



Section A Ethos and Context

Birchwood High School is proud of its comprehensive ethos. We enrol students each year from the local area of Bishop’s Stortford and the surrounding villages regardless of ability or socio-economic background. As a school community, we are committed to ensuring that we provide Disadvantaged Students with additional academic and pastoral support. All members of staff understand that this is the key priority of the school. The recent HMI Monitoring Visit (May 2018) summarises our current position and we are determined to ensure that this is addressed.

“You acknowledge that disadvantaged pupils still do not progress as well as others do in some areas, and that this presents a significant barrier to becoming a good school. Rightly, improving this has been a major focus of your work. You realise the link between academic success and improved life chances, and you have won the ‘hearts and minds’ of staff. Everyone is aware of the moral imperative to improve the progress that all groups of pupils make, but particularly disadvantaged pupils” HMI (May 2018)

Pupil Premium (PP) is a funding initiative introduced by the Government in 2011 to ensure that schools receive additional funding for Disadvantaged Students who come from more deprived backgrounds.

Pupil Premium is a generic term for the following five types of children:

1. Free School Meals (FSM) - Students eligible for free school meals because they live in households claiming certain benefits
2. Ever6 - Students who have been eligible for FSM at some point in the last six years
3. Children Looked After (CLA) - Children who have been in Local Authority care for one day or more
4. Children who have been adopted from care
5. Children whose parents(s) are in the services (known as Ever4).

Overall, 16.3% of our intake are Pupil Premium students (see figure 1 below) which is lower than the national average of 28.5% but represents a significant sub-cohort of 184 students. The percentage of Pupil Premium (PP) students does vary from year-to-year (see figure 1) as does the percentage of SEND students.

Figure 1: Current number of PP and SEND students at Birchwood High School for 2018-19

	Total	PP	%PP	SEND	PP / SEND
Year 7	237	36	15.1%	57	10
Year 8	200	33	16.5%	35	11
Year 9	229	47	20.1%	56	16
Year 10	232	37	15.9%	61	13
Year 11	231	33	14.3%	43	11
Year 12	129	10	7.7%	9	3
Year 13	99	8	8.0%	6	0
Total 11-16	1129	186 (11-16)	16.5% (11-16)	252	61
11-18	1356	204	15.1%	22.3%	5.4%

Section B Profile of Pupil Premium Student Cohorts at the point of GCSE examinations

Figure 2 shows the number of pupil premium students in each GCSE cohort since 2016, their academic and SEND profile along with the number of outlying students. The profile of PP cohorts is different to the main cohorts, often with the majority being defined as middle ability students at KS2. The most significant trend is the reduction in outlying students through earlier intervention and family support.

Figure 2: Student characteristics of Pupil Premium students in Year 11 Cohorts

	2017	2018	2019
No of pupils in Year 11	228	233	234
No of PP students	31 (15.3%)	28 (14.6%)	32 (14.1%)
Low	16	4	5
Middle	10	15	19
High	5	9	6
PP Students with SEND	12	10	11
Outliers*	5	3	0
No of SEND with EHCP	2	3	0

Section C – Summary of Academic Outcomes for 2018

Figure 3: GCSE Performance 2016-2018 Progress 8 for all students and PP students

KPI	All 2017	PP 2017	All 2018	PP 2018	All 2019 ¹	PP 2019 ¹	All 2020 ²	PP 2020 ²
% Level 4 in English and Maths	74%	40%	73%	52%	82%	63%	78%	76%
% Level 4 English	82%	57%	81%	65%	90%	84%	89%	90%
% Level 4 Maths	81%	51%	79%	65%	86%	72%	83%	76%
Progress 8	+0.05	-0.72	+0.00	-0.78*	+0.07	-0.13	+0.09	+0.14
English P8	-0.05	-0.40	-0.28	-0.58				
Maths P8	+0.36	-0.30	+0.34	-0.29				
Open P8	-0.10	-0.83	-0.01	-1.07				
EBacc P8	0.10	-0.92	-0.07	-1.08				
P8 without outliers		-0.43 (3)		-0.35 (4)	+0.07(0)	-0.13(0)		

*Please note - All Resistant Material GCSE grades were re-marked by the exam board following an appeal by the school – 48 / 54 students saw their grades improve by at least 1 grade- this affected 10 PP students. These changes have not been reflected in the data above

¹ Based on Year 11 interims – October 2018

² Based on Year 10 interims – November 2018

From figure 3 above, this analysis shows a number of key performance characteristics

- Attainment for Disadvantaged Students improved in English and Maths – there was a higher % of students passing these two subjects.
- In terms of progress, Maths has performed relatively well overall and the progress for DA students is better than English
- English DA progress was affected by two specific staffing issues which have now been resolved – forecasts for 2019 and 2020 are better
- There was a significant gap in progress for ‘Open’ and ‘EBacc’ for DA students in 2017 and 2018. This gap is reducing for 2019 and 2020 due to better curriculum choices made 3 years prior
- The impact of a small number of outlying students with significant medical or mental health needs impacted on the overall P8 score for DA students. Earlier intervention means that the current Year 11 have no outlying students (*An Outlying student is someone with significant medical or mental health concern that significantly affects their ability to attend school*).
- Overall, the school is expecting a significant step change in 2019 and 2020 due to improved curriculum choices and improved high quality teaching for disadvantaged students in the classroom

D – Destination Data for Yr11 and Year 13 DA students

Considerable intervention takes place to support Year 11 students in making aspirational but realistic decisions for post-16 provision. The support is shared between the tutor team, the pastoral team, the Student Support Officer and the CEIAG Leader. Figure 4 shows the destinations of PP students in Year 11 and Figure 5 shows the Post 16 destinations. The increase in the number of PP students gaining places in the Sixth Form has been part of an aspirational push including the two outlying students who underachieved at GCSE due to health-related problems. At A-Level, 6 of the PP students gained places at University including 2 with places at Russell Group institutions. The school has worked hard to ensure that bespoke 1:1 support is provided for PP students and their families and also to ensure that we aim for 0% NEETs each year at GCSE and A-Level

Figure 4: Destination Data for Year 11 PP students in 2017 and 2018

Year	College	Birchwood	Apprenticeship	Other*	NEET
2018	15	12	1	0	0
2017	23	6	1	3	1

Figure 5: Destination Data for Year 13 PP students in 2017 and 2018

Year	University	Other HEI	Higher Apprenticeship	Employment	NEET
2018 (7)	6	0	0	1	0
2017 (5)	4	0	0	1	0

Section E. Evaluation of Success of PP Strategy

Strengths and improvements in provision & removing barriers to success include:

- **Attendance** – Persistent Absence for PP students reduced to 15.3% in 2017-18 (compared to 19.8% for 2017-18). Whilst this is lower than 2017-18 we recognise that it needs to reduce further to below the DA National

Average of 12.3%. The focus on improving DA PA by the School's Attendance Officer through regular attendance panels is already having a positive effect. The September-October %DA PA has reduced to 12.9%.

- **Behaviour management** –The introduction of an internal exclusion space for up to 2 students per day has meant that we can isolate a student for poor behaviour rather than sending them home for a fixed term exclusion. This has had a significant impact on DA Students who stay in school and work in isolation.
- **CEIAG** – by giving PP students 1:1 support and focussing on an aspirational philosophy, we ensured that all our 2018 PP cohort went on to their chosen Post 16 providers. The 9 high ability PP students gained places in the Sixth Form and the 7 PP students in Year 13 saw 6 go onto University.
- **Identification and information systems for PP students:** The school has developed a centralised information system (CIS) to ensure that all teachers have a confidential on-line access to student information including PP students and their personal background information. This is translated into an electronic seating plan which aids lesson planning, personalisation and differentiation. This identification system was praised by the HMI in his visit in May 2018.
- **Student support and mental health:** We have significantly improved student welfare, mental health support, and other personal support in order to ensure that we have very few outlying* disadvantaged students. Outlying PP students have affected our overall P8 figure for the last 3 years. For example, the P8 score for 2018 was -0.35 without the 4 outliers who, themselves, had significant medical or mental health concerns.
- **Maths** has performed relatively well for PP students in comparison with English. Both subjects are working together to pool strategies such as using form time for 1:1 catch-up work each week
- **Forecasts for 2019 and 2020:** With confidence, we are forecasting that the Progress 8 for PP for 2019 will be **-0.13** because the performance of English, Maths, EBacc and Open are improving and there are no outlying students for 2019 due to earlier intervention and support. The forecast P8 for PP students in 2020 is **+0.14** so for the first time we are expecting a positive residual for disadvantaged students.
- **Curriculum changes:** In terms of Progress 8, the academic progress of PP students was affected by EBacc and Open categories. This is because the school operates a 3-year curriculum and the choices made by the 2018 cohort in 2015 were not all Progress 8 compatible. The school has made key changes to its curriculum and the current Year 11's PP students and those cohorts below have chosen courses that are progress 8 compliant with 56% choosing an EBacc combination (as opposed to 18% in 2018).

Key Areas for improvement and action taken:

We believe that, in terms of truly closing the gap, our focus must be on supporting high quality teaching. In the past, there have been too many options for teachers to refer PP students for additional support outside the classroom without maximising effective practice in the classroom. Moving forward, through developing rigorous systems and an insistence on high quality teaching in the classroom, the gap is closing. The following strategies have been targeted since September 2018 and will drive our financial commitment in January 2019 (see Section G).

- **A focus on improving the quality of teaching in the classroom:** These improvements are also due to focus on a principle of high-quality teaching – in the past there has been too much reliance on academic intervention outside the classroom. **The DA Toolkit** – a reference document for all classroom-based members of staff identifies key strategies to ensure that planning, lesson delivery, marking and assessment are more effective for PP students.
- **Quality Assurance:** Evidence from lesson observations and learning walks shows improved awareness and personalisation for PP students in the classroom. For example, presentation or work and corrections through green pen marking is demonstrating improved progress in interim reports and data drops. Regular and often QA through learning walks and 'book looks' to check that teachers are complying with guidance in the DA Toolkit and also to gather best practice to support CPD and showcasing to others.
- **Improving Parental Engagement:** We recognise that changing life chances and creating a culture of social mobility has to include parental engagement particularly for DA students. This is a significant focus this year – see strategy below
- **Evaluating the effectiveness of External Support:** A rigorous review of the value for money of our external intervention and support systems. This can be seen in section F below.

- **Moderation of staff Performance Management Reviews** to ensure that there is a relevant objective based on closing the gap for disadvantaged students. This has been completed.
- **Mentoring:** All PP students having a 1:1 mentor that they have chosen. Mentors meet their mentee once a fortnight and the outcomes are recorded on the School Centralised Information System (CIS). Heads of Year and Senior leaders monitor and overview. Feedback from students interviewed by the PP Link Governor has been very positive. This new approach needs embedding and further quality assuring with termly visits and reports fed back to Full Governors. The pilot in Year 11 of DA students choosing a teacher who they would like to have as a mentor is being rolled out into other Year Groups. 25 Sixth Form mentors are also being deployed to help support Year 10 or 11 students
- **Middle ability PP students** – who often represent the majority of PP cohorts – need greater challenge and higher expectations in some lessons. It is important that we challenge the orthodoxy that ability is innate or defined at the age of 11. This is linked to the school's focus on 'Growth Mindset' CPD scheduled for January 2019.
- **Targeted revision and catch-up:** To ensure that DA students attend and to treat students according to their relative P8 gap – students with a significant gap need a different and more holistic support package than those with a smaller gap
- **Supporting literacy and vocabulary** – this is a key strategy to enable DA students to access the curriculum and achieve their potential at GCSE and Post-16. New Spec GCSEs have a far higher weighting on knowing key subject vocabulary and generic command words. Bedrock has been used in English to improve Tier 1-3 vocabulary and PiXL initiatives around teach/re-teach and piloting
- **Positive discrimination:** Areas for further improvement include a greater focus on positive discrimination in term of rewards and positive praise and improved parental engagement at after school workshops. There are also a small number of PP students whose behaviour needs help and support through restorative conversations – an initiative that has being currently refined and evaluated.
- **Subject performance:** Subjects such as Geography, History and PE are reviewing their Assessment for Learning Strategies including a focus on frequent factual recall tests and 'teach/re-teach' as EEF research has shown that this does have a significant effect on PP students in these subjects.
- **Further investment in mental health support and counselling** – the school has employed a second full-time counsellor to add capacity and support. There is also a key working group involving the senior DSL, the senior Welfare Officer and relevant Heads of Year to monitor and support specific students
- **External intervention:** Improved cost-efficiency plans for external support and intervention (see below)
- **Parental Engagement:** This is a significant focus this year. We are introducing pre-booked appointments and priority for all DA students at Parents' Evenings and Mentors are contacting parents and inviting them in to discuss progress and support
- **Equality Support** - through financial support for educational trips, music tuition, equipment and uniform. Clear criteria need to be established particularly around supporting DA students with essential curriculum-based trips.

F - Financial Information and Value for Money Evaluation

For the academic year 2017-18, summary data is as follows:

School: Birchwood High School	
Academic Year: 2017-2018	Total PP Budget: £183,178
Total number of pupils on roll: 1308	No of pupils eligible for PP funding: 189

Review of Expenditure 2017-18. ***High value for money. **Average value for money. *Low value for money

Academic Year – 2017-18				
Key Objective 1: High Quality Teaching for All				
Desired Outcome	Chosen approach	Estimated Impact	Outcome	Cost
High Quality Teaching for All Cost effectiveness ***	Use of classroom information system (CIS)	All classroom teachers are given PP or SEND for information for each of their classes to aid personalisation and differentiation. These are added to the teacher's electronic seating plan.	Classroom Information Sheets have been highly successful with all teachers using them to inform practice. They link to on-line reporting.	Teaching cost amount to 73% of the Schools GAG Funding
	Quality Assurance	Learning walks have focussed on DA students – these are being led by the Principal.	Paired observations with other members of staff has widened the data gathering and shared the methodology	
	PM Objectives	All staff have set a challenge objective around closing the gap for DA and/or SEND students depending on their classes	These were moderated by the Deputy Principals and amended accordingly	
Key Objective 2: Targeted Support				
Achieving academic potential **	Revision Technique development	Targeted intervention for Yr11 PP students. Yr11 form tutors will be able to support PP students in revision effectively.	Essential provision for Yr11 PP students. Follow up opportunities need to be built into the curriculum to ensure maximum impact.	£1,500
Aspiration and Motivation ***	Student Support Officer	The Student Support Officer (SSO) has been appointed to help improve students' ability to prepare for day-to-day schooling and provide support in terms of IAG (Information, Advice and Guidance). The SSO saw 73 Year 11	Data from 2018 showed that all 29 DA students in Year 11 went on to their chosen FE Provider. The 9 High Ability DA students gained a place in the Sixth Form. Of the 7 Sixth Form DA students, 6 went to	£24,516

		students last year including the 29 PP students.	University and 2 went to Russell Group Universities.	
	Attendance Officer	The Attendance Officer works consistently with those students whose attendance is below good. The Attendance Officer works closely with the HoY and SLT.	Attendance rate for PP students increased to 93.4% in comparison to non-PP students at 96%	£29,328
Student welfare ***	Student Welfare Officer	The Student Welfare Officer (SWO) has been appointed to help support those students with social and emotional health issues. Students will feel better prepared for the unexpected nature of schooling and will be offered a consistent base for intervention and support.	Due to demand and the importance of supporting students with mental health concerns, the school has employed a second SWO. Last year, 52 DA students were supported by the SWO – Year 7 (7) Year 8 (23) Year 9 (5) Year 10 (10) Year 11 (7)	£22,464
Achieving Academic Potential*	One to One Tuition – Maths and English	The one-to-one English Tutor saw 11 Year 11 students, 3 of whom were PP students. 2 students met their GCSE target and 1 was a grade below their target grade. The one-to-one Maths Tutor saw 25 students in Year 10 and 11. In Year 11, 11 students were supported of whom 5 were PP students. 2 students achieved a pass with another 5 achieving a level 3.	Qualitative feedback from students is positive. However, students miss other lessons despite this being on a carefully managed rota Some questions need to be asked about the %DA students receiving support. There seems a mismatch between the numbers of Year 11 students being seen in English and Maths. This is an expensive layer of support with variable value for money.	£65,712
Family support *	Aspects	Families and students receive support and are able to attend school / achieve better. This funding provided a range of services including one-to-one counselling and support for families outside school.	This is currently under review and potentially is not required following the appointment of the second SWO	£6,459

Mental health / Behaviour *	Jepeca – Empowerment coaching	This programme is designed to enable students to engage better with their learning as they are better equipped emotionally to do so. Seven PP students received Jepeca counselling and top up provision in Yr11.	This needs reducing in the light of the second SWO being appointed – value for money being evaluated	£20,160
Mental health / Behaviour *	Youth Support Trust	Additional external support or mental health	With the appointment of a second full-time Welfare Officer, this provision is now superfluous.	£6,091
External Counselling **	The Construction Training Partnership	Support for a small number of DA students with some part-time vocational training by a verified provider. 3 students benefited from this programme in Year 10/11	Effective alternative part-time provision for students at risk of permanent exclusion who struggle to cope with full-time education	£5,555
Achieving academic potential**	Online Tutoring (TLC)	We subscribe to an external on-line provider for this. 8 students had on-line tutoring in English (four PP students); 2 PP student had online tutoring in Maths; 4 students had on-line tutoring in Science (two PP students). Of the 5 PP students, 3 achieved their target grade and two achieved one level below.	This continues to be an expensive provision. It should only apply for students who are unwell and unable to come to school and for a small minority who work best outside a classroom environment but the numbers of students receiving TLC has been reduced to £10,000	£14,318
High Quality Teaching for All **	Faculty Intervention	Aim is to improve levels, grades and attendance. Funding was given to English, Maths and Science to support Saturday and holiday revision for GCCE students.	Attendance was high with PP students targeted. There was an element of conflict over scheduling with some students feeling they should be attending more than one revision session at the same time. Further monitoring of attendance is needed to assess impact fully.	£6000
Key Objective 3: Supporting the wider curriculum				
Equality and curriculum engagement *	Educational Visits	Students' access to out of classroom opportunities. From qualitative interviews the feedback obtained was that this initiative was	With the increase in extended trips, e.g. Rome and Naples in Yr8, Governing Body have reviewed and agreed the	£28,000

		positively received. Funding for educational trips and visits provided PP students with opportunities that they may otherwise not have had access to – a key component of the PPG funding.	change in school funding commitment. This is an expensive layer of support that has been disproportionately spent on expensive non-curriculum residential trips.	
Equality and curriculum engagement **	Performing Arts Tuition	Some PP students who wanted to learn a musical instrument were funded to have on-site peripatetic music lessons with Herts Music Service. This benefitted 4 Year 11 students, 3 of whom achieved a A*-C pass in Music. Two PP students (one CLA) who opted for Drama and Dance were also offered tuition outside of school.	For those students choosing to take GCSE Music, Dance and Drama, this is essential provision to ensure engagement in learning and progress.	£2,000
Equality and curriculum engagement ***	Books / supplies / stationery	Revision books / text books / pens / calculators	Stationery / other resources – supplies need better regulation	£2,500
Basic equipment **	Transport subsidy/ uniform support	Support for parents with the basics – uniform and transport if exceptional distance	Criteria for transport support needs clarifying as it is too bespoke. PSFA opening up a second-hand uniform shop for all students	£1,839
Additional support ***	Breakfast Club	The café is open from 8.00 am and using discrete biometric payment students' health, concentration and behaviour improve.	Research dictates that this provision is good value for money and has a positive impact on learning and attendance. The school is looking to extend into break for those who miss breakfast due to public transport.	£3,178
With reducing the gap for DA students, the school has recognised that this is a key priority and therefore it contributed additional funds to the PP income – these equated to £56,442			Total PPG income:	£183,178
			Total PPG spend:	£239,620
			Total contribution from school	£56,442

G. Planned Expenditure – Academic year 2018-2019

Key Areas for improvement

The evaluation above identifies the following as key priorities for the financial year 2018-19

- A focus on improving the quality of teaching in the classroom:
- More precise Quality Assurance with immediate impact
- Improving Parental Engagement
- Evaluating the effectiveness of External Support:
- Moderation of staff Performance Management Reviews
- Mentoring – all DA students to have a 1:1 Mentor
- Middle ability PP students – key T&L priority
- Targeted revision and catch-up
- Supporting whole school literacy and vocabulary
- Positive discrimination in terms of setting and rewarding DA students
- Further investment in mental health support and counselling
- External intervention – improving value for money
- On-line intervention – diversifying and improving vfm
- Strategic development fund to support project development and innovation for faculties

The table below identifies our strategic plan, KPIs and level of funding. This will be formally reviewed in February 2019 and then again in July 2019.

Academic Year – 2018-19				
Key Objective 1: High Quality Teaching for All				
Desired Outcome	Chosen approach	Estimated Impact	Key Performance Indicator (KPI)	Cost
High Quality Teaching for All	Use of classroom information system (CIS)	Accurate and supportive centralised data accessible to all staff through the secure website portal CIS PP information updated monthly	<ul style="list-style-type: none"> ○ All teachers use CIS data to inform planning ○ All teachers use CIS to construct on-line seating plans ○ Lesson planning focuses on personalisation for PP students 	Teaching cost amount to 76% of the Schools GAG Funding
	Quality Assurance	All learning walks, book looks and learning walks focus on DA students as case studies	<ul style="list-style-type: none"> ○ At least one DA student sampled in LWs or Lesson Observations. ○ Book Looks include a 1/3 sample of DA students 	
	Targeting provision for middle ability DA students	Highlighting the need to look particularly at provision in the classroom for middle ability DA students who make up the majority of our DA cohort	<ul style="list-style-type: none"> ○ Differentiation for middle ability DA students – key CPD focus (January CPD) ○ Monitor through QA 	
	Supporting whole school literacy and vocabulary development	Whole school drive on raising whole school literacy across the curriculum Key area for resining attainment at GCSE	<ul style="list-style-type: none"> ○ Faculty Launch – 12th December ○ QA – Marking checks ○ Bedrock HL through English ○ Tier 1-3 words 	

High Quality Teaching for All		EEF research – DA students’ literacy skills nationally significantly below non-DA peers Agreed marking policy in place	<ul style="list-style-type: none"> ○ Posters in all classrooms ○ Subscription to Bedrock and PiXL Vocab software 	
	Positive discrimination (Setting /Rewards)	Exploring false setting in English / Maths and Science Rewards – staff encouraged to positively discriminate in terms of SIMs rewards, school events and Faculty Rewards	<ul style="list-style-type: none"> ○ Low ability DA students not placed in Set 5 ○ End of term rewards assemblies with positive bias ○ Faculty rewards – postcards / phone calls / letters with positive discrimination ○ Principal to introduce weekly DA student review 	
	Improved Faculty Intervention / Targeted intervention	Faculties to target DA students for additional intervention rather than use invitations	<ul style="list-style-type: none"> ○ All DA students at or below target to have additional intervention and revision lessons after school / Saturdays ○ These need to be more specifically targeted 	
	Bespoke CPD relating to improving DA provision	Investment in time and high quality CPD for all classroom based staff around research and pedagogy	<ul style="list-style-type: none"> ○ DA Toolkit implementation – September 2018 ○ DA Learning Forum – Mid-Year Health Check Oct 2018 ○ Jan CPD 7th Jan – Growth Mindset and DA update with HfL Lead ○ Support for 2 teachers doing Masters’ Degrees and 3 teachers doing TLDW on DA provision 	
	PM Objectives	All classroom-based staff setting PM objectives around closing the gap particularly for DA students and or SEND	<ul style="list-style-type: none"> ○ Moderation and amendment of PM objectives (November 2018) 	

Key Objective 2: Targeted Support

Desired Outcome	Chosen approach	Estimated Impact	Key Performance Indicator (KPI)	Cost
Mentoring	All DA students to have a 1:1 Mentor	Personal 1:1 support. This has already been established in Year 11, 12 and 13. HoYs organising in other year groups	<ul style="list-style-type: none"> ○ All 207 DA students to have access to a 1:1 Mentor ○ Indicative cost to cover any resources / support material 	£300
	Sixth Form Student Peer	27 students have been trained to support DA	<ul style="list-style-type: none"> ○ To work with relevant HoYs to provide 1:1 support as required 	---

	Mentor initiative	students with low self esteem		
	Alumni support initiative	Encourage ex-students who are at university and who may be considering teaching to return in July to support DA students in their specialism(s)	<ul style="list-style-type: none"> ○ Pilot in July 2018 (2 students) ○ Payment as LSAs on per hour basis 	£800
Achieving academic potential	Revision Technique development	External support – revision technique for Year 11 /13 Examiners and Assistant Examiner key note delivery Targeted revision for Year 11 and 13 students	<ul style="list-style-type: none"> ○ To support Year 11 and 13 students ○ Payment for Saturday workshops / evening workshops in English, Maths and Science – payment dependent upon agreed DA quota attending 	£1,500 £6000
Aspiration and Motivation	Student Support Officer	To provide 1:1 CEIAG support for all DA students in Year 10 and 11 To provide 1:1 CEIAG support for all DA students in Year 12 and 13	<ul style="list-style-type: none"> ○ All DA students have aspirational Post 16 destinations secured ○ All DA students have aspirational Post 18 destinations secured 	£24,516
	Attendance Officer	The attendance officer monitors and tracks overall attendance and supports HoYs and Form Tutors	<ul style="list-style-type: none"> ○ To ensure that DA attendance is above the national average and that the DA PA figure is below 12% for 2018-19 academic year 	£29,328
Improving mental health – on-house	Student Welfare Officer	We now have two counsellors who see students with personal or mental health issues. Priority is given to DA students	<ul style="list-style-type: none"> ○ To see all students referred by the school for emotional / mental health / family issues ○ To record, log and audit provision ○ To refer on to outside agencies as required – see below 	£44,500
	External support for emotional support	We subscribe to three main external providers: Jepecca, Aspects and YCT. Due to the increased investment in internal counselling, these providers are less used	<ul style="list-style-type: none"> ○ To continue to refer as previously but within the budget allocation ○ To review value for money this academic year ○ To track on Provision Tracker 	£15,000 £800
	1:1 En & Ma Tutors	The school employs 1:1 tutors for English and Maths – in the past they have supported any student who is targeted at 1 level or below at GCSE.	<ul style="list-style-type: none"> ○ To only see DA students from January ○ To support small group work with low ability students (including low ability DA) 	£65,712

Boosting Academic Potential	Diversifying effective on-line learning	TLC On-line tutoring for students unable to attend school / who struggle in classroom environment / Sixth Form En Ma catch-up Other on-line software: GCSE Pod Bedrock / PiXL vocab booster	<ul style="list-style-type: none"> ○ Up to 14 places – managed by a LSA ○ These benefit all students but EEF research indicates they are beneficial to DA students 	£10,000 £5,000
Family support	Increased Parental Engagement	Parent evening Pilot on-line booking Trial Parent workshop re revision and target DA	<ul style="list-style-type: none"> ○ DA parents to have appointments pre-booked ○ To aim that all parents of DA students attend Parents' Evening 	--
Curriculum provision	The Construction Training Partnership	Funding to provide an alternative part-time curriculum for a small number of students who struggle with full-time education	<ul style="list-style-type: none"> ○ Provision for 4 places in Year 10 or 11 	£4,000
Key Objective 3: Supporting the wider curriculum				
Desired Outcome	Chosen approach	Estimated Impact	Key Performance Indicator (KPI)	Cost
Equality and curriculum engagement	Educational Visits	To ensure that all DA students can access any trip that supports and enhances the subjects they are studying. This does not include extra-curricular or non-study based residential trips.	<ul style="list-style-type: none"> ○ To fund any DA student wishing to go on a curriculum-based trip ○ DA students wishing to go on extra-curricular or non-study based residential can apply for a Governor hardship fund or the Gilfrere Trust 	£10,000
	Performing Arts Tuition	To support DA students studying Music at GCSE with instrumental lessons	<ul style="list-style-type: none"> ○ Year 9-11 DA students can apply for financial support to help with peripatetic lessons 	£2,000
	Books / supplies / stationery	A general supply account to ensure that DA students can be provided with basic equipment as required	<ul style="list-style-type: none"> ○ Estimated equipment allowance at £5 per capita 	£1,000
	Uniform support	A general supply account to ensure that DA students can be provided with lost or missing uniform	<ul style="list-style-type: none"> ○ Estimated at £10 per capita 	£2,000
Additional support	Breakfast Club	The café is open from 8am Research indicates that DA students are less likely to have a nourishing breakfast – this makes a difference to their learning outcomes	<ul style="list-style-type: none"> ○ This amount is an increase on 2017-18 ○ Not all DA students take this option due to the time they arrive at school 	£4,000

With reducing the gap for DA students, the school has recognised that this is a key priority and therefore contributes additional funds to the PP income – these equate to £61, 456

Total PPG income:	£165,000
Total PPG spend:	£226,456
School Contribution	£61,456

