: Bio PP:non 32.3:16%; Chem: 35.5:16% Phys: 32.3:12% Year 11 – Combined Science: PP: 8.6%; non-PP@: 6% non PP to PP gap is 2.6% - data tracking is not yet firm for Y11, as we do not know grade boundaries resulting in students being under predicted in many cases by staff who are reluctant to put in higher data. Triple Science: PP: Bio 11.5-5.9%; Chemistry 7.7-5.9%; Physics: 11.5-



					<p>11.8% - PP outperforming non-PP. Gap greatest in Biology, but similar to combined with unknown grade boundaries. Can be re-evaluated when results are in</p> <p>MFL</p> <ul style="list-style-type: none"> • Additional teachers have been supporting the following year groups/certain classes and individuals in those classes in French • Year 8 (2/3 lessons per fortnight: (8bfr1 and 8afr2) 8afr2 percentage of PP on/above track since Autumn up by 16.7% (0-2 pupils) Students) Non PP 42.9% 0-6 pupils) • 8bfr1 percentage of PP on/above track since Autumn up by 11.1% (0-2 Students) Non PP 41.7% (0-5 pupils) • Year 9 (9Afr1): percentage of PP on/above track since Autumn up by 16.7% (0-1 pupil) Students) Non PP 0% • Year 11 (11Afr1/11Bfr1): percentage of PP on/above track since Autumn 1 has improved by 18.8%. (3-5 students) Non PP 18.3% (1-4 pupils) <p>Maths</p> <ul style="list-style-type: none"> • Additional staffing has allowed us to create smaller class sizes. This enables staff to focus on gaps in learning, filling those gaps and extending mathematical knowledge accordingly • End of year data shows decline for all year groups as a result of data reflecting end of year summative testing. Maths Subject Review (and OFSTED) has identified that rapid progress is made in lessons but learning doesn't 'stick'. This is true of all pupils, not just PP. Next year curriculum has been redesigned to incorporate interleaving opportunities and more cumulative assessments. In class, the use of more representations and manipulatives will be being used (as per EEF research). • Year 7 – 40% of all students on track (40% PP and 40% non PP). No gap. Previously a 3.3% gap. • Year 8 – 46% of pupils on track. 56% non PP in comparison to 37% PP. Gap has widened from Spring. • Year 9 – gap has reduced from 18% to 9%. Non PP 31.8%, PP 22.7%. • Year 10 – gap has widened to 20%.
	<p>Numeracy interventions run by Intervention Assistant in Maths.</p> <p>£18,500</p>	<p>Head of Faculty/KS3 Co-ordinator identify specific needs in mathematics. The Intervention Assistant then plan and deliver small group sessions with students. This is in addition to supporting students in the classroom.</p> <p>Outcomes A,B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Maths progress data improving <p>EEF Toolkit: Small group tuition +4 months</p>	<p>11 students were in Maths intervention group in total, of these 6 were PP</p> <ul style="list-style-type: none"> • 81.8% of students taught made above progress from their Aut 1 to Sum 2 results. • Average percentage increased from 24% Aut 1 to 59% Sum 2 • 6/11 improved by at least one grade from their starting point this includes 2 students that improved by 2 grades.



<p>EAL Interventions run by MFL teacher</p> <p>£20,500</p>	<p>Faster progress of EAL learners by employing an additional languages specialist teacher</p> <p>Outcomes A,B</p>	<p>New</p>	<ul style="list-style-type: none"> Progress data improved <p>EEF Toolkit: Small group tuition +4 months</p>	<p>All subjects – 14 students in the group. All PP</p> <ul style="list-style-type: none"> 10 students remained at same level or progressed slightly. 4 students have regressed. <p>English – 14 students, all PP</p> <ul style="list-style-type: none"> 9 students made progress, 3 remained the same and 2 regressed.
<p>Careers provision run by middle leader and Connexions Advisor Targeted students have careers support meetings.</p> <p>£21,700</p>	<p>No PP students are identified as NEET. Pupil Premium students are interviewed in the first wave of interviews.</p> <p>Outcomes B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> Successful Career Mark re-accredited Post 16 destination data <p>EEF Toolkit: Aspiration interventions (very low impact based on very limited evidence)</p>	<ul style="list-style-type: none"> Career planning sessions for all Year 11 students (138/178 PP students)/ 1:1 sessions with Connexions adviser/drop in sessions with Connexions. Career Mark Gold Award achieved for sustained high quality careers provision across all year groups. All Year 9 and Year 10 students also receive 10 careers lessons each academic year. All Year 11 students (138/178 PP students) have completed UCAS applications for progression
<p>Careers fairs P16 Providers fair Skills Show trip</p>	<p>Improve aspirations for PP students Reduce NEETS</p> <p>Outcomes C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> NEET data reduced <p>EEF Toolkit: Aspiration interviews +0 months</p>	<ul style="list-style-type: none"> Providers to meet the academic ability of all students in Year 10 (136/178 PP) and Year 11 (138/178 PP) It is difficult to judge the impact until we have the NEET figures in December/January once Year 11 students have started their post-16 courses All students were able to access local employers, business and colleges for every academic level in order to make informed choices about progress in post 16.
<p>Mock interviews (Careers/Attendance)</p>	<p>Enable PP students to prepare for external interviews Improve attitude and behaviour Improve attendance of targeted students</p> <p>Outcomes C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> NEET data reduced Attendance data improved <p>EEF Toolkit: Aspiration Intervention +0 months EEF Toolkit: Behaviour Interventions +3 months</p>	<ul style="list-style-type: none"> All year 11 students (138/182) had access to a mock interview by local business and employers. All Year 11 students (138/182) received Careers lessons from September to January in order to ensure that all students applied for courses at the correct level. Students had knowledge of CV writing and advice and interview skills feedback from local employers.
<p>Paired Reader Programme/BRWP (Better Reading and Writing Partnership) Years 7 - 11 students take part in the programme as appropriate</p>	<p>PP students reading ages are in line with their chronological age.</p> <p>Outcomes A,B</p>	<p>Continued</p>	<ul style="list-style-type: none"> Accelerated Reader Programme - Participation and pass rate data Reading Test data <p>EEF: Reading comprehension strategies +5 months EEF Toolkit: One to One tuition + 5 months</p>	<ul style="list-style-type: none"> There are 62 Pupil Premium students in years 7-10 receiving intervention through the BRWP programme, plus 13 in year 11. All Pupil Premium students in years 7-10 have been re-tested in June to measure progress. 95% (59 students) have increased their reading ages from 4 months to 7,7 years 5% (3 students) reading ages have stayed the same or decreased by up to 11 months <p>Moving forward:</p> <ul style="list-style-type: none"> Continuing to use reciprocal reading strategies: Predict; Clarify; Question; Summarise. This is very successful in developing comprehension skills. A letter to parents/carers informing them about the BRWP programme and sharing with them their child's reading targets and what we are doing to help them progress. Share success and next steps with



				<p>parents/carers through postcards and phone calls home.</p> <ul style="list-style-type: none"> • Every student on the programme to have a dictionary (are we able to fund this???) to be kept with them at all times and brought to all sessions. Homework will be given to develop dictionary skills and understanding of vocabulary. Pro formas will be given to volunteers in order for them to support this. • Lists to be sent to heads of year so that they are aware of who is on the BRWP programme. • Use of sentence strips to develop use of conjunctions. • Active listening cards using keywords/phrases from the text they are reading –pro formas given to volunteers. • We currently have 17 experienced reading volunteers, most of whom have been with us for at least 4 of the 7 years that the BRWP programme has been running. We will continue to recruit in order to enable more students to benefit from the programme. A full training package will be given to these volunteers, including The Paired Reading Programme, Safeguarding and EAL information and strategies.
Reading Rampage Programme	<p>Avoid the dip in reading age when students do not read for six weeks during the summer holidays.</p> <p>Outcomes A,B</p>	Continued	<ul style="list-style-type: none"> • Students were re-tested in September and the results were compared to their tests in June results spreadsheet 	<ul style="list-style-type: none"> • Reading Rampage is the big summer read. We don't measure the impact of their data as primary schools do this. NCL re-test students after the holiday and forward results on. • Students from Yr. 8-10 took part. 30 students in total • 86.7% of students have increased their reading age • 76.7% of these have increased by more than a year • Of these 14 students are PP • 85.7% of students have increased their reading age • 71.5 of students have increased their reading age by more than a year
Aim Higher Programme £1,500	<p>Raising aspirations of high achieving PP students to attend University through a programme of university visit days/in-college interventions by university students.</p> <p>Outcomes B,C,D</p>	Continued	<ul style="list-style-type: none"> • On-going analysis <p>EEF Toolkit: Mentoring + 1 month</p>	<ul style="list-style-type: none"> • Leicester University ambassadors to work with Year 11 students – 70% PP • Year 8 Leicester University 80% PP • Year 9 Loughborough University 60% PP • PP Students who had considered university before the visit would not consider it.



<p>Able but not Aspiring programme of HE visits/workshops</p>	<p>Head of Careers running specific HE trips/workshops for students who are able but lack aspirations.</p> <p>Outcomes B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Case studies • Progress data improves <p>EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</p>	<ul style="list-style-type: none"> • Year 9 Leicester University 60% PP • Year 10 Leicester University 60% PP • Year 11 Leicester University 59% PP • PP Students who had considered university before the visit would now consider it.
<p>AMP (Academic Mentoring Programme) Intervention Programme run by the Partnership Development team</p> <p>£20,000</p>	<p>One to one academic and behaviour mentoring to remove the barriers to learning. (KS4)</p> <p>Outcomes B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Progress data for students involved • AMP analysis <p>EEF Toolkit: Mentoring +1 month</p>	<p>Academic Mentoring</p> <ul style="list-style-type: none"> • The students selected for mentoring were those that were furthest from their target grades or recognised as requiring additional support to enable them to reach focus on their studies. • 78 PP Students • 1 PP student now attends hospital school • 38 PP students received mentoring – average improvement 0.06 grades • 47% PP students improved their grades between Autumn 1 and Spring 2 Data • 40 PP students who didn't receive mentoring – average improvement 0.02 <p>Behaviour Mentoring</p> <ul style="list-style-type: none"> • 8 students accessed 1:1 behaviour mentoring this academic year, 7 being PP • 86% (7 students) have attendance above NA • 71% (5 students) achievement points have accelerated in comparison to behaviour points • 57% (4 students) have received a FTE during the last year
<p>Exam skills/Revision workshops (External provider)</p>	<p>Provide support to KS4 students to enhance their revision skills.</p> <p>Outcomes B</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Progress data for students involved <p>EEF Toolkit: - Meta-cognition and self-regulation +8 months</p>	<ul style="list-style-type: none"> • Positively mad workshop, breaking down barriers to revision 2 hour session – supporting mind maps and re capping with acronyms – whole year group • 25% of year group attending were PP (44/179)
<p>Alternative Curriculum Provision run by the Inclusion faculty/SENCo</p> <p>£10,000</p>	<p>Students have greater enjoyment, motivation and better opportunities to succeed and achieve</p> <p>Outcomes C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Progress for students who find it difficult to achieve in the mainstream curriculum is sustained. • 5A* - G success rates <p>EEF Toolkit: Behaviour interventions +3 months</p>	<ul style="list-style-type: none"> • The schools behaviour for learning strategy is reducing the number of fixed term exclusions this academic year to date. This is due to the graduated response of the SSRR, LSRR and 2.30-4.30 provisions. • There have been 66 students excluded once or more, this academic year in comparison to 122 students by the end of the last academic year. Of these 47 are PP and 21 were repeat offenders. 4 of these students are no longer at NCL. • Exclusions have increased for PP students due to the rising number of students entering NCL and also due to multiple exclusions for 3 key players.. All strategies have been tried with no impact. 2 PP students in Year 9 have accrued 19 separate FTE's between them. 1 has now been permanently excluded. • 1 non PP student attended off site provision, commenced June 2018. No impact as yet



	Dyslexia Testing by external consultant	Provide support to PP students with dyslexic tendencies. Outcomes A,B,C	Continued	<ul style="list-style-type: none"> Progress data 	<ul style="list-style-type: none"> 18 students and 1 member of staff have currently been screened for Dyslexia this academic year – 44% (8 students) 6 out of the 18 students came back as at risk of Dyslexic tendencies. Strategies have been put in place to support these students Use of MINT class ensure staff have access to the correct information
	SLT mentoring of Year 11 students in P8 bottom 40	PP students are better prepared GCSE examinations. Outcomes B,C,D	Continued	<ul style="list-style-type: none"> Reduction in behaviour data Progress data improving <p>EEF Toolkit: Mentoring +1 month EEF Toolkit: Behaviour interventions +3 months</p>	<ul style="list-style-type: none"> The students selected for mentoring were those that were furthest from their target grades or recognised as requiring additional support to enable them to reach focus on their studies. 78 PP Students 1 PP student now attends hospital school 38 PP students received mentoring – average improvement 0.06 grades 47% PP students improved their grades between Autumn 1 and Spring 2 Data 40 PP students who didn't receive mentoring – average improvement 0.02
Out of hours Independent Study support £9,500	Y11 Independent Study area Homework club (3.05-4.05 pm)	Students who do not have access to a suitable workspace at home or ICT. Outcomes A,B	Continued	<ul style="list-style-type: none"> Improved homework completion rates On-going analysis <p>EEF Toolkit: Extending school time +2 months EEF Toolkit: Homework (Secondary) +5 months</p>	<ul style="list-style-type: none"> 284 homework DT's have been set this academic year for Year 11. A reduction on the last academic year (366) which is positive as there has been a greater emphasis on homework to support academic progress within the classroom. Clear peaks in numbers of DT's at points of the year, particularly around the November exams and after Christmas on the last run up to GCSE exams. Homework club to target Years 10 and 11 in the LRC and Years 7 – 9 in CU9 from 19.6.18 – attendance monitored by TA's. Again PP students are encouraged to attend when they have homework to complete/need support
	Holiday Revision Sessions £8,000	Enables PP students to prepare for examinations Outcomes B	Continued	<ul style="list-style-type: none"> Progress data improvement <p>EEF Toolkit: Extending school time +2 months</p>	<ul style="list-style-type: none"> A register of PP students who attend the holiday revision sessions is available. Out of 24 who have attended holiday revision sessions 96% were PP students Impact will be shown by the students GCSE results in the summer 2018.
	Maths Revision Conference £500	Enable PP students to prepare for maths examinations. Build confidence; ensure revision. Outcomes B,D	Continued	<ul style="list-style-type: none"> Progress data improvement <p>EEF Toolkit: Extending school time + 2 months</p>	<ul style="list-style-type: none"> This conference has not been ran this academic year due to circumstances beyond our control (DeMontford Uni)
Additional academic resources (or proportion of) £10,869	Examination revision guides and calculators provided at reduced cost for students Free revision packs Outcomes B,D	Enable PP students to prepare for examinations. Outcomes B,D	Continued	<ul style="list-style-type: none"> Progress data improvement Improved attendance <p>EEF Toolkit: Homework (Secondary) +5 months</p>	<ul style="list-style-type: none"> All PP students are provided with revision guides for subjects they are studying Calculators are provided for all students taking examinations Revision packs and resources are available for all PP students



	<p>MyMaths Method Maths We Teach Maths</p> <p style="text-align: right;">£1,600</p>	<p>Online and interactive resource covering mathematics. All students have been given access to the resource. Raising achievement in mathematics in KS3 & 4.</p> <p>Outcomes A,B</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Maths progress data <p>EEF Toolkit: Homework (Secondary) +5 months</p>	<p>MyMaths we get for free through the Maths hub. It's used by a few members of the faculty. Unfortunately it doesn't have measurable outcomes by which we measure the specific impact on PP students. It gives students.</p> <ul style="list-style-type: none"> • Revision lessons • Allows students to review their progress in topics (for NCL revision) • Provides students with instant feedback on their homework • Allows teachers to set specific intervention task
<p>Subject Specific Education Visits (or proportion of) £1,000</p>	<p>UCAS fees and travel to University open days Field Visits for Controlled Assessments Theatre visits</p>	<p>Pastoral and subject leaders are able to make requests for funding. Raise self-esteem/aspirations</p> <p>Outcomes B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Reduction in NEET role • Improving progress data <p>EEF Toolkit: Arts participation +2 months EEF Toolkit: Aspirations +0 months</p>	<p>Year 7 PP students is 140</p> <ul style="list-style-type: none"> • Theatre Trips – 1 student or 1% PP <p>Year 8 PP students is 145</p> <ul style="list-style-type: none"> • Theatre Trips – 9 students or 13% PP • University Trips – 18 students or 26% PP <p>Year 9 PP students is 138</p> <ul style="list-style-type: none"> • Theatre Trips – 12 students or 17% PP • University Trips – 39 or 54% PP <p>Year 10 PP students is 133</p> <ul style="list-style-type: none"> • Theatre Trips – 6 students or 8% PP • University Trips – 25 students or 33% PP • Geography Trips – 51 students or 68% PP <p>Year 11 PP students is 133</p> <ul style="list-style-type: none"> • Theatre Trips – 2 students or 3% PP • University Trips – 31 students or 41% PP <p>Out of all the trips to raise aspirations this academic year Geography Field trips PP students have benefited greatly this year through their involvement and participation on two Geography field trips. Students were able to;</p> <ul style="list-style-type: none"> • Gain an insight into the human and physical processes operating in two contrasting fieldwork environments. These two contrasting out of classroom experiences enable the students to develop their independence through investigating specific issues. • Their character strengths are built in terms of their ability to collect data and information in a safe a practical way. Students were supportive of one another and were able to work closely to ensure that primary data collection could be completed. • Students showed respect when visiting various public spaces and were able to develop their ability to be responsible for their own actions. <p>These fieldtrips have given students the knowledge, and practical experience to enable them to complete, and be successful in the completion of their paper 2 at GCSE, in which they will be asked to report on the methods of data collection they used, evaluate outcomes and consider have they would develop their fieldwork further. Without the provision of support staff and funding from the PP budget these students may not have been given this opportunity, which would have had adverse effects on their attainment.</p>



<p>Pastoral Interventions (or proportion of) £5,000</p>	<p>School Nurse Support</p>	<p>Pastoral Leaders make referrals to the School Nurse for support with emotional health and wellbeing.</p> <p>Outcomes B,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Case Studies <p>EEF Toolkit: Social and emotional learning +4 months</p>	<ul style="list-style-type: none"> • Students are referred to the SNS by HoY. We often do not receive feedback due to confidentiality issues/protocols • Year 7 - 4 referrals – 75% (3 students) were PP • Year 8 – 13 referrals – 92% (13 students) are PP. • Year 9 – 4 referrals – 75% (3 students) were PP • Year 10 – Numbers not available • Year 11 – Numbers not available
	<p>Educational Psychologist Support</p>	<p>Pastoral Leaders make referrals via the Referral Panel to support PP students with emotional and mental health and wellbeing.</p> <p>Outcomes A,B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Case Studies <p>EEF Toolkit: Social and emotional learning +4 months</p>	<ul style="list-style-type: none"> • Whole school – The EP has seen 4 students this academic year. 1 has achieved an EHCP and has moved to specialist provision, 1 is currently going through the EHCP process, 2 are under assessment. 100% of all students seen are PP • Year 7 – 9 referrals completed - 67% (6 students) of which are PP. 1 student has an ECHP with specialist provision being sought for August 2018. • Year 8 – 2 referrals both PP. – 1 student undergoing EHCP assessment, the other to be seen. • Year 9 – 2 referrals – 2 were PP students. • Year 10 – 3 referrals – 1 PP currently undergoing assessment for an EHCP • Year 11 – • Going forward – due to the number of students who have been referred we are buying in 30 days EP time next academic year to ensure student needs are met, to train staff and to ensure consistency
<p>£2,500</p>	<p>Self-Esteem Programme</p>	<p>Pastoral Leaders make referrals via the Referral Panel to support PP students with emotional and mental health and wellbeing.</p> <p>Outcomes B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Case Studies <p>EEF Toolkit: Social and emotional learning +4 months EEF Toolkit: Behaviour Interventions +3 months</p>	<ul style="list-style-type: none"> • 4 female students involved in a 6 week x 2 hours a day self-esteem programme with mentoring • 4/4/ students were PP • 25% (1 student) still have attendance above the NA of 94% • 50% (2 students) behaviour points have slowed • 100% (4 students) achievement points have increased significantly • No students have received FTE's
<p>£2,500</p>	<p>Health and Wellbeing strategy run by the newly appointed Head of Health and Wellbeing</p>	<p>Strategic project with Worth It to raise resilience rates/mental health of staff and students.</p> <p>Outcomes A,B,C,D</p>	<p>New</p>	<ul style="list-style-type: none"> • Reduction in staff turnover • Reduction in behaviour issues/FTE <p>EEF Toolkit: Social and emotional learning +4 months</p>	<ul style="list-style-type: none"> • All Yr 7, 8, 9 and 11 completed a character strengths survey and a resilience tool kit where students developed their understanding of the factors that can improve their resilience. • NCL have piloted a wellbeing survey created by Public Health England for Yr 7 and 9. From this 73 students were flagged and a triage of nurses came into completed assessments from the results. • Introduced 'Kooth' an online counselling service to all students through assemblies. This is also on the school' internet home page • New College Christmas special with a focus on 'Sleep, healthy habits, safety and alcohol' • Boards 'improving the awareness of mental health' <p>It's hard to measure the impact of these initiatives yet particularly for PP as they are whole school projects</p>



<p>Behaviour interventions (or proportion of) £20,000</p>	<p>Boost Groups</p>	<p>Small group behaviour mentoring to remove the barriers to learning.</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Behaviour data • Case Studies • Entry and exit data <p>EEF Toolkit: Social and emotional learning +4 months EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Small group tuition + 4 months</p>	<ul style="list-style-type: none"> • 4 students took part in the year 7/8 behaviour modification BOOST group x 2 hours per day for 6 weeks • 75% (3 students) were PP students • 50% (2 students) still have attendance above the NA of 94% • 75% (3 students) behaviour points have slowed • 75% (3 students) achievement points have increased significantly • 1 student has received a FTE
	<p>SLT and Staff Mentoring Programme</p>	<p>One to one academic and behaviour mentoring to remove the barriers to learning.</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Case Studies • Behaviour data <p>EEF Toolkit: Mentoring Low impact for moderate cost, based on moderate evidence +1 month</p>	<ul style="list-style-type: none"> • 8 students accessed 1:1 behaviour mentoring this academic year, 7 being PP • 86% (7 students) have attendance above NA • 71% (5 students) achievement points have accelerated in comparison to behaviour points • 57% (4 students) have received a FTE during the last year <p>Year 11 Academic Mentoring</p> <ul style="list-style-type: none"> • 78 PP Students • 1 PP student now attends hospital school • 38 PP students received mentoring – average improvement 0.06 grades • 47% PP students improved their grades between Autumn 1 and Spring 2 Data • 40 PP students who didn't receive mentoring – average improvement 0.02
	<p>Year 7 Boys Group intervention</p>	<p>Improve attitude and behaviour of behaviourally difficult students</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Behaviour data • Case studies <p>EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Social and emotional learning +4 months</p>	<p>4 students took part in the year 7 re-engagement BOOST group x 2 hours per day for 6 weeks</p> <ul style="list-style-type: none"> • 100% (4 students) were PP students • 25% (1 student) still have attendance above the NA of 94% • 75% (3 students) behaviour points have slowed • 50% (2 students) achievement points have increased significantly • 0% students have been excluded from school
	<p>KS3 Girls Group intervention</p>	<p>Improve attitude and behaviour of behaviourally difficult students</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Behaviour data • Case studies <p>EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Social and emotional learning</p>	<p>4 students took part in the girls self-esteem BOOST group x 2 hours per day for 6 weeks</p> <ul style="list-style-type: none"> • 100% (4 students) were PP students • 25% (1 student) still have attendance above the NA of 94% • 50% (2 students) behaviour points have slowed • 100% (2 students) achievement points have increased significantly • 0% students have been excluded from school
	<p>KS3 Behaviour interventions via Local Authority provision</p> <p>£20,000 (transport costs)</p>	<p>Improve attitude and behaviour of behaviourally difficult students. Provide taxi to and from provision</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Behaviour data • FTE rates reducing • Case studies <p>EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Social and emotional learning +4 months</p>	<ul style="list-style-type: none"> • 1 students have been placed at Carisbrooke LC this academic year for additional behavioural support. Of these all are PP • 2 students have successfully achieved EHCP's and are going/gone to a specialist provision. 1 with an EHCP has left the country. 2 have had successful managed moves (fresh start) and are doing well, 3 students should be back in school but 2 are refusing to attend (persistent absentee). The other is attending but still needing high levels of behavioural support. 1 is being reintegrated back into school due to anxiety and the final student who has just began at the LC is not coping whatsoever. He has been referred to EPS
			<p>Outcomes A,B,C,D</p>		
		<p>Outcomes B,C,D</p>			
		<p>Outcomes B,C,D</p>			
		<p>Outcomes B,C,D</p>			



	Rewards programme	<p>Improve attitude and behaviour of students through positive reinforcement</p> <p>Outcomes B, C, D</p>	Continued	<ul style="list-style-type: none"> Behaviour data improving FTE rates reducing <p>EEF Toolkit: Behaviour Interventions +3 months</p>	<ul style="list-style-type: none"> The number of rewards issued to students has increased throughout this year. Students have been rewarded for their hard work and positive attitudes to learning across all subject areas. This positive reinforcement has improved the attitude and behaviour of students across the college. The average total number of reward points given out across the college on a weekly basis is 7,000. A weekly total of 8,136 reward points were issued to students for their hard work and attitudes to learning week beg 4th June. Students value the rewards system especially when they know that their hard is being rewarded by staff for curricular and extracurricular activities. Students have an opportunity to cash in their reward points at the end of each half term if they wish, or they can save their reward points up and cash them in at the end of the academic year for for items chosen by students. Students can also cash in their reward points for consumable items in the canteen and coffee shop.
Parental engagement (or proportion of) £1,000	Parent workshops/presentations	<p>Giving parents/carers the knowledge and skills to help students do well in examinations</p> <p>Outcomes B,C,D</p>	New	<ul style="list-style-type: none"> On-going analysis <p>EEF Toolkit 'parental involvement +3 months, moderate impact'</p>	<ul style="list-style-type: none"> There have been a number of workshops and presentations delivered to parents throughout the academic year. Parents have attended an E-safety evening which was greatly appreciated by the parents who attended as they were given information as to how they could support their child to stay safe on line. Workshops have been delivered to parents during parent's evenings as to how they can support their child with homework. This year we put on " How to understand your child's report and how to support your child to study" evenings (One for Key stage 3 and one for key stage 4 parents). Parents who attended the evenings found them of great use as they said that they now had a better understanding of how they could support their child to study and also they understood the information much better that was on their child's report.
Uniform (or proportion of) £1,000	Shoes PE Equipment Uniform	<p>Pastoral leaders are able to make requests funding for uniform.</p> <p>Raise self-esteem. Enable PP students to take part in clubs and activities.</p> <p>Outcomes B,C,D</p>	Continued	<ul style="list-style-type: none"> Improved attendance <p>EEF Toolkit: Sports participation (Moderate impact for moderate cost based on limited evidence) +2 months EEF Toolkit: School uniform (Very low or no impact for very low cost, based on very limited evidence) 0 months</p>	<ul style="list-style-type: none"> Items of uniform are available for students to borrow in the Inclusion Faculty. This has prevented students from being in reflection for wearing non or inappropriate items of school uniform which has meant that they have not missed out on any of their lessons. For some students this has been invaluable for their self-esteem as they have felt embarrassed when their parents/guardians have not been able to afford items of uniform when they have out grown them or if they have got damaged



<p>Breakfast club (or proportion of) £2,000</p>	<p>Provide breakfast Staff supervision from 8am every morning</p>	<p>Improve concentration levels of students by ensuring that they have breakfast. Enhance/develop social skills of students.</p> <p>Outcomes C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Reduced lateness to college 	<ul style="list-style-type: none"> • Greater numbers of students accessing breakfast club. Open to all year groups. Currently 160 students have accessed breakfast club this academic year at least once up from 55 students this time last year across all year groups. • 75% (105 students) are PP • Numbers are higher during the winter for obvious reasons • Students are better prepared for the day.
<p>Extra-curricular menu of opportunities</p>	<p>Staff and external providers run extra-curricular sessions in a wide range of areas from sports to revision sessions.</p>	<p>Enable PP students to take part in clubs/activities. Raise self esteem Improve attitude and behaviour.</p> <p>Outcomes B,C,D</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Participation data • Improved attendance to college <p>EEF Toolkit: Sports participation (Moderate impact for moderate cost based on limited evidence) +2 months EEF Toolkit: Extended school time + 2 months</p>	<ul style="list-style-type: none"> • With regards to PP students and their participation in extra curricular activities, this hasn't been a focus this year. We have looked at FSM, SEN and gender split but this is something we will be adding for next year. • There are no specific PP clubs on offer as all clubs are open to all students.

Date of next review: July 2018