

# Wey Valley: Pupil Premium Strategy 2020 2021

The pupil premium was introduced in April 2011. It was allocated to children from low income families who were eligible for free school meals and children who had been looked after continuously for more than six months. Eligibility for pupil premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last 6 years (known as the Ever6 free schools meals measure) in addition to the children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

Wey Valley is an 11 -16 school comprising 899 students mainly from the Weymouth and Portland area of South Dorset. The school became a part of the Ambitions Academy Trust in June 2019. It has an above average level of PP students, **presently 36.15%** of the school population (Y7-11) compared to the **13.5%** national average.

**The Total 2020 – 2021 funding allocated to Wey Valley Academy to close the achievement gap is: £252,450 (based on 2019 2020 figures)**

The Pupil Premium Grant (PPG) Funding for 2020 -21 is based on the number of students who fall into the following groups:

Breakdown of Funding by Pupil Group	2019 – 2020 Funding
	Per Pupil
Are eligible for Free School Meals (FSM) or Ever6	£935
<i>Children Looked After (LAC) in local authority care for 1 day or more</i>	£1,900
<i>Students who have left local authority care due to adoption, a special guardianship order, a child arrangements order or a residence order</i>	£1,900
<i>Ever 4 service students - Children who have one or more parents in the armed forces and recorded on the January 2018 census as eligible for service premium grant in any of the previous 4 years</i>	£300

NB. The Virtual Schools withhold the PPG funding for LAC children and the school has to bid for this through the PEP process.

## **Targets for 2020 – 2021**

1. To improve the attainment & progress of disadvantaged students so that it at least matches that of their non-disadvantaged peers
2. To improve the literacy skills of disadvantaged students with a focus on reading to ensure their achievement is at least in line with their non-disadvantaged peers and exceeds performance of disadvantaged students nationally
3. To improve the attendance, behaviour and engagement of disadvantaged students so that they can make better progress, participate in school life and transition positively into further education, training or employment with training.

### **Objectives for 2020 - 2021:**

- To focus on identifying and closing gaps in student learning that will have developed during school COVID19 lockdown, providing targeted interventions and support.
- To ensure that outcomes for disadvantaged students are in line with national expected progress through detailed monitoring tracking and support.
- To improve the literacy of disadvantaged students with a clear focus on reading and development of synthetic phonics programmes.
- To support the raising of aspirations for all including the more able disadvantaged students and to increase their access to Cultural Capital through a whole school Entitlement Curriculum.
- To ensure that students receive regular and high quality IAAG and select appropriate routes in education or training post 16 that offer stretch and challenge.
- To ensure that disadvantaged students participate fully in school activities and take full advantage of the opportunities for student leadership across the school. Creation of specific student voice groups to support their views.
- To increase the number of disadvantaged students receiving awards and positive recognition.
- To reduce the proportion of disadvantaged students who are excluded or receive behaviour points.
- To improve the attendance profile of the disadvantaged students by introducing a new system that will raise the profile of attendance across the academy.

# Pupil premium strategy statement Wey Valley Academy 2020 / 21

1. Summary information						
School	Wey Valley					
Academic Year	2020 / 21	Total PP budget	£252,250	Date of most recent PP Review	N/A as New Academy	
Total number of pupils	899	Number of pupils eligible for PP	325 Y7 – Y11	Date for next internal review of this strategy	July 2021	
2. Current attainment						
	Pupils <b>eligible</b> for PP 2021 GCSE Predictions (Set in Y10)	Pupils <b>eligible</b> for PP 2020 GCSE Results	Pupils <b>eligible</b> for PP 2019 GCSE Results	Pupils <b>not</b> eligible 2021 GCSE Predictions	Pupils <b>not</b> eligible 2020 GCSE Results	Pupils <b>not</b> eligible 2019 GCSE results
Progress 8 score average	-0.9	-0.77	-1.45	-0.32	-0.25	-0.58
English P8	-0.95	-0.86	-1.52	-0.31	-0.22	-0.56
Maths P8	-1.26	-0.72	-1.17	-0.48	-0.23	-0.42
% achieving 9-5 English and maths	13.5%	15.6%	8.7%	31.3%	35.7%	26.6%
% achieving 9- 4 English and maths	30.5%	33.3%	34.8%	55.2%	67.4%	53.2%
Attainment 8 score average	33.6	33.3	28.6	43.8	44.8	38.5
EBACC measure	3.03	3.04	2.46	3.6	4.19	3.4
3. Key Barriers to Future Attainment and Progress (for pupils eligible for PP)						
<ul style="list-style-type: none"> <li>• <b>Disruption to education as a result of Covid19 Pandemic</b> <ul style="list-style-type: none"> <li>• Lower levels of engagement in remote learning by disadvantaged students</li> <li>• PP students enter with Lower prior attainment than non PP students</li> <li>• Poor literacy skills especially reading (comprehension)</li> <li>• Lower rates of attendance</li> <li>• Lower aspirations (derived from IIAG interviews)</li> <li>• Parental engagement in student learning is low</li> <li>• Higher rate of disengagement in KS4 (conduct points and attendance)</li> <li>• Low levels of Grit – resilience?</li> </ul> </li> </ul>						

In-school barriers		
A.	Poor Literacy Skills especially reading and reading comprehension at all levels of ability	
B.	Lower than expected progress of middle and higher prior attaining students	
C.	Lack of engagement in cultural capital and opportunities to stretch learning beyond the classroom, impacting on aspirations.	
D.	The large amount of time out of school as a result of the COVID 19 lock down regulations and lower levels of engagement with remote learning	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Attendance of PP students was lower than non PP students. Persistent absentees for PP students is higher than non PP students which impacts progress.	
F.	Level of PP student SEMH is high	
G.	Poor Parental Engagement and lack of student engagement with remote learning	
H.	Support at home for remote learning in terms of equipment, space and encouragement was not as high as for non PP	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved Literacy and reading as measured by in school testing and monitoring of progress in reading and writing across subjects.	<ul style="list-style-type: none"> <li>At the end of Year 11 our PP students will make progress that is at least in line with PP students nationally and significantly close to or in line with the progress made by ALL students nationally.</li> <li>In other year groups the progress and attainment of students in English and maths is at least as good as non PP students with similar prior attainment on entry.</li> <li>PP students who have had interventions and support show clear evidence of diminishing the differences between their achievement and that of the non PP students.</li> <li>Students have improved reading ages across all Key Stages in line with chronological age</li> </ul>
B.	Improved progress and attainment of disadvantaged Middle and High Prior Attaining Students through curriculum design, quality teaching and learning and targeted interventions. Measured each term through curriculum areas.	<ul style="list-style-type: none"> <li>At the end of Year 11 our M/HPAS will make at least expected levels of progress and their achievement will be in line with National levels for all students.</li> <li>PP students who are identified as M/HPAS from KS2 will make similar progress to other students in terms of outcomes across the academy in all Key Stages.</li> <li>Interventions will be evident and effective for those students who are not progressing as expected</li> <li>All Teaching is at least consistently good.</li> </ul>
C.	Students experience a wide range of cultural and enrichment activities. They engage with the entitlement curriculum and gain the different levels or reward.  <b><i>This will be dependent upon Covid 19 measures.</i></b>	<ul style="list-style-type: none"> <li>There will be clear evidence of an increased level of engagement of PP students in cultural and enrichment activities: trips, visits, music lessons, involvement in teams and performances and other extracurricular activities.</li> <li>In school this will be addressed through an increased enrichment offer that runs from Yr 7 through to Yr 11. The Cultural Capital Challenge Programme</li> <li>PP students will leave with a wide range of experiences and having travelled well beyond the confines of South Dorset.</li> </ul>
D.	(Covid response) Provision of a <i>planned recovery programme</i> targeted at the key areas where students have been identified as having fallen behind. Measured through engagement, testing and the regular curriculum monitoring. Small group and 1-1 support from Jan 2021	<ul style="list-style-type: none"> <li>The knowledge gaps created by being out of school for so long are diminished.</li> <li>All Teaching is at least consistently good.</li> <li>Students experience a broad and balanced curriculum offer.</li> <li>Internal monitoring and external exam results demonstrate improvements</li> </ul>

<b>E.</b>	Improve attendance and reduce Persistent Absence rates in line with non PP students. Measured through attendance registers	<ul style="list-style-type: none"> <li>Attendance rates for PP students improve to match national rates for all students</li> <li>There will be a reduction in whole school PP persistent absence. This should show an increase in the school attendance for this group of students.</li> </ul>
<b>F.</b>	Support the number of PP students with social emotional mental health issues. Measure through the ELSA and SEND reports for students engaging with their provision.	<ul style="list-style-type: none"> <li>PP students able to access mental health services (eg ESLA team, counselling, youth workers, external agency intervention, Medical officer, IAG.)</li> <li>External support for SEMH accessed by Academy</li> </ul>
<b>G.</b>	Improve Parental engagement by increasing social media profile of the school and arranging more supportive meetings, adopting measures from the EEF report. Measured through record kept for attendance at Parents events and communications with tutors, HoY and office.	<ul style="list-style-type: none"> <li>We will have followed EEF guidance on parental engagement</li> <li>Adapted our letters to ensure they are accessible to all</li> <li>Introduced the SIMS parent App and SIMS in touch.</li> <li>Launched Parent Forum and Principal's Drop In</li> <li>Relaunched FASA</li> </ul>
<b>H.</b>	Facilitate remote learning by providing disadvantaged students with access to laptops and through ensuring regular teacher contact in the event of a further lockdown.	<ul style="list-style-type: none"> <li>Laptops issued</li> <li>TEAMs training completed</li> <li>Practice use of remote learning via homework tasks when attending school</li> <li>Allocated staff mentors</li> </ul>

5. Planned expenditure	
ACADEMIC YEAR	2020/21

Targeted Support Teaching and Learning						
<p><b>PRIORITY 1.</b> To improve the attainment &amp; progress of disadvantaged students so that it at least matches that of their non-disadvantaged peers</p> <p><b>PRIORITY 2.</b> To improve the literacy skills of disadvantaged students with a focus on reading to ensure their achievement is at least in line with their non-disadvantaged peers and exceeds performance of disadvantaged students nationally</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	Review	Cost
Ensure the curriculum is fit for purpose, that it is broad and balanced for PP students.	Curriculum time examined to ensure core subjects in KS3&KS4 English Maths & Science are adequately catered for.	Ofsted guidance 2018  EEF guidance	SLT will lead process, QA by Academy Trust  New Curriculum in place for post Covid.	SDY	July 2021	£2500

Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
That teaching is at least consistently good	<p>Focussed school improvement work on teaching and learning. CPD programme to improve quality of teaching and ensure progress for all through Quality First Teaching</p> <p>Common teaching framework across academy to reduce in school variation.</p> <p>Analysis of progress of all students and disadvantaged students after every progress check (end of T1, T2, T3 etc)</p>	<p>Quality of teaching will have a major impact on the success of students.</p> <p>Focussing on Quality First Teaching will reduce the need for future interventions on the present scale allowing for greater focus on stretch and challenge.</p> <p>Use of Rosenshine's Principles for instruction based on research of what more successful teachers do!</p> <p>Use of data to track monitor and assess impact of interventions.</p>	<p>We have a built a structure of lesson observations, Learning walks and reviews to enable Middle Leaders and SLT to QA this.</p> <p>AAT will do Quality of education Reviews.</p> <p>CPD provision</p> <p>Purchase of key literature on T&amp;L for staff to increase engagement in their learning.</p>	LPA & TNE	End of T4 2020	£6000
All students are able to access the provision in the event of further lockdown	<p>Training in use of TEAMS</p> <p>Provision of support materials including Laptops</p>	<p>Reduced engagement of PP students during last lockdown – cause due to lack of appropriate equipment, space or support</p>	<p>Allocate laptops to KS4 as priority and then KS3 as available</p>	PLY and SDY	T2	£15000
All students experience personalised support <b>Stretch and challenge</b>	<p>CAL Progress Panel meetings: student attainment and progress of pupil premium students is tracked closely and discussed- key actions set and implemented upon</p> <p>Catch up programme for students who have low KS2 levels, including withdrawal groups. Focus on attaining grade 4/5</p> <p>Under-achieving students are identified and interventions are delivered that make an impact,</p>	<p>Tracking of data for PP students will enable informed discussions and allow for interventions to be targeted more effectively.</p> <p>EEF research suggests short term targeted interventions have a positive success rate (high cost)</p> <p>Utilising the Govts Support package post Covid</p>	<p>Led by two experienced SLT supported by Data manager</p> <p>INSET on stretch and challenge for staff.</p> <p>Delivered as 1-1 and as small groups of 4 from Jan 2021 for KS4</p>	SDY & TNE	End of each Term	£20000

	focusing on Literacy and Numeracy					
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
All students are prepared for formal assessments and or CAG assessment	<p><b>Structured Examination Procedures</b></p> <p><b>Use of additional Government support for Tutors</b></p> <p>Additional room allocation and support provision during mocks, PPEs &amp; exams</p> <p>Food provided on one evening a week following revision classes (exams). After school revision sessions start from September 2019 – provide warm quiet spaces for working</p> <p>Pre-examination breakfasts: mocks, PPEs &amp; exams</p> <p>Pre-examination motivational Sessions to include mindset / wellbeing</p> <p>Examination Access Arrangements and on-going review of assessment needs for all pupil premium students</p> <p>Small group support and 1-1</p>	<p>Small group and 1-1 is effective if used in targeted time focussed way - EEF</p> <p>The more 'normal' we can make the examination process and the more relaxed yet focussed the students the greater the chances of success.</p> <p>To ensure our PP students are receiving adequate nutrition. To keep them focussed on learning and physically well.</p> <p>The more support we can provide the greater the opportunity for success.</p>	<p>SLT monitoring</p> <p>HoY working with Exam Officer and SLT will develop the strategies and ensure we follow a plan – do- review –develop appro</p> <p>SEN department to lead and complete all checks in line with National guidance.</p>	TNE	<p>January 2021 and July 2021</p> <p>February 2021</p>	£5000

Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
Improved Literacy	<p>Literacy support programme alongside Individual Literacy Interventions (ILI) programmes and 'Upgrade Literacy Sessions' run by Literacy Coordinator trained to deliver them.</p> <p>Employment of specialist TA's and transition teacher to offer support in small groups to support students with low literacy levels on entry</p> <p><b>Dyslexia trained Learning Support Assistants in place.</b></p> <p>Pastoral year teams leading and promoting literacy based interventions</p> <p>Improve focus on Reading development through <b>Accelerated Reader scheme DEAR and Phonics</b></p> <p>Homework Club</p>	<p>ILI projects successfully used in schools across the UK.</p> <p>EEF research supports 1-1</p> <p>Increased reading ages result in heightened opportunity for exam success and reading for pleasure.</p>	<p>Led by AVP, SENCO and 2<sup>nd</sup> in English and Literacy Support Co Ordinator</p> <p>Review texts used in DEAR and purchase new ones.</p> <p>Train staff on how to deliver DEAR</p> <p>Train staff in DIRECT INSTRUCTION</p> <p>Train TAs</p>	LPA	After each 6 week block of intervention	£15000
Improved numeracy	<p>Use of Online Maths programmes to support classroom and home learning. Examples to be investigated include Hegarty Maths, MyMaths</p> <p>Yr 7 Maths Catch Up interventions</p> <p>Homework Club</p>	<p>Hegarty maths and MyMaths are recognised nationally, it provides individualised programmes and instant feedback (EEF and Hattie) and scaffolded approaches to Learning new topics</p>	<p>Delivered by Maths team and monitored by Head of Maths. Follow the guidance and support provided by the online software provider.</p>	AP, MYO	End of first term following implementation.	£2500



Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
<p>Improve Student Knowledge</p> <p><b>(Covid Catchup)</b></p>	<p>Assessment of student knowledge by class teachers to provide baseline.</p> <p>Revision sessions for Year 10 and 11 students with a focus on metacognitive strategies and improving memory</p> <p>Revision books provided in Core subjects free for PP students</p> <p>Introduction of Knowledge Organisers</p> <p>Tutors 1-1 and small groups</p> <p>Termly assessment weeks</p>	<p>EEF research demonstrates that Meta Cognition is the most effective approach. See <b>Metacognition and Self Regulated Learning Guidance Report 2018 – EEF</b></p> <p>Provision of additional revision in structured environment assists PP.</p>	<p>Employ EEF recommended assessments such as:</p> <ul style="list-style-type: none"> <li>-Observing the strategies used by students.</li> <li>-Home learning completion rates.</li> <li>-Self report questionnaires</li> <li>-Student voice interviews.</li> </ul>	TNE and SDY	End of each term	£5000 (1-1 costed above)
<p>Ensure PP HPA Students make significantly positive progress</p> <p>Students develop (Grit) passion and perseverance for their learning and attending college.</p> <p>Students develop a better understanding of how to learn – meta cognition</p>	<p>Year 11 Wednesday Evening School (staffing, refreshments and resources)</p> <p>Detailed programme of after school revision activities.</p>	<p>Evening School will run prior to examinations. It provides a focussed learning environment for revision led by teachers.</p> <p>In other schools piloting this process student attitudinal surveys show a major improvement in Grit and attitude to school.</p> <p>EEF Toolkit – Feedback +8 months High Impact</p>	<p>Student attitudinal surveys relating to Grit and attitude to school.</p> <p>Attendance record at evening school of “invited students”</p> <p>HoY working with select groups of PP students</p>	PLY	At the end of the 6 week sessions	£1000

Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
Students develop (Grit) passion and perseverance for their learning Improved attendance.	Access to Specialist professional support to ensure high quality pastoral care and access to appropriate interventions and external support (EP, Dorset SEN etc)  Internal ELSA support	In order to support some of the most vulnerable students we will need to gain additional external professional support to allow us to submit EHCP applications as require.	SENDCo and VP will ensure the Quality Assurance of the external services provided and Alternative Provision	JAS	July 2021	£25000
Students develop (Grit) passion and perseverance for their learning	Academic Progress Mentoring 1-1 for targeted PP students not making expected progress  The 15 students in each year group who are PP and have the lowest Progress scores are identified the HoY then selects 15 who are not receiving any other form of intervention (such as attendance monitoring) and these become that Year Groups students for Assertive Mentoring.  ELSA support for PP students	Based on research from Dylon William, John Hattie and EEF we are employing a structured, regular 1-1 mentoring programme for the lowest attaining students.  Providing a quality 1-1 opportunity to develop positive relationships and share issues.	Heads of Year and Deputy Heads of Year have small targeted groups to work with.  Key dates pre agreed and monitored by AVP  Formalised recording process for each mentoring session.  Support from Attendance Officer  Support from ELSA	PLY	End of Spring Term 2021	£15000
Ensure PP Students make informed progression choices	<b>Careers Advice and Guidance (IIAG)</b>  To ensure the progression of all disadvantaged students Post 16 via:  <ul style="list-style-type: none"> <li>Careers fair</li> </ul>	Providing access to Impartial Information Advice and Guidance to enable students to plan for the future and know what they need to do to be successful.	Head of Year and Head of Careers  Ensure we meet the 8 Gatsby Benchmarks  Student Voice interviews	JAS	January 2021	£2500

Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
	<ul style="list-style-type: none"> <li>Interviews with senior leaders to guide process of application to higher education</li> <li>Interviews with school's Careers' Advisor</li> <li>SUN Network Mentoring programme</li> <li>Support with Post 16 applications</li> </ul> <p>Careers events throughout the year – free transport provided. With priority access to PP students</p> <p>All to attend the Main Dorset Careers Fair.</p> <p>1-1 Careers IAG interviews</p> <p>Southern university Networks – Bournemouth University Visit</p> <p>Year 10 Mock Interviews</p>	Students who know what they need to achieve are extrinsically motivated by this knowledge.				
<p>Improve literacy and reading</p> <p>Improved progress and attainment of HPAS</p>	<p>Development of Home Learning systems.</p> <p>TEAMS used for homework</p> <p>Regular rehearsal of remote learning</p>	<p>EEF Toolkit + 5 months</p> <p>Prevents students falling behind, enables parents to check and discuss with students.</p>	Systems in place and monitoring by HoD and HoY		July 2021	£2500
<b>Budgeted Cost Section B</b>					£127000	

## C] Targeted Support Enrichment

**Priority 3** To improve the attendance, behaviour and engagement of disadvantaged students so that they can make better progress, participate in school life and transition positively into further education, training or employment with training.

Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
To address all of the barriers to learning – with a focus on closing any gaps I knowledge as a result of Covid19 lock down	Introduce a permanent Pupil Premium Champion on the SLT CPD training and staffing costs Investigate Subject PP champions - those who are doing NPQML or NPQSL	Ofsted's national report on PP suggest the appointment of a lead professional has a positive impact. This person to sit on SLT	New Job description agreed, CPD arranged (vis SSIF project) and line managed by AVP	Principal	Jan 2021	£3000
Students develop (Grit) passion and perseverance for their learning  Lower PA rates  Reduce the number of PP students with mental health issues	ELSA support for PP students  Link with NHS Mental Health in School's project  Access to Zone and Hub  Full pastoral support team	To ensure that those students with SEMH issues receive the necessary support to be in school and learning.	Detailed record keeping of interventions and support.  Head of Years contact home to follow up actions.  Dedicated counselling team in place	<b>PLY</b>	July 2021	Costed in previous section

<p>Students develop (Grit) passion and perseverance</p> <p>Lower PA rates</p> <p>Reduce the mental health issues</p>	<p>The specialist staff in Pastoral Team support those students who are not in classroom lessons whether due to behaviour, anxiety or illness.</p> <p>ELSA training as required.</p>	<p>To provide a support to enable students who have been out of lessons for a variety of reasons to return successfully to main stream classroom learning.</p>	<p>Behaviour for Learning Team regularly meet with Heads of Year and AP to review progress of students and effectiveness of interventions.</p>	MSA	Termly	£30000
<p>Reduce the number of PP students with mental health issues</p>	<p>Transition and enhanced transition at Year 6 and during Yr 11 in readiness for post 16 6<sup>th</sup> Form / college to focus not just on SEN but also PP students.</p>	<p>There is national evidence to suggest that the PP students suffer a big drop off in transition to secondary. We have catered well for SEN but will now also focus on PP.</p>	<p>A team of key staff will lead including the HoY 7 and SENCO</p>	CFI	Post transition evening	£5000
<p>Students experience a wide range of cultural activities and enrichment opportunities development of an “entitlement curriculum”</p>	<p><b>Cultural / Enrichment opportunities</b></p> <p>Provide a planned progression of extensive local, national and international opportunities for cultural and enrichment.</p> <p>Develop an academy wide ‘entitlement curriculum’ specifically targeted to support disadvantaged students.</p> <p>Financial support for educational trips, revision packages etc including :</p> <ul style="list-style-type: none"> <li>• KS4 Theatre Visits</li> <li>• Instrumental lessons</li> <li>• D of E Award Bronze and Silver</li> <li>• London visits (Art and Science)</li> <li>• Ski trip</li> </ul>	<p>The research establishes clear benefits attached to being able to experience these opportunities From social interaction and cultural experiences.</p> <p><b>(Bourdieu’s work on cultural capital and educational attainment for example.)</b> In order to, for example, write creatively a boat trip or foreign country and to understand the topics in examinations students require cultural capital – by ensuring that the disadvantaged students get to travel, visit museums, see plays etc we assist them in this process.</p>	<p>Heads of Year record the participation of their year groups.</p> <p>Subsidies for activities in place checked via Finance Team</p>	JAS	July 2021	£16,000

	<ul style="list-style-type: none"> <li>Field trips for Science and Geography</li> <li>Enrichment programme through PE</li> <li>Support other offsite opportunities</li> </ul> <p><b>Higher Prior Attaining students are targeted for additional stretch and challenge activities:</b></p> <ul style="list-style-type: none"> <li>Visits to University, engagement with STEM activities, talks and exhibitions.</li> <li>Brilliant Club?</li> <li>Training with all staff on stretch and challenge</li> </ul> <p>Work Experience Opportunities</p>					
Lower Persistent Absence rates	<p>Staffing to operate systems and track data and contact home. Plus follow up work.</p> <p>Attendance Officer Role</p> <p><b>Recruit a Family Liaison Officer (FLO)</b></p>	Students who attend school regularly stand a much higher chance of making better progress.	Systematic and effective attendance strategies developed for whole school use that are monitored by SLT on a weekly basis.	PLY	Weekly	£25000
Lower Persistent Absence rates	Rapid and regular communication with parents about attendance, progress and behaviour.	First day calling has been shown to be an effective method to reduce PA rates	Heads of Year will monitor the attendance of their Year groups on a weekly basis.	PLY	weekly	£1000

To address all of the barriers to learning	Specialist work by the school's data manager along with HoY and Heads of Core departments. To accurately track the progress and attainment of PP students across all year groups at regular intervals throughout the year.	The greater our knowledge and understanding of each individual student the more effective our interventions can be.  Improved Progress and Attainment. Able to use targeted interventions quickly. Reduced variation in performance. Track and monitor impact of other strategies.	Heads of Department and Heads of Year responsible for regular tracking and monitoring of students	TNE & SDY	Half termly	£10000
To address all of the barriers to learning	Curriculum and revision resource subsidies including access to additional IT resources.	To enable disadvantaged students the same level of access to additional learning support materials as non-disadvantaged students.	Heads of Year to monitor and check with tutors on a regular basis (at least twice per half term)	RRU	Half termly	£5000
To address all of the barriers to learning	Breakfast Club – every day from 8.00am until 8.20am (staffing and subsidised food)	Students often arrive hungry and unable to concentrate. This would have a detrimental impact on their learning.  Students also arrive very early and require a safe space.	Catering team	JAS	July 2020	£8000
To address all of the barriers to learning	Targeted parents' meetings	Speak directly to and engage support from carers	HoY engaged in process  AVP monitors improvements	JAS and CFI		£1000
<b>Budgeted Costs Section C</b>						£ 104000
Contingency Fund for additional PP support for Trips, learning materials etc						£21,500
<b>Total Costs</b>						£252,500

## 6. SERVICE PUPIL GRANT

### Service Pupil Grant

The Service Premium Grant (SPG) is provided in recognition of the specific challenges children from service families face. It is intended that this funding is used for **pastoral support during challenging times** and to help mitigate the negative impact on service children of family mobility or parental deployment. Where our students from service families have parents who are on deployment, or who have recently been rebased, we will offer bespoke pastoral support following consultation with parents. This might include:

- Emotional Literacy Support Assistant – providing 1-1 work
- Student Support – providing focus for learning and social issues
- SENDCo – to look at learning needs
- Head of Year– Day to day pastoral support

We also use the SPG to support these students in understanding the nature of their parents' work through specific visits organised for SPG students.