



Pupil Premium Strategy

2017/18

The purpose of this document is to outline the spending plan for the Pupil Premium budget to Diminish the Difference between Disadvantaged pupils and their peers

Specifically outlining
how the Pupil
Premium Fund will
support
Disadvantaged pupils

Pupil Premium Strategy Statement 2017-2018

The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2016 – 2017 academic year:

Pupils in years 7 to 11 recorded as Ever 6 FSM £935

Looked-after children £1900

Children who have ceased to be looked after by a local authority £1900

Pupils recorded as 'Ever 5 Service Child' £300

For the 2016-2017 academic year Harrytown Catholic High School are estimating the following Pupil Premium funding:

Year Group	Number of Eligible pupils	
7	25	No previously looked after pupils
8	41	Including 2 previously looked after pupils
9	50	Including 2 previously looked after pupils
10	40	Including 3 previously looked after pupils
11	35	Including 2 previously looked after pupils
	Total PP: 182	Estimated spend PP: £ 179,520
	Total Virtual Schools: 9	Estimated spend Virtual schools: £17,100

1. Summary Information

School	Harrytown Catholic High School		
Academic Year	2017/18	Total PP Budget (inc LAC)	£196,620
Total Number of Pupils	741	Number of pupils eligible for PP	191
% of Cohort eligible for PP	25.7%		

Barriers to future attainment (for pupils eligible for Pupil Premium)

Harrytown Catholic High School has a very diverse intake. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas and some of the most affluent areas in the Stockport area.

We analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort.

At Harrytown we want all our students to be happy and successful. We have high expectations of all our students in terms of attainment, progress, attendance and behaviour irrespective of socio-economic background. However, we note that those students from families with low incomes do have substantially greater challenges to overcome to meet our expectations and hence they need a greater level of support than other students.

Barriers in school for some groups of disadvantaged pupils

- Literacy skills for some disadvantaged pupils are lower than for other pupils which can prevent them from making progress in Year 7
- High attaining pupils who are eligible for the Pupil Premium funding are making less progress than other high attaining pupils and this affects progress through KS4
- Poor Attendance – A significant number of pupils with %attendance below 90% (Persistent Absence)
- Gaps in learning, possibly as a result of poor attendance
- Aspirations for these disadvantaged pupils tend to be lower than other pupils
- Issues of low self-esteem is higher for those pupils eligible for the Pupil Premium funding
- Boys who are eligible for Pupil Premium funding do not do as well at KS4 as their peers
- Eligible pupils who have SEND do not make as much progress as those SEND pupils who are not eligible for Pupil Premium funding
- Learning Skills: Independent Learning, Resilience, Organisation and Motivation are often lower in Pupils eligible for Pupil Premium funding
- Lack of support for Homework
- Emotional and Mental Health issues

External barriers

- Attendance for pupils who are eligible for Pupil Premium is still not level with the attendance of other pupils. Persistent Absence being the major concern
- Family history of reduced engagement with school life such as attendance at parent consultation evenings
- No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation
- Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.
- Social issues in the locality of home

Outcomes

Desired Outcome	Success Criteria
Diminish the difference between the progress/attainment at KS3 and KS4 of pupils eligible for the pupil premium funding when compared to other pupils with particular attention to SEND and More Able pupils	Evidence of GCSE results showing a diminished difference. Data checkpoints throughout the Year in all Year groups showing a diminished gap compared to previous years. Insufficient progress identified quickly and strategies put in place through quality first teaching Wave 1 intervention to support individual pupils and prevent. GCSE exam results and Progress 8 figures in line with non PP pupils.
Attendance of Pupil Premium pupils improves	Pupil Premium attendance improves and is at least 95% and in line with other pupils in the school. Persistent Absence of pupils eligible for PP funding is significantly reduced.
Improve Literacy and numeracy skills for Year 7 Pupil Premium Pupils	Eligible pupils make at least the expected progress with some exceeding the expected progress
Pupil Premium Pupils have high aspirations for the future and are determined to achieve them	Pupil Premium pupils have clear ideas of the opportunities available to them and what they need to do to achieve them. Pupils are focused and achieving at least their expected target and in some cases exceeding this.
Pupil Premium pupils to be able to identify ways forward through the support of a mentor	Pupils will be more engaged and hitting target grades at checkpoints. They will be taking responsibility for their own learning through attendance at Revision sessions and subject clubs.

Additional Staffing

2 x Learning Mentors

Desired Outcome	Action	Rationale and Evidence	Cost	Review
Attendance in line with their peers. Persistent absence reduced	1 to 1 meetings with pupils Contact with home Parental meetings Pupil /parent/ school contracts Remove any barriers to attendance (SEND/ LAC and More Able attendance to be monitored by others. See below)	If pupils are to make progress in line with their peers they need to be in school to access the curriculum. If they are not in school their progress and attainment will drop. Pupils' attendance improves in line with their peers and punctuality is improved. All at least in line with National figures.	2 x Learning Mentor salary £52,547	PP Attendance Sept 2017 – May 2018 89.75% attendance when compared to the previous Year Sept 2016- May 2017 90.24% shows that attendance of our disadvantaged pupils has not improved and has decreased further. From June to July 2018 we employed a full time attendance and family support pastoral manager. 34 pupils were identified for targeted support. The outcomes were: Start average attendance: 88.95% End average attendance: 91.01% Increase of on average: 2.06% Start persistent absence: 24 pupils End Persistent absence: 6 pupils (all had improved their attendance in the period)
Progress in line with expected and at least in line with their peers. In class support English and maths	In class support English and maths. Supporting pupils eligible for PP funding in English and maths lessons.	Feedback from the class teachers of pupils eligible for PP funding who received in class support identified an increase in engagement, understanding and a willingness to actively involve themselves in class discussions. Pupils also made good progress. Pupils will be on target at checkpoints throughout the year.		In class support Year 11 English and Maths lessons supported. Pupil Premium pupils gained a positive residual compared to all other subjects internally. 9-5 Eng - 56.3% 9-5 Maths - 43.8% 9-4 Eng - 68.8% 9-4 Maths - 56.3% Pupil Premium P8 - -0.469 Not Pupil Premium P8 - 0.250 0.719 In School Gap

	<p>Providing additional support before school, at lunch or during Period 6 after school.</p> <p>Homework club for Key Stage 3 pupils</p>	<p>For some pupils the home is quite chaotic and being provided with a quiet space to work with academic support.</p> <p>To assist pupils in organising themselves, completing work and homework so that they are up to date with their studies.</p> <p>Pupils attending these sessions voluntarily or in agreement with home.</p>	<p>National Non Pupil Premium - 0.119 -0.588 School PP to National Non gap This has more than halved in comparison to 2016/2017 results</p> <p>See 2017/2018 Exam results analysis for more detail and key areas to focus on 2018/2019</p> <p>Period 6 Library provision was well used by PP pupils and the learning mentors were able to support revision.</p> <p>A small number of KS3 PP pupils regularly attended the Library during Period 6 but this needs to be developed further in 2018/2019 Transport issues affect pupil usage of this resource. Before school, Break and Lunch use of the Library has been very high. This could be developed in 2018/2019 so that PP pupils who require homework support use it in these times.</p>
<p>Pupils are motivated, know what they have to do and are able to structure revision effectively</p>	<p>Mentoring 1 to 1 and group for Year 11 pupils. Use of Pupil questionnaire to identify barriers to learning. Guidance towards Period 6 revision sessions and structure of independent revision schedule.</p>	<p>Those pupils eligible for Pupil Premium funding do not always have the academic support at home. Pupils are focused, thoroughly prepared for assessments. Year 11 pupils eligible for funding make at least expected progress in Mock exams,</p>	<p>Pupils received regular mentoring sessions with Learning Mentor. Attendance and progress of these pupils has improved compared to the previous year.</p>

		interim assessments and the final GCSE exams.		
Year 7 Rapid Reader Plus Year 8 Rapid Reader Plus Year 9 Rapid Reader Plus	Rapid Reader Plus groups (PP) to develop reading ages further	Evidence shows that pupils taking part in the Rapid Reader programme make progress that diminishes the gap between them and their peers. Pupils reading ages will increase and be in line with the expected levels to access the curriculum at Key stage 3		See Year 7 Catch-up document

2 x Pastoral Managers

Desired Outcome	Action	Rationale and Evidence	Cost	Review
Improved Attendance and preparation for the day	Breakfast club to be run every morning for KS3 Pupils eligible for PP. (a few other more vulnerable pupils will also attend)	Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, said: "Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to make a real difference to pupils' concentration.	2 x 50% Pastoral Managers £28,701.20 Breakfast club food £2,000	A small number of pupils have accessed this provision. The pupils who have accessed it have shown a good attendance. Unfortunately, a number of pupils who were invited to attend did not and their attendance remained poor. A number of vulnerable pupils

		<p>Previous UK research has shown that breakfast provision has a positive impact on attendance and concentration. It also encourages a healthy start to the day.</p> <p>Register for the breakfast club and monitoring of attendance throughout the year. Behaviour for Learning scores and yellow slips.</p>		
Attendance and progress of LAC pupils	<p>LAC reviews PEP Meetings One to one tutoring Additional In class tutoring- virtual school Assessment Financial support for trips, equipment for courses, revision guides etc.</p>	<p>Attendance is at least equal to the National average and in line with their peers. Progressing well in school-meeting targets/ exceeding targets Settled in friendships and peer relationships. Improved self – esteem and improved conflict resolution skills</p>		<p>LAC Attendance remains high. All pupils achieved a % attendance above 95% which was above the school average attendance</p>
External agency referrals for those eligible for PP	<p>Referral to the appropriate agency for support: School nurse Mosaic SAP YOT SALT</p>	<p>Agencies/interventions are needed to offer specialist support that we do not have the facility/experience to provide in school. This support is necessary to ensure that a child is able to live and learn happily and safely. A pupil that</p>		<p>Pupils were referred to external agencies when necessary and appropriate. Pupils accessing these agencies all made progress towards removing the barrier that affected them</p>

	<p>Child Missing in Education</p> <p>Social Care Involvement</p> <p>Beechwood Cancer Care</p> <p>Beacon Counselling</p> <p>Self Harm (Stockport Pathway)</p> <p>Secondary Jigsaw</p> <p>Emotional Resilience (RELATE)</p> <p>Stockport Without Abuse</p> <p>SPI</p>	<p>is happy and feels safe is more likely to make good progress.</p> <p>Attendance figures and progress tracking of these pupils</p>		
<p>To ensure pupils eligible for PP feel safe and comfortable in school</p>	<p>Parent Contracts – EWO</p> <p>Restorative meetings</p> <p>1 to 1 mentoring</p>	<p>Removal of barriers to learning in terms of emotional upset and fall outs. Pupil is able to continue with their lessons with focus.</p>		<p>Rapid response to social issues between peers by the pastoral managers prevented situations escalating and impacting on the individuals</p>

1 Maths intervention teacher

Desired Outcome	Action	Rationale and Evidence	Cost	Review
	<p>Hit and Smash sheets to be completed by all teachers and analysed by Maths Intervention teacher.</p>	<p>Mastery Learning is a key element of ensuring that a child progresses further. If a child does not understand a topic, support needs to be put in place so that they do master it and can use that skill in the future. If these topics that a child finds difficult are not mastered, they</p>	<p>£31,088.50</p>	<p>100% of Pupils showed an improvement of understanding and application of the individual skill/topic when retested at the end of the intervention. When these skills were re-assessed in class as part of a bigger assessment 36% of pupils showed an improvement in the application of the given skill. 3 sessions of learning was not enough</p>

	<p>PP pupils identified (non PP are also identified) for specific topic areas where they failed to gain the marks in a previous assessment.</p>	<p>are going to fail to gain marks on it in the next assessment so progress is hampered.</p> <p>Lists of pupils identified and Hit and Smash sheets completed</p> <p>Pupils are taken from Non-core subject lessons for 3 lessons, over a fortnight. 1 lesson is to learn the skill, 1 lesson is to practice the skill and 1 lesson is to reassess the skill, incorporating the same question that they struggled with amongst others on the same topic area.</p> <p>Results from the assessment and future results on that topic</p>	<p>for most pupils to retain and apply the given skill after a period of time.</p>
<p>Year 11 pupils eligible for PP funding are able to confidently and competently master different aspects of the Maths curriculum that they previously found difficult</p>	<p>Analysis of Hit and Smash sheets from the Year 11 Mock examinations.</p> <p>Pupils identified for support in different topics will have addition period 6 Mastery sessions in these areas provided by</p>	<p>Year 11 pupils need to focus their revision on the aspects of the Maths curriculum that they find most challenging in order to make further progress.</p>	<p>Pet-Xi Maths Intervention Impact statement (Initial)</p> <p>The data from the Pet-Xi maths company shows the following Impact across the week. Please also see more detailed data provided by the company.</p> <p>Pet-Xi Foundation Level</p> <p>21 pupils were involved in this group. An assessment was taken by all pupils on the first morning and a further assessment was</p>

	<p>Outside provider – Pet-Xi Maths programme</p>		<p>taken on the final day of the programme. The impact was as follows Over the 5 days:</p> <ul style="list-style-type: none"> • 19/21 pupils 90.5% of pupils gained a grade that was at least 1 grade higher than their assessment at the start of the week. • 2/21 pupils 9.5% remained on the same grade and did not show an improvement • 7/21 pupils (33%) achieved a grade that was 2 grades higher or more • 1/21 pupils (3.7%) achieved a grade that was 3 grades higher than their day 1 grade. • 0/21 pupils (0%) achieved a grade 4 Or above on day 1. On day 5 5/21 pupils (23.8%) gained a grade 4 or above <p>Pet-Xi Higher Level 22 pupils were involved in this group. An assessment was taken by all pupils on the first morning and a further assessment was taken on the final day of the programme. The impact was as follows: Over the 5 days:</p> <ul style="list-style-type: none"> • 20/22 pupils (90.9%) gained a grade that was at least 1 grade higher than their assessment at the start of the week. • 1/2 (4.5%) pupil remained on the same grade and did not show an improvement
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			<ul style="list-style-type: none"> • *1 pupil joined the group on day 3 so did not complete the initial assessment (she did get a grade 4 at the end which was 3 grades higher than her Christmas mock grade). • 10/22 pupils (45.5%) achieved a grade that was 2 grades higher or more • 2/22 pupils (9.1%) achieved a grade that was 3 grades higher than their day 1 grade. • 12/22 pupils (54.5%) achieved a grade 4 or above on day 1. On day 5 22/22 pupils (100%) gained a grade 4 or above • 3/22 pupils (13.6%) achieved a grade 5 or above on day 1. On day 5 16/22 pupils (72.7%) achieved a grade 5 or above <p>Across both groups the pupils identified feeling more confident than they had previously about different topics.</p> <p>Internal Mock Exam 43 pupils completed the Pet-Xi Maths Intervention.</p> <p>The pupils have sat their Mock Maths since the Pet-Xi intervention and I have compared this to their Christmas Mock Exam result.</p> <ul style="list-style-type: none"> • 30/43 pupils (69.8%) have made at least 1 grade of progress since their Christmas Mock result • 8/43 pupils (18.6%) have made 2 grades of progress since the Christmas Mock
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				<ul style="list-style-type: none"> • 4/43 pupils (9.3) have made 3 grades of progress since the Christmas Mock exams • 2/43 pupils (4.7%) have made 4 grades of progress since the Mock exams taking them from U to grade 4 • 22/43 pupils (51%) have a GCSE Mock grade that is level 4 or above compared to 13/43 (32.6%) in the Christmas Mock exam • 13/43 pupils (30.2%) have a GCSE Mock grade that is level 5 or higher compared to 4/43 (9.5%) in the Christmas Mock exam.
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Learning Support TA/Teacher

Desired Outcome	Action	Rationale and Evidence	Cost	Review
Pupils with SEND who are eligible for PP funding make progress at least in line with their peers	<p>1 to 1 mentoring for Year 10 and 11 pupils. Homework/revision support at Lunchtime in IT 4.</p> <p>Signposting Year 11 pupils towards relevant Period 6 sessions</p> <p>Tracking of pupils progress through assessment results and Progress Monitoring reports</p> <p>Identification of barriers to learning and progress – relevant strategies to be put in place</p>	<p>Pupils who have SEND often find it difficult to organise themselves and their work. They may not ask if they do not understand something and might lack the confidence to make decisions and plans for themselves. Pupils often need the reassurance of an adult to guide them.</p> <p>Pupils make at least the expected progress in assessments and show more</p>	£3,366.64 for 2 Hrs a week (LST)	<p>Year 11 SEND data for 2017/2018 results shows a reduction of the gap</p> <p>SEND -0.134</p> <p>Non Send 0.152</p> <p>Gap -0.286</p>

	Support with developing revision schedule Liaise with class teachers to discuss concerns around progress and ways forward to support the pupil	confidence in themselves and independence.		
The pupils eligible for PP who also have SEND have an attendance that is at least the same as their peers and above 95%	Mentoring 1 to 1, contact with home, Strategies to reduce the stresses that these pupils may experience. Collaboration with the class teachers to ensure that the learning environment for the pupil does not produce additional stresses.	If a child is feeling isolated from their peers or is struggling with their learning in lessons they are more likely to have poor attendance to avoid stressful situations Attendance is above 95%		PP SEND attendance was at 90.18%. This is below the target of 95%
Pupils with SEND who are eligible for PP funding are able to understand situations and give appropriate response. They will be able to communicate effectively with their peers	Talkabout Intervention Weekly small group work support developing pupil's ability to understand situations and give appropriate responses.	Some pupils with specific SEND find it difficult to read situations, make appropriate comments and respond in the expected manner. This can isolate pupils and prevent them from contributing from group work, making firm friendships can be difficult and the pupil can feel isolated. Pupils will be able to communicate effectively with pupils and teacher and express themselves in an appropriate manner.	£15,664 for 1 LTA time (Hours split over a number of different LTA's)	Talk about intervention, IDL programme and Form time homework help were all well attended and pupils felt that these helped when completing pupil voice.
Pupils are able to access the work in lessons and progress at the	In class support, lesson steps sheets, differentiated tasks and worksheets	Pupils with SEND often lack the confidence to ask if they need help and may need support in organising their work or reassurance on what they are doing. Having the support means that an		Year 11 SEND data for 2017/2018 results shows a

same rate as their peers		individual or group of individuals are able to begin work promptly, knowing what they must do and how to go about doing it.		reduction of the gap SEND -0.134 Non Send 0.152 Gap -0.286
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More Able Pupils

Desired Outcome	Action	Rationale and Evidence	Cost	Review
More able disadvantaged pupils achieve in line with their More Able Peers	HJS (staff member) to mentor – oversee mentoring of MA disadvantaged pupils Year 11 – 16 pupils Year 10 – 8 pupils Use of Progress monitoring reports to identify strengths and weakness and develop an action plan Seminar style away day	With guidance and support these pupils will be able to make better progress in their subjects. Having an identified person to work with means that they can create SMART targets for themselves and discuss any barriers working with school to develop strategies to remove these. Pupils have the opportunity to work and learn in an environment away from school. Evidence shows that pupils respond well to being given these opportunities	5hrs a fortnight for HJS - £3531.95 £2,000 for transport, facilities, staffing and resources	More Able Pupil Premium Pupils (16 pupils) achieved a progress score of -0.435. This is 0.212 All More Able Pupils. This is a gap of -0.647
Attendance of these pupils is in line with their peers and above 95%	HJS to monitor attendance, discussions with pupil, contact with home	If pupils have poor attendance they will miss vital lessons which creates gaps in knowledge. This will then affect their progress and final GCSE result. % attendance throughout the year		More Able PP attendance (16 pupils) 93.49% This attendance level was close to the whole school

				<p>Percentage attendance within 1 %.</p> <p>More Able PP pupils were invited to attend a number of talks on different subject areas. These were determined by the pupils.</p>
<p>Pupils have aspirations for their future once they leave Harrytown and know which pathways to take.</p>	<p>Careers Interviews Mock interviews Linking with Manchester University to participate in the First Generation programme or similar including visits. This programme has a package of long term support for pupils who simply wouldn't ever consider university, but have the potential.</p>	<p>Many pupils who are eligible for PP may not have had a role model who can encourage them to have aspirations or who have had access to further and higher education and show them what they can do. Pupils who have access to these opportunities are able to realise what is available to them beyond school and their local community. They may be put off by the perceived costs of university and the lack of financial support being available from home. This gives pupils the opportunity to find out about different funding routes and opportunities and the kind of courses they could study and professions/jobs they could go into. It</p>	<p>£2,000 for transportation, resources staffing etc.</p>	<p>PP Pupils involved in medical mavericks from Year 8,9 and 10 Year</p> <p>All Year 11 PP pupils had at least 1 Career interview.</p> <p>PP pupils were involved in Mock Interviews</p> <p>All Year 9 PP and SEND pupils</p>

		<p>will also identify what they need to achieve to get there.</p> <p>Pupil Premium pupils will challenge themselves and set high expectations of what they want to achieve. Pupils will not become NEETS post 16</p>		<p>received a careers interview prior to their Option choice deadline.</p>
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Counsellor

Desired Outcome	Action	Rationale and Evidence	Cost	Review
Disadvantaged pupils who are eligible for the PP funding can access support to ensure that they have good mental and social health	Additional hours with the Beacon counsellor for pupils to be able to work through and issues in a safe environment.	Mental and social health issues are some of the biggest issues that affect young adults today. This can affect friendships, home life, school work and progress.	Beacon Counsellor £10,000	Pupils working with the counsellors were able to resolve the issues they had.

Other Interventions

Desired Outcome	Action	Rationale and Evidence	Cost	Review
Pupils have revision support at KS4	Continuation of subscription with GCSE Pod Encourage more departments to actively encourage pupils to use these to support their learning	<p>Pupils in an 8 month period in 16/17 streamed or downloaded over 25,000 Podcasts</p> <p>Some departments are actively encouraging pupils</p>	£1900	<p>17,000 Podcasts on GCSE pod were used by Year 11 Pupils in 2017/2018. This is a high number and pupils have said how good and useful they are.</p> <p>Feb Half term Intervention Sessions</p>

	<p>Departments to explore additional support and usage provided by GCSEpod</p> <p>Half term Easter and May half term sessions for pupils</p>	<p>to use GCSE Pod to support their learning and revision because they rate the quality of the resources on offer.</p> <p>A number of pupils have commented on how GCSE Pod has helped them so far.</p>		<p>47 pupils were invited to take part in sessions.</p> <ul style="list-style-type: none"> • 34/47 pupils (72%) of the pupils took part in at least one of the revision sessions offered • 13 pupils (28%) did not attend any sessions offered • 143 pupil sessions were made available and 68 pupil sessions were attended (47.5%) • 10 pupils attended all of the sessions that they were invited to (21%) with 2 further pupil only missing one session each <p>Easter holiday Year 11 Intervention/revision sessions</p> <p>Please see the attached schedule for the sessions that were on offer to Year 11 pupils at Easter and the timings that staff were in school.</p> <ul style="list-style-type: none"> • There were 29 different sessions (some spanned across lunchtime into the afternoon) on offer over the 2 week Easter holiday programme • 369 sessions were attended by pupils (Average 13 pupils per session) • Some sessions were for targeted groups of pupils (PP/SEND). All groups had targeted pupils but
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				<p>were open to others as well. All pupils who were targeted by their class teacher received an individualised revision timetable for them to follow and attend the sessions. This was given to pupils, sent home and a text reminder was also sent.</p> <p>128/369 (34.6%) sessions were attended by PP or SEND targeted pupils The may half term revision sessions were poorly attended by all pupils, probably because pupils had already had 2 weeks of their final exams and were at various points in their own revision schedules.</p>
Rewards and Incentives	<p>Attendance awards, payment of rewards trips, Prom, ensuring that any Pupil Premium pupil does not miss out on taking part in a particular enrichment activity because of financial issues. This also includes the provision of Uniform, school shoes, revision guides, calculator or other stationary products</p>	<p>Pupils feel isolated if they are not able to take part in the same activities as their peers reducing their self confidence In some cases incentives/external motivations are key in engaging and encouraging a pupil</p>	£6,000	<p>Pupils who were eligible to attend rewards trips were able to attend the trip.</p> <p>Attendance rewards were given in term 6 achieved their target attendance set individually based on where they were starting from. This included cinema tickets and love to shop vouchers.</p>

Individual departmental intervention strategies for raising progress of pupils eligible for PP	Departments to bid for financial support for strategies that will have an impact on progress, subject specific enrichment activities etc. or additional sessions with external leaders.	The opportunities outside the classroom can have a massive impact on a pupil's motivation, aspirations and interest in a subject. Having the opportunity to use the skills for a subject in a real life environments can bring a subject alive.	£15,000	Few departments placed bids for money but money went towards the Pet-Xi Maths intervention.
Additional maths and English support in small group work at KS4	1 to 1 or small group tuition to support progress in maths and English. Walking talking exam	Continued practice and application of skills helps pupils remember how to solve given problems, use the correct exam techniques and understand what a question is asking for.	£5,000	Analysis of Progress Monitoring reports Pet-Xi maths intervention was put in place to support PP and SEND pupils. See information near beginning of report.
Pupils who are LAC have the same opportunities as all other pupils and make at least the expected progress in their subjects	Funding held with virtual schools. To be used for strategies determined in the LAC reviews and PEP meetings. Tuition, one off payments for rewards trips and educational trips, equipment, enrichment activities	Pupils who are LAC do not have the same opportunities as their peers and historically do not make the same progress as their peers Pupils who are LAC make or exceed expected progress across their subjects	£17,100	Reviewed at LAC meetings each term. 1 to 1 tuition and payment for trips. The tuition was extremely successful for 1 pupil but not for the other pupil who received it.