



## 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 a key priority of the school.

Nationally, around 28.5% of all students are identified as being pupil premium. 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, 11.7% of our intake are Pupil Premium students (see figure 1 below) which is significantly lower than the national average but represents a significant sub-cohort of 159 students. The percentage of Pupil Premium (PP) students does vary from year-to-year (see figure 1) as does the percentage of SEND students. For example, Year 10 has the most complex DA /SEND cohort (5%) compared to Year 7 (2.7%) and Year 12 (0.8%)

**Figure 1:** Current number of PP and SEND students at Birchwood High School for 2019-20

Year	Total	PP	%PP	PP / SEND
Year 7	226	20	8.8%	2.7% (6)
Year 8	238	30	13.9%	3.4% (8)
Year 9	209	29	13.8%	3.8% (8)
Year 10	220	29	13.2%	5.0% (11)
Year 11	231	37	16.0%	3.9% (9)
Year 12	120	4	3.4%	0.8% (1)
Year 13	115	10	8.7%	1.7% (2)
Total 11-16	1124	145	12.9%	3.7% (44)
11-18	1359	159	11.7%	3.3% (47)

It is noticeable that there has been a significant drop in the number of DA students in Year 7 and 12. With Year 12, this relates to the fact that the 2019 cohort had a lower % of high ability students reaching the admission criteria for A-Level. Year 10 have the highest % of students who are both DA and SEND.

**Ofsted Inspection (June 2019)**- The Section 5 Ofsted report picks out the following summary points:

- *Disadvantaged pupils in the school now make strong progress, because leaders have sharpened how they spend pupil premium funding.*
- *School leaders have re-evaluated their use of pupil premium funding since the previous inspection. They have strengthened the support that disadvantaged pupils receive outside the classroom, while introducing a new focus on how they are taught within their subject lessons. This is now having a positive impact on the progress of disadvantaged pupils, and they are rapidly catching up with their peers. Leaders also ensure that literacy and numeracy Year 7 catch-up funding is used effectively.*
- *The progress of current disadvantaged pupils is improving rapidly and is now very close to that of other pupils in the school. This is as a result of highly effective teaching and a well-planned programme of additional support.*

These are positive endorsements echoing the fact that our strategy of concentrating on high quality teaching for all is working (see key priorities). However, whilst the progress gap closed for 2019, this trend needs to continue and our key focus on provision for disadvantaged students remains a key priority on our School Transformation Plan (STP).

**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 2017, 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	2020
<b>No of pupils in Year 11</b>	228	233	234	231
<b>No of PP students</b>	31 (15.3%)	28 (14.6%)	32 (14.1%)	36 (16.0%)
<b>Low</b>	16	4	5	5
<b>Middle</b>	10	15	19	20
<b>High</b>	5	9	6	11
<b>PP Students with SEND</b>	12	10	11	9
<b>Outliers*</b>	5	3	2	1
<b>No of SEND with EHCP</b>	2	3	0	0

## Section C – Summary of Academic Outcomes for 2018

### GCSE

**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 <sup>1</sup>	PP 2019 <sup>1</sup>	All 2020 <sup>2</sup>	PP 2020 <sup>2</sup>
% 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*	-0.06	-0.56	+0.15	+0.01
National P8		-0.48		-0.44		-0.46		0.46
Gap in P8		-0.24		-0.34		-0.10		+0.45

\*Forecast P8 for 2020

Figure 3 shows that the gap between DA and non-DA students is now closing and the current Year 11 cohort's forecast Progress 8 score is +0.01, significantly above the national average for DA students (-0.46).

### Post 16:

There were 7 DA students who sat their Post-16 exams – 4 students were at or above their academic targets and 3 were below. Their average L3VA score was -0.24 which compared to the overall cohort average of -0.21.

In terms of destinations, 5 applied through UCAS and obtained places in their first-choice university. One student took up a place for a Art Development (Higher Apprenticeship) at a Film Studio and one went into direct employment.

## Evaluation

	GCSE	A-Level
Positives	<ul style="list-style-type: none"> <li>• P8 reduced from -0.8 (2018) to -0.56 (2019)</li> <li>• All 32 DA students sat a full complement of GCSEs with no obvious outlier</li> <li>• 22 students met or exceeded their GCSE Progress 8 target</li> <li>• All DA students went on to appropriate Post 16 destinations</li> <li>• The top 10 highest performing DA students with a positive P8 all had good attendance and behaviour</li> <li>• They engaged with the mentoring process and attended revision lessons</li> <li>• 5 DA students had some form of mental health concern but all engaged with the School's Welfare personnel and had additional emotional support</li> <li>• Students with SEND and DA had an average P8 of -0.1 which was a significant improvement on 2018 (-0.7)</li> <li>• There were no outliers – DA students who did not attend or sit their GCSEs – this was due to better prevention in Year 10 and 11 and additional emotional support given in the lead up to the public exams</li> </ul>	<ul style="list-style-type: none"> <li>• The 7 DA students in Year 13 achieved a similar average grade to the 91 non-disadvantaged students (C-)</li> <li>• The 7 students were carefully supported by the Head of V1th Form</li> <li>• They received effective CEIAG support with 5 going onto university</li> </ul>
Areas for improvement	<ul style="list-style-type: none"> <li>• Looking for patterns amongst the 10 DA under-performers, 3 were as a result of poor attendance and behaviour, 2 had underlying mental health concerns, 3 had family issues during the exams and 2 should have been supported at an earlier stage in their education.</li> <li>• They did not engage with the mentoring process which was largely unstructured – this has been addressed through the academic mentoring programme</li> <li>• Their prior attainment profile was 3H/7M/0L.</li> <li>• Therefore, underachievement of middle ability DAS students with behavioural / attendance related issues remains a concern</li> <li>• The curriculum offer for middle ability DA students needs reviewing to ensure that they opt for subjects they are good at or enjoy</li> </ul>	<ul style="list-style-type: none"> <li>• One DA student was CLA and there needs to be closer support work undertaken by the Head of VI and the SENCO</li> <li>• The number of DA students in Year 12 has dropped to 4 but this reflected the nature of the 2019 DA GCSE cohort</li> <li>• Quality Assurance of Sixth Form lessons should always aim to sample or interview DA students</li> </ul>

## D – Destination Data for Yr11 and Year 13 DA students

**Figure 4:** Destination Data for Year 11 PP students in 2017-2019

Year	College	Birchwood	Apprenticeship	Other	NEET
2019	23	4	4	1	0
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
2019 (7)	5	1	0	1	0
2018 (7)	6	0	0	1	0
2017 (5)	4	0	0	1	0

### Key Areas for improvement and action taken:

Overall, the school believes it has the right systems and processes in place. Ofsted could not see a noticeable difference in the classroom between the progress of DA and non-DA students and this is beginning to show in the Progress 8 and Post 16 qualification outcomes. We need to continue to embed our practice both inside and outside the classroom with particular emphasis on engagement and personalisation in Years 7 and 8.

The EEF report (2019) – The EEF Guide to the Pupil Premium uses strong empirical evidence to support a 3-tier approach to improving outcomes for DA students, with the greatest effect being to focus on high quality teaching

1. High Quality Teaching & Learning – coefficient of determination
2. Targeted Academic Support – coefficient of determination
3. Wider strategies – coefficient of determination

This mirrors our emerging strategy used last year – one which was positively endorsed by Ofsted - and cements our PP strategy moving forwards.

One aspect we have given more attention to over the last 12 months are identifying barriers to learning – each DA student has been assessed against key criteria. This survey has allowed us to differentiate our support according to need as well as identify whole school priorities

The most significant barriers to learning were:

- Low engagement with school
- Frequently absent or frequently late
- Not attending clubs/activities out of school including CEIAG events
- Poor attitude to education / behavioural issues
- Parent(s) not acting as educators
- Low parental aspirations for the child's educational outcomes
- Lack of boundaries at home
- Lack of educative conversation at home
- Negative relationships with staff at school
- Specific Learning Difficulty (SEND)
- Lack of books at home
- Crowded home, not conducive to learning
- Lack of food, clothing, bedding
- Transport difficulties
- Language barriers

This reinforces our need to focus on high quality teaching alongside a rigorous and sustained strategy to deal with attendance issues, parental engagement, attitudes to school and basic needs provision. Further CPD and staff training will be organised for 2020 as this remains a significant barrier. Internationally, OECD Research (2016) indicates that 80% of underachievement at the age of 16 is determined by non-school factors therefore it is important for us to try to engage parents and the wider community.

### **1. High Quality Teaching & Learning**

These are the key areas for development 19/20

- Recruiting and retaining high quality teachers – this will be helped by Good Ofsted
- Providing teachers and classroom assistance with effective CPD around closing gaps.
- Ensuring that DA student information is updated and securely available to teaching staff to aide personalization
- Ensure that all forms of Quality Assurance including learning walks, lesson observations and book-looks focus on sampling DA progress over time.

- Moderating teachers' appraisal objectives to ensure they relate to student progress and have impact with DA students.
- Review classroom provision for DA students with SEND employing the same strategies as identified above
- 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.
- Reviewing the Curriculum for DA Students – overall the %EBacc for Year 11 last year was 51.7% compared to the UK average of 40%. The %DA students following an EBacc curriculum was 43%.

## **2. Targeted Academic Support**

- To continue to support students receiving emotional support and mental health counselling
- Attendance management and support for DA students
- Mentoring and coaching – all 159 DA students have been allocated a coach and they are now following an Academic Coaching Programme set up and co-ordinated across the school
- Aspirational CEIAG ensuring that students go on to appropriate Post 16 and Post 18 education
- Revision lessons after school with targeted focus on DA students
- Parental engagement is key – 80% of what children achieve at 16 is determined by family & community circumstance. This is why we have engaged in the Achievement for All to engage with our 20 DA students in Year 7 and to see whether this process can be rolled out across the school
- Adopting a tiered or RAG approach for all DA students – concentrating resources on those with more complex barriers to learning (eg SEND, poor behaviour, poor attendance, family dysfunction, poor health) whilst praising and encouraging those who are progressing well
- Specific focus on attendance, punctuality and behaviour of PP student

## **3. Wider strategies**

- Funding for uniform, equipment, stationery
- Ensuring that FSM students are funded to go on curriculum-based trips
- Funding for breakfast and lunch
- Tracking Homework compliance and ensuring that DA students have space at home (or at school in the library or PLC before or after school)
- Underachievement in exams often comes from poor literacy due to home circumstances. Our whole school literacy focus should ensure that DA students are supported with subject specific vocabulary / 2<sup>nd</sup> Tier & 3<sup>rd</sup> Tier words. Potential for Parent Literacy event in the Summer Term and/ or across BSET Schools
- Participation with extra-curricular clubs tracked through Inventory
- Positive discrimination: Areas for further improvement include a greater focus on positive discrimination in term of access to Sixth Form entry qualifications, 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 been currently refined and evaluated.

## F - Financial Information and Value for Money Evaluation

For the academic year 2018-19, summary data is as follows:

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

Review of Expenditure 2018-19. \*\*\*High value for money. \*\*Average value for money. \*Low value for money

Academic Year – 2018-19				
Key Objective 1: High Quality Teaching for All				
Desired Outcome	Chosen approach	Estimated Impact	Outcome	Cost
<b>High Quality Teaching for All</b>	<b>Use of classroom information system (CIS)</b>	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
<b>Cost effectiveness ***</b>	<b>Quality Assurance</b>	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	
	<b>PM Objectives</b>	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				
<b>Achieving academic potential **</b>	<b>Revision Technique development**</b>	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.	£1,001

<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 29 PP students.	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 University and 2 went to Russell Group Universities.	£24,516
	<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%	£29,328
<b>Student welfare</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.	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
<b>Achieving Academic Potential*</b>	<b>One to One Tuition – Maths and English*</b>	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

<b>Family support *</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 is currently under review and potentially is not required following the appointment of the second SWO	£6,459
<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.	This needs reducing in the light of the second SWO being appointed – value for money being evaluated	£9,900
	<b>Youth Support Trust*</b>	Additional external support or mental health	With the appointment of a second full-time Welfare Officer, this provision is now superfluous.	£12,364
	<b>The Construction Training Partnership*</b>	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	£5,858
<b>Achieving academic potential**</b>	<b>Online Tutoring (TLC)*</b>	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	£11,650
<b>Intervention outside the classroom **</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.	£6000

<b>Key Objective 3: Supporting the wider curriculum</b>				
<b>Equality and curriculum engagement**</b>	<b>Educational Visits**</b>	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, Governing Body have reviewed and agreed the change in school funding commitment. This is an expensive layer of support that has been disproportionately spent on expensive non-curriculum residential trips.	£9,018
	<b>Performing Arts Tuition**</b>	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.	£3,567
	<b>Books / supplies / stationery**</b>	Revision books / text books / pens / calculators	Stationery / other resources – supplies need better regulation	£4,573
<b>Basic equipment**</b>	<b>Transport subsidy/ uniform support**</b>	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	£1,433
<b>Additional support**</b>	<b>Breakfast Club**</b>	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.	£2,598

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 <b>£56,442</b>	<b>Total PPG income:</b>	£181,250
	<b>Total PPG spend:</b>	£234,765
	<b>Total contribution from school</b>	£53,515

### G. Planned Expenditure – Academic year 2019-20

**Key Areas for improvement – a 3 tier approach:** 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 – 2019-20				
Key Objective 1: High Quality Teaching for All				
Desired Outcome	Chosen approach	Estimated Impact	Key Performance Indicator (KPI)	Cost
	<b>Recruitment of High Quality teachers***</b>	QA audit shows that the majority of teachers at Birchwood are consistently good teachers. Strategic review of timing and costing for staff for September	Programme for improving teachers (Getting to Great)  All teachers to be consistently good and direct additional support where necessary to DA students	TES £5,000 additional advertising costs
	<b>Related CPD for teaching staff to support closing gaps**</b>	Through Learning Forum's, CPD Days and PiXL initiatives	All teachers to plan lessons using CIS data affectively and demonstrate effective personalisation in terms of classroom delivery and marking	Built into the School's planned expenditure
	<b>Quality assurance and professional support**</b>	Lesson Observations, Learning Walks and Book Looks	Ensure that staff are given specific feedback relating to DA students	

High Quality Teaching for All***	Moderating teacher appraisal objectives**	PMR process completed – November 2019. Moderation of objectives December 2019	To ensure that all teachers have at least one classroom-based objective that focuses on closing gaps and effective personalisation/ differentiation.	and funded through GAG
	Reviewing provision for DA students with SEND***	Case study analysis with SENCO to be completed to assess and RAG progress	Case study analysis for the 47 DA SEND students RAG concerns and feedback to staff	
	Focus on provision for Middle Ability DA students**	CPD focus planned for this academic year	January CPD – key note on DA effective practice particularly Middle Ability students	
	Reviewing the curriculum offer for DA students**	Review current EBacc offer to ensure that all DA students are given an appropriate and challenging curriculum offer. In 2019, 52% of students followed an EBacc Curriculum with 43% of DA students studying a MFL and Humanities subject. Bearing in mind the cohort profile, this was arguably too demanding for some students leading to disaffection. DA EBacc offer for current Year 9 / 10 / 11 to be calibrated in terms of academic profile. Year 8 to be re-evaluated prior to options	Year 8 –9 – working with the Head of Year 8 and SENCO to individualise appropriate GCSE options  Possibility of changing options programme in Year 9 and 10 where students are not progressing and offering them a two-year GCSE alternative  Alternative education for small number of DA students re part-time FE College Construction Course (Level 2)	£5,800
	Tracking DA Homework compliance**	Using Show My Homework, to track the HW completion of DA students	Termly data leading to rewards and recognition for high completion and mentor interviews with low completion – after school and additional IT support offered where required	£3,912
<b>KO1 Total Cost</b>			<b>£14,712</b>	
<b>Key Objective 2: Targeted Support</b>				
<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Estimated Impact</b>	<b>Key Performance Indicator (KPI)</b>	<b>Cost</b>
All DA students to have a 1:1 Mentor		Personal 1:1 support for all 159 DA students through the Academic Coaching Programme	All 159 DA students to have access to a 1:1 Mentor Indicative cost to cover any resources / support material	£600

<b>Mentoring*</b>	<b>Sixth Form Student Peer Mentor initiative</b>	27 students have been trained to support DA students with low self esteem	To work with relevant HoYs to provide 1:1 support as required	---
	<b>Alumni support initiative</b>	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)	Pilot in July 2019 (2 students) Payment as LSAs on per hour basis	£800
<b>Achieving academic potential**</b>	<b>Attendance Management***</b>	The attendance officer monitors and tracks overall attendance and supports HoYs and Form Tutors	To ensure that DA attendance is above the national average and that the DA PA figure is below 12% for 2018-19 academic year	£32,459
	<b>Support for Mental Health Concerns***</b>	We now have two counsellors who see students with personal / mental health issues. Priority is given to DA students  Sixth Form Peer-Support lead by School Welfare Officer  External referral:	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  35 Sixth Form Students trained to support younger students with mild levels of mental health concerns Jepecca (empowerment coaching) Aspects YCT	£59,296      £9,900 £1,500 £3,000
	<b>Revision Technique development**</b>	External support – revision technique for Year 11 /13 Examiners and Assistant Examiner key note delivery  Targeted revision for Year 11 and 13 students	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
	<b>Diversifying effective on-line learning**</b>	<b>TLC</b> On-line tutoring for students unable to attend school / who struggle in classroom environment / Sixth Form En Ma  <b>Other on-line software:</b> GCSE Pod / PiXL vocab booster	Up to 14 places – managed by a LSA  These benefit all students but EEF research indicates they are beneficial to DA students PiXL and GCSE Pod to be funded by PP budget	£10,000  £8,129

<b>Achieving academic potential**</b>	<b>Increased Parental Engagement***</b>	Parent evening AFA Year 7 focus  Promote and track DA Attendance at Parent Evenings	A4A DA parents to have appointments pre-booked To aim that all parents of DA students attend Parents' Evening Ensure all DA students are given support and parents contacted. Monitor Parents' Evening attendance and follow-up by HoYs for any non-attenders with alternatives offered such as phone calls / 1:1 meetings after school	£4,200
	<b>Appropriate and targeted CEIAG**</b>	CEIAG Lead to provide targeted support for DA students	November – March for Post 16  October – April for Post 18  Supported by CEIAG lead and Connexions interview where required.  Brilliant Club – aspiring DA students to Russell Group Universities	£2000      £4,800
<b>KO2 Total Cost</b>				<b>£144,184</b>
<b>Key Objective 3: Wider Strategies</b>				
<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Estimated Impact</b>	<b>Key Performance Indicator (KPI)</b>	<b>Cost</b>
<b>Additional resources to support the wider curriculum offer**</b>	<b>Funding for uniform / basic equipment and stationery**</b>	This relatively low-cost provision ensures that DA students are provided with basic equipment (pen / pencil / ruler / calculator) where required	To ensure that all DA students are fully equipped for school	£1000 (£6 per student)
	<b>Funding for curriculum-based trips**</b>	FSM students will be funded to participate on curriculum-based trips and visits.	To ensure all students in a given cohort go on necessary curriculum-based trips - £50 per FSM student maximum	£4850
	<b>Funding for breakfast and lunch**</b>	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.	£3,500

<b>Additional resources to support the wider curriculum offer**</b>	<b>Performing Arts Tuition</b>	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.	£2,100
	<b>Participation with Extra-Curricular Trips</b>	Using the new InVentory after-school signing in software, to track DA involvement and agree steps for those who do not engage	All students to be encouraged and involved in after-school activities	£721 Annual InVentory licence?
	<b>Transport subsidy/uniform support**</b>	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
	<b>Monitoring positive discrimination</b>	Monitor rewards and celebration events to check positive discrimination for DA students who make good progress over time or who contribute to leadership or volunteer	DA students are recognised by the Rewards system in line with their non-Disadvantaged peers	£2,000
	<b>KO3 Total Cost</b>			<b>£16,010</b>
	<b>Overall Cost (KO1+2+3)</b>			<b>£174,906</b>
	<b>Contingency</b>	<b>Development fund for January Bidding process across Faculties and Year Groups</b>	<b>January bidding process to support subjects and faculties close the DA gap</b>	<b>£6,762</b>
<b>Financial Summary of PP Expenditure for 2019-20</b>			<b>Total PPG income:</b>	£181,668
			<b>Total PPG spend:</b>	£181,668
			<b>Balance</b>	£0