

**Birchwood High School**  
**Pupil Premium Report for the Academic Year 2016-2017**

**A - Summary Information**

<b>School: Birchwood High School</b>	
<b>Academic Year: 2016-2017</b>	<b>Total PP Budget: £205075</b>
<b>Total number of pupils on roll: 1334</b>	<b>No of pupils eligible for PP funding: 190</b>
<b>Date of most recent PP Review: 17<sup>th</sup> March 2017</b>	<b>Date for next internal PP Review: March 2018</b>

**B - Background 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. Overall, 16.7% 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. The percentage of Pupil Premium (PP) students does vary from year-to-year as does the percentage of SEND students. The school also tracks the academic progress of students who are both PP and SEND as a result.

**Figure 1: No of PP and SEND students at Birchwood High School for 2017-18**

	<b>Total</b>	<b>PP</b>	<b>SEND</b>	<b>PP / SEND</b>
<b>Year 7</b>	202	24	42	11
<b>Year 8</b>	231	51	66	11
<b>Year 9</b>	239	45	64	15
<b>Year 10</b>	235	34	57	11
<b>Year 11</b>	233	36	45	7
<b>Total 11-16</b>	1140	190	274	55
<b>%</b>		16.7%	24%	4.8%

National research shows that students from disadvantaged backgrounds do less well in terms of examination success, going to university or obtaining full-time employment than their non-disadvantaged counterparts. Therefore, there is a moral imperative for us, as a comprehensive school, in seeking to provide additional support and resources to help 'narrow the gap'. We also have a significant number of students who are both PP and have SEND, therefore having two layers of disadvantage. Regular meetings with the intervention team ensure that there is a co-ordinated approach between the two.

Pupil Premium (PP) is a funding initiative introduced by the Government in 2011 to ensure that schools receive additional funding for students 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).

**C – Summary of Academic Outcomes**

In 2017, GCSE and A Level results showed a closing of the gap in terms of attainment and progress.

**Figure 2: Student characteristics 2015 vs 2016**

	<b>2016</b>	<b>2017</b>
<b>No of pupils</b>	219	228
<b>No of PP students</b>	44 (20%)	<b>35 (15%)</b>
<b>Low</b>	25 (11%) *	26 (12%)
<b>Middle</b>	109 (50%) *	106 (48%)
<b>High</b>	68 (31%) *	87 (40%)
<b>PP Students with SEND</b>	19/44 (43%)	10/35 (29%)
<b>No of SEND with EHCP</b>	5 (2%)	2 (1%)
<b>No of SEND</b>	33 (15%)	26 (11%)

\*202 students included

Figure 2 highlights the following:

- Fewer students in 2017 were eligible for PP funding than in 2016
- Those students classified as of low or middle ability were broadly the same across both years
- There were more students classified as high ability in 2017
- There were fewer students with complex needs in 2017 than in 2016. There were fewer students with barriers to learning in 2017 than in 2016 but, nevertheless, a significant proportion of students with both SEND and PP

Figure 3 profiles the performance of FSM and Ever6 students

	Pupils	Actual results		Pupil progress		
		Attainment 8 (Overall)	% English & Maths (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)	
<b>Summary</b>	All Pupils	228	4.8 ↑	74% 🟢↑	+0.07	+9% 🟢↑
<b>Gender</b>	Male	118	4.6	67%	-0.13	+6%
	Female	110	5.0	81% 🟢↑	+0.28 🟢↑	+13% 🟢↑
<b>Prior Attainment</b>	Higher attainers	73	6.3	95%	+0.00	-1%
	Middle attainers	74	4.8 ↑	89% 🟢↑	+0.18 ↑	+19% 🟢↑
	Lower attainers	72	3.2	36% 🟢	+0.03	+10%
<b>Pupil Premium</b>	FSM (in last 6 years)	32	3.4	41%	-0.65 🟡	-9%
	Not FSM (in last 6 years)	196	5.0 ↑	79% 🟢↑	+0.19 🟢	+12% 🟢↑
<b>FSM</b>	FSM	8	4.4	50%	+0.33	+2%
	Not FSM	220	4.8	75% 🟢↑	+0.06	+10% 🟢↑
<b>FSM Ever</b>	FSM (ever)	42	3.7	50%	-0.58 🟡	-3% ↑
	Not FSM (ever)	186	5.0	79% 🟢	+0.22 🟢	+12% 🟢
<b>SEN Group</b>	SEN Support	26	2.6	12%	-0.56 🟡	-14%
	EHC Plan	2	3.4	50%	-1.45	-25%
	No SEN	200	5.1	82% 🟢↑	+0.17	+13% 🟢↑

This table (from fft aspire) shows that FSM students performed well because we had targeted support at our most needy students.

Areas for further improvement include Ever6 student progress and PP students who have SEND

**Figure 4: GCSE Performance 2016 vs 2017 – Progress 8 for all students and PP students**

	All 2015	PP 2015	All 2016	PP 2016	All 2017	PP 2017	3 Year Trend
<b>Progress 8</b>	-0.02	-0.72	-0.16	-0.72	+0.07	-0.65	↑
<b>English</b>	-0.19	-0.64	-0.04	-0.58	-0.05	-0.4	↑
<b>Maths</b>	+0.47	-0.44	+0.16	-0.22	+0.36	-0.30	→

Figure 4 shows that there is a general upward trend in terms of Progress 8 since 2015, and clear year-on-year improvement in English. Maths has been more variable but overall the trend is positive and there is clear evidence in the current Year 11 that this trend will continue.

**Figure 5: GCSE Ability Bands for PP students**

Ability	No of DA	No of SEN	No of Outliers	P8	P8 without outliers
<b>H</b>	5	1	0	-1.46	-1.46
<b>M</b>	10	1	1 (FSM+EHCP)	-0.75	-0.52
<b>L</b>	17	5	1	-0.34	-0.17
<b>Total</b>	32	10	2	-0.65	-0.38

Figure 5 shows that progress was more of a concern with our 5 High Ability DA students (-1.46) and those with SEND (there were 10 students with both SEND and DA) - Case studies detail actions taken with these students and, in particular, the outliers who often had significant medical issues affecting their attendance at school. For example, one student was absent from school for 18 months due to significant mental health issues and another student was absent for the same period. Both were given SEN provision outside of school to enable them to achieve but they

obviously missed the impact of the schools teaching. Without these 2 genuine outliers/absentees and the 1 other student detailed, the P8 DA score would have reduced to -0.38.

The detail for Maths and English can be seen in Figure 6:

**Figure 6: Maths and English Performance over time – Progress 8 for PP students and PP/SEND**

Maths PP	2015	2016	2017
Pupil progress	-0.44	-0.22	-0.30

Maths PP/SEND	Attainment 8 (13)		2016	Attainment 8 (7)		2017
	Estimated	Actual	Difference	Estimated	Actual	Difference
	3.83	3.03	-0.80	3.03	2.00	-1.02

Maths PP -Outliers*	Attainment 8 (3)		2016	Attainment 8 (30)		2017
	Estimated	Actual	Difference	Estimated	Actual	Difference
*Outliers – two students' data removed	4.15	4.05	0.02	3.73	3.52	-0.22

For Maths, the three-year trend is variable but generally positive and these pupil progress scores are not significant within the confidence range of the data. Maths were affected by the 10 DA students who had SEND and are currently targeting students with these double layers of disadvantage as well as the two outlying students.

English PP	2015	2016	2017
Pupil progress	-0.64	-0.58	-0.4

English PP/SEND	Attainment 8 (13)		2016	Attainment 8 (7)		2017
	Estimated	Actual	Difference	Estimated	Actual	Difference
	4.36	2.88	-1.48	3.74	2.64	-1.11

English PP -Outliers*	Attainment 8 (3)		2016	Attainment 8 (30)		2017
	Estimated	Actual	Difference	Estimated	Actual	Difference
*Outliers – two students	4.60	4.18	-0.39	4.39	4.18	-0.27

For English, the three-year trend is positive and these pupil progress scores are not significant within the confidence range of the data. Similarly, English were affected by the 10 DA students who had SEND and are currently targeting students with these double layers of disadvantage as well as the two outlying students.

### Other subjects

The overall P8 score for Disadvantaged Students (-0.65) was significantly affected by the curriculum. At Birchwood, we have a 3-year GCSE curriculum and therefore the courses chosen by the 2017 GCSE cohort were set in 2014, before P8 compliancy measures were introduced. Therefore, the DA students' EBacc and Open 'buckets' were not as full as current GCSE cohorts. Current Year 9,10 and 11 cohorts have DA cohorts who's Progress 8 'buckets' are more complete and with up to 60% following an EBacc Curriculum – see figure 6

**Figure 7: 2016-18 Progress 8 compatibility**

GCSE Cohort	P8 Bucket	DA P8 Bucket
2016 Cohort	8.7	7.9
2017 Cohort	9.3	9.1
2018 Cohort	9.8	9.7

### D – Destination Data for Yr11 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 6: Destination Data for Year 11 PP students 2017**

College	Birchwood	Apprenticeship	Other*	NEET
16 (46%)	15 (43%)	1 (3%)	3 (8%)	0 (0%)

\*Other – bespoke programmes, e.g. Princes Trust / Armed Forces

At the last internal audit of post-16 provision (September 2017) all Year 11 students had suitable destinations. There were no NEETS (Not in Education, Employment or Training).

### E – Overall summary statement

Although the school recognises that the gap in achievement for PP students has not yet closed, we firmly believe that our drive towards high quality teaching and learning, coupled with targeted intervention is having a significant impact on progress.

#### Key successes include:

- Progress of FSM students (P8 score of +0.33)
- Improving Progress of Disadvantaged Students in English and Maths since 2015 (both showing 3-year upward trend since 2015)
- Destination of Disadvantaged students onto appropriate Post 16 courses – effective CEIAG and appropriate Sixth Form or College destinations and 0% NEETS

- Curriculum choices of Disadvantaged Students in the current Year 9-11 cohorts shows improving P8 bucket completion and raising EBacc compliancy for DA students

#### **Areas for further improvement**

- Further improvements in the P8 score for PP students in English and Maths
- Progress of Ever6 students – particularly in terms of the EBacc and Open slots
- Progress of students who are both SEND and PP
- Need to close the overall P8 gap between PP and non-PP students

The approach of the school is to ensure that PP students in all Year Groups are taught well, monitored systematically and offered intervention when necessary. As a result – and from internal analysis of students in Yr7-10 – we can see that the gap is closing significantly.

**F – Barriers to future attainment (for pupils eligible for PP funding)**

The following are in-house barriers to learning

<b>In-school barriers (issues to be addressed in school)</b>	
<b>A</b>	<b>Literacy</b> Some students enter the school without the necessary literacy skills to fully access the curriculum. 19% of our students are admitted to secondary school without being deemed as secondary ready. This can have a considerably negative impact on progress at both Key Stage Three and Key Stage Four.
<b>B</b>	<b>Attendance</b> Poor attendance will have a detrimental effect on progress at both Key Stage Three and Key Stage Four. If students are attending regularly, we have a greater chance of ensuring that provision can help them to succeed.
<b>C</b>	<b>Behaviour</b> A small number of students in Key Stage Four have had numerous fixed term exclusions and been at risk of possible permanent exclusion as a result of behaviour issues
<b>D</b>	<b>Mental health</b> Mental health has become one of the biggest barriers to learning in schools. A number of our outlying students have had serious mental health concerns.
<b>E</b>	<b>Stretch and Challenge</b> Challenging the more able continues to be a key concern for the school, ensuring that higher ability PP students are challenged in the classroom and beyond
<b>External barriers (issues which also require action outside of school)</b>	
<b>A</b>	<b>Parental Engagement</b> Parental Engagement of those parents of PP students remains a key priority, both in the monitoring and tracking of progress and engagement with wider school life and opportunities
<b>B</b>	<b>Aspiration and Motivation</b> A number of our Key Stage Four students have lower aspirations than we might hope for, particularly when it comes to post-16 and post-18 education and provision
<b>C</b>	<b>Outlying students</b> As the only truly comprehensive school in the area, we have a number of students with considerable barriers to learning. Even with targeted intervention, they can often be very hard to reach and need the services of external agencies outside of the school. These students often form our outliers.

## G – Desired Outcomes

	Desired Outcomes	Success criteria
<b>A</b>	<b>High Quality Teaching for All</b> – to improve CPD and classroom guidance so that all students receive a diet of excellent teaching and learning	Lessons are never less than good. All PP students receive consistently good provision in the classroom. Lessons are differentiated and personalised.
<b>B</b>	<b>Literacy</b> – to improve progress in literacy for PP students to ensure they are in line with other students	Yr7 PP students are more confident in their literacy skills, recognising the importance of literacy across the curriculum. They make rapid and sustained progress so that they are in line with or exceed the levels of other students. 100% of students meet expected targets.
<b>C</b>	<b>Attendance</b> – to improve the Persistent Absence figures for PP students and improve the attendance figure for PP students overall	Attendance will be improved from 93.4% to 96% in line with other students.
<b>D</b>	<b>Behaviour</b> – to ensure the exclusion rate for PP students is reduced.	Fixed term exclusion rates for PP students are reduced. There are no permanent exclusions for PP students.
<b>E</b>	<b>Mental health</b> – to ensure that targeted intervention is apt and has impact. To ensure we foster a positive ethos in discussing and promoting positive mental health	Students with mental health concerns are supported within and outside of school to ensure they have a positive approach to schooling. They attend school regularly.
<b>F</b>	<b>Stretch and Challenge</b> – to ensure students are challenged in the classroom.	Higher ability PP students are challenged within the classroom and through creative extra-curricular events. Classroom teachers have high expectations and plan lessons accordingly.
<b>G</b>	<b>Parental Engagement</b> – to ensure that we have explored all avenues in trying to include hard to reach parents	Parents of PP students are more involved in the educational life of their child. They attend events – Parents’ Evenings, Information Events, Open Evenings – so that they are well informed and can help to support



<b>H</b>	<b>Aspiration and Motivation</b> – to ensure that all students have high expectations of themselves and of their futures	PP students will pursue aspirational pathways. They will be well informed as to potential routes and will be motivated to explore different forms of post-16 and post-18 provision.
<b>I</b>	<b>Reduction of outliers</b> – to ensure that apt and targeted intervention is employed to reduce the number of outlying students	The number of outlying students will be reduced. Targeted intervention will ensure that potential barriers to learning for outlying students are reduced.

### H – Review of Expenditure

Academic Year – 2016-2017				
Quality Teaching for All				
Desired Outcome	Chosen approach	Estimated Impact	Lessons Learned	Cost
<b>High Quality Teaching for All</b>	<b>Introduction of Classroom Information Sheets</b>	All classroom teachers will be acutely aware of those students who have been designated as PP or SEND. They will have explored the best provision in the classroom and will make student centred personalisation and differentiation clear.	Classroom Information Sheets have been highly successful with all teachers using them to inform practice. Further development will include more detailed information for key students.	None
<b>High Quality Teaching for All</b>	<b>CPD – Supporting PP students in the classroom</b>	All classroom teachers and support staff will understand the key barriers to learning and will explore strategies to remove them.	Further CPD and training of this kind is needed. Opportunities to share good practice amongst colleagues should be explored further.	None

<b>High Quality Teaching for All</b>	<b>CPD – Personalisation and Differentiation</b>	All classroom teachers and support staff will be guided through effective personalisation and differentiation. Excellent practitioners will have an opportunity to share good practice across the school.	Further CPD and training of this kind is needed. Opportunities to share good practice amongst colleagues should be explored further.	None
<b>Aspiration and Motivation</b>	<b>Revision Cracked</b>	Targeted intervention for all Yr11 students will highlight study skills and revision skills. Yr11 PP students will feel prepared for the rigour of revision and study skills. 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. Further discussion needed as to whether we need to provide this training earlier in Key Stage Four.	£1500
<b>Targeted Support</b>				
<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
<b>Aspiration and Motivation</b>	<b>Student Support Officer</b>	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 students last year including the 35 PP students.	The SSO is an excellent resource. Yr11 students value her input and calm approach outside of the classroom. The fusion of welfare support and IAG works well, with students being better prepared for post-16 pathways as a result of this intervention.	£18500
<b>Attendance</b>	<b>Attendance Officer</b>	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%	£17500

<b>Mental health / Behaviour</b>	<b>Student Welfare Officer</b>	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.	The SWO has been a welcome addition to the pastoral team, with 13 PP students benefitting from advice and guidance. A tighter monitoring system is needed for the coming year to ensure that senior leaders can monitor the impact of this provision. Referral and communication systems will need developing further.	£18500
<b>High Quality Teaching for All</b>	<b>One to One Tuition – Math and English</b>	The one-to-one English Tutor saw 22 students, four of whom were PP students. Three students met their GCSE target and the remaining six students were one grade below their target grade. The one-to-one Maths Tutor saw 26 students, nine of whom were PP students. Four students achieved GCSE Grade 5 and above pass with another three achieving a GCSE Grade 4 pass.	The one-to-one tutors provide highly specialised support for those students who are just below their target grade. It should be noted however, that ultimate accountability for student progress lies with the subject teacher.	£62600
<b>Literacy</b>	<b>Pathway 2</b>	Additional literacy intervention with specialist teachers for those not yet accessing the Key Stage Three curriculum. There were 15 students to receive this support in Yr7 and 14 in Yr8. On average, students made three levels of progress whilst receiving this intervention. All students in Yr8 went on to re-join mainstream English classes in Yr9.	Targeted provision in smaller classes and with bespoke resources means students are given highly personalised support. As well as increasing progress, they also increase in confidence and soft skills, e.g. discussion skills. Further exploration of the purpose of Pathway 2 classes needs to be undertaken in light of the new GCSE curriculum.	£24000
<b>Mental health / Behaviour</b>	<b>Aspects</b>	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 provision provides excellent support for disadvantaged and vulnerable families. Future developments may be to ensure that information is cascaded to key personnel after intervention has taken place. A tighter communication system is needed to ensure SLT, HoY and tutors are all aware of provision and impact.	£6082

<b>Mental health / Behaviour</b>	<b>Jepeca – Empowerment coaching</b>	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.	Students report increased confidence and a more positive approach in dealing with school life. The pastoral team speak highly of the support offered. However, it is often difficult to quantify the impact of the programme. This is an expensive provision and so monitoring the impact will be key for the coming year.	£20160
<b>Mental health / Behaviour</b>	<b>Counselling in Schools</b>	Individual support for students in terms of well-being, family support and general guidance. It has been difficult to quantify impact but the attendance and attainment of those involved improved in 65% of cases, and did not deteriorate in the other 35% of cases.	With the increase in social, emotional and mental health issues and the reduction of access to external service, this is essential provision for complex cases. Without this provision, we may see an increase of outliers come the final year of examinations	£6821
<b>High Quality Teaching for All</b>	<b>Online Tutoring</b>	We subscribe to an external on-line provider for this. Eight students had on-line tutoring in English (four PP students): One PP student had online tutoring in Maths: three students had on-line tutoring in Science (two PP students). Of the six PP students, four achieved their target grade and two achieved one level below. The online programme supports those students who may choose not to engage in revision or who have reduced attendance as a result of medical issues.	This continues to be an expensive provision and does not always make the progress necessary to justify the costs. Commitment to the online programme will be reduced for the forthcoming academic year. The figure in brackets identifies the staffing costs for facilitating the online programme.	£26066 (£3150)
<b>High Quality Teaching for All</b>	<b>Faculty Intervention</b>	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. Further discussion needed around making intervention sessions more appealing and accessible for all students.	£3944

Other approaches				
Desired Outcome	Chosen approach	Estimated Impact	Lessons Learned	Cost
Reduction of outliers	Basic needs funding	Flexible funding to allow key personnel to allocate additional funding to ensure students do not feel disadvantaged with regard to other students.	This is essential funding to ensure that PP students have full access to the curriculum.	£2817
Aspiration and Motivation	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 three Year 11 students, two 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.	£2536
Aspiration and Motivation	Educational Visits	Students' access to out of classroom opportunities. From qualitative interviews the feedback obtained was that this initiative was 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. With the increase in extended trips, e.g. Rome and Naples in Yr8, the Governing Body will be asked to consider a change in school funding commitment.	£5977
Aspiration and Motivation	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.	£3000
			<b>Total PPG income:</b>	£205075
			<b>Total PPG spend:</b>	£223032
			<b>Total contribution from school</b>	£17957

**I - Planned Expenditure – Academic year 2017-2018**

<b>Chosen approach</b>	<b>Desired outcome</b>	<b>Projected cost.</b>
<b>Revision Cracked</b>	Students in Yr10 and Yr11 will feel confident in tackling revision and examinations.	£750
<b>Student Support Officer</b>	Students will feel well supported in making aspirational but realistic post-16 choices.	£18500
<b>Attendance Officer</b>	Attendance rates for PP students will improve.	£17500
<b>Student Welfare Officer</b>	Students will feel well supported in managing the day to day difficulties of school life	£18500
<b>One to One Tuition – Math and English</b>	Key PP students will have gaps in learning reduced	£62600
<b>Pathway 2</b>	Key PP students will benefit from increased literacy and social skills intervention	£24000
<b>Aspects</b>	Key PP students will be supported – both within the home and within school – through specialist provision	£6000
<b>Jepeca – Empowerment coaching</b>	Key PP students will develop a more confident and positive attitude to school life	£12000
<b>Counselling in Schools</b>	Key PP students will be given the opportunity for targeted intervention for social and emotional mental health	£6500
<b>Online Tutoring</b>	Those PP students who are underachieving in Maths and English will be offered the opportunity to increase confidence through academic tutoring	£10000
<b>Faculty Intervention</b>	Faculties will be given the opportunity to develop revision and intervention sessions for all students, including PP students	£3000

<b>Basic needs funding</b>	All PP students will be given the equipment they need to access the curriculum and school in general	£2000
<b>Educational Visits</b>	FSM students will be offered the opportunity to attend school trips and visits without charge	£15000
<b>Breakfast Club</b>	FSM students will be provided with a healthy breakfast, ensuring readiness to learn	£2000
<b>Bedrock Learning</b>	All students, including PP, will engage in Home Learning tasks which will increase competency in vocabulary	£2000
<b>Sound Training</b>	Key Yr7 and Yr10 underachieving PP students will engage in targeted intervention to plug gap in learning	£3500
<b>Faculty Development Pot</b>	Individual faculties will be given an opportunity to research and develop intervention techniques to ensure progress for all PP students	£2500
<b>PP revision weekend</b>	Underachieving PP students will engage in last minute revision to ensure readiness for terminal examinations	£1000
	<b>Total anticipated PPG income:</b>	<b>£202000</b>
	<b>Total anticipated PPG spend:</b>	<b>£205350</b>
	<b>Total contribution from school</b>	<b>£3350</b>