



## Pupil premium strategy statement: Priestlands School

1. Summary information					
<b>School</b>					
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£220,000	<b>Date of most recent PP Review</b>	Nov 2017 OFSTED
<b>Total number of pupils</b>	1170	<b>Number of pupils eligible for PP</b>	276	<b>Date for next internal review of this strategy</b>	February 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Attendance</b>	93.77%	96.18%
<b>Persistent Absence</b>	16.6%	6.2%
<b>% achieving 9-5 English and Maths (2016/17)</b>	37%	63%
<b>% achieving 9-4 English and Maths (2016/17)</b>	<b>58%</b>	84%
<b>% achieving 9-5 in English (2016/17)</b>	<b>58%</b>	75%
<b>% achieving 9-4 in English (2017/17)</b>	<b>74%</b>	91%
<b>% achieving 9-5 in Maths (2016/17)</b>	<b>40%</b>	67%
<b>% achieving 9-4 in Maths (2017/17)</b>	<b>67%</b>	87%
<b>Progress 8 score (2016/17)</b>		
<b>Attainment 8 score (2016/17)</b>	4.32	5.68

<b>Students making expected or above expected progress in English KS3 (2016/17)</b>	69%	78%
<b>Students making expected or above expected progress in Maths KS3 (2017/17)</b>	73%	91%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	On average PP students join the school slightly below the NPP students re ave points score.
<b>B.</b>	Literacy and numeracy skills are lower for some PP students than they are for NPP on entry
<b>C.</b>	PP students display higher incidence of immaturity, low self -confidence and self -esteem as well as low levels of resilience compared to NPP
<b>D.</b>	PP High achievers at KS2 make less progress than NPP high achievers and struggle to achieve the top grades at GCSE.
<b>E.</b>	PP students have 6.4% absence and 18.5% Persistent absence compared to 3.9% and % This reduces time in school and limits progress.
<b>F.</b>	Family background leads to some students not receiving the same level of support from home as NPP students. Lack of routine/boundaries re social time/assistance re homework/academic encouragement.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved levels of literacy and numeracy for low and middle ability students.	Improved scores in the access reading test. Improved reading ages in the WRAT 4 test. Increased numbers of students achieving expectations in Eng/Maths
<b>B.</b>	Improved levels of progress and attainment in English and Maths. Close the in school GAP between PP and NPP students achieving 9-5 in Eng/Maths. Close the GAP between PP and NPP re students making expected and above expected progress. PP students at Priestlands attain in line with NPP nationally.	All PP students achieve expected or above expected levels of progress in Eng/Maths. No GAP.
<b>C.</b>	Improved attainment and levels progress for PP High Achievers	Increased % of HAPP students achieving higher grades (8/9). HAPP students all make expected progress.
<b>D.</b>	Increased attendance rates for PP students (reduced PA absence rates) PP attendance is in line with NPP students (no in school gap)	Reduce PA % % PP attendance in line with nat ave for NPP Reduce in school GAP between PP and NPP re attendance figures.
<b>E.</b>	No gap in P8 score.	PP students make the same levels of progress as NPP

<b>F.</b>	Improved resilience and self-confidence for PP students	Improved attendance Improved TRA scores Increased achievement points Reduce % of PP students in internal/CZ
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You may have more than one action/approach for each desired outcome.

## 5. Planned expenditure

**Academic year**

**2017/18**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All PP students achieve at least in line with NPP nationally in English, Maths and Science.</p> <p>All PP achieve in line with NPP at Priestlands</p> <p>PP students make the same levels of progress as NPP students at Priestlands and nationally.</p>	<p>Eng/Maths/Science teacher - to allow for smaller groups and small group intervention.</p> <p>Wednesday morning tutor time intervention (Eng/Maths).</p> <p>Small group intervention Yr 11(Eng).</p> <p>Individual invitations to intervention/revision sessions/walking and talking mocks)</p>	<p>Importance of core subjects.</p> <p>School Performance Measures.</p> <p>Links to literacy and numeracy.</p> <p>Providing students with the qualifications necessary for success post 16.</p> <p>PP students less likely to attend without extra encouragement.</p> <p>There is an in school progress GAP between PP and NPP students in Eng/Maths/Science.</p>	<p>Raising Achievement meetings termly.- focusing on data and key students.</p> <p>Regular discussion at SLT and at Line management meetings</p> <p>Regular focus at Dept meetings – subject teachers</p> <p>Termly identification of students requiring intervention</p> <p>Score cards.</p>	<p>TWR KM Head of Eng/Maths/Science</p>	<p>Termly internal data collection. Exam analysis August</p> <p>£95,000</p>

<p>All students able to fully access resources and materials to allow maximum progress,</p> <p>Students able to revise and study at home.</p> <p>All students can make quality products in practical subjects.</p> <p>Students making expected progress across all subject areas.</p>	<p>Curriculum Resources</p>	<p>Students can make better notes if they can annotate set texts.</p> <p>Students can study at home and produce higher quality homework if they have their own copies of texts.</p> <p>PP students less likely to buy revision guides.</p>	<p>Bids from departments Track individual students' interventions on SIMS. Support from finance office Communication with parents</p>	<p>KM</p>	<p>Termly review with finance office</p> <p>July 2018</p> <p>£7,500</p>
<p>Key PP students get a consistently good diet in lessons.</p> <p>All staff are aware of key PP students and have a plan for supporting each of them.</p> <p>SLT are aware of the quality of provision for PP students.</p> <p>Staff are praising and PP students and helping them to have high expectations and raise aspirations.</p>	<p>Monitor and contrive learning opportunities and experiences.</p> <p>Do a student pursuit to see what it is like for them.</p> <p>Shadow PP students for the first half an hour and the last half an hour to see what it is like for them. Learning walks with a PP focus)</p> <p>Review the sets/groups key students are in. Consider moving them up a set.</p>	<p>High quality teaching and poor teaching disproportionately affects disadvantaged students.</p>	<p>Check groupings at the end of the year ready for the following year.</p> <p>Allocate the best teachers to key groups.</p> <p>Build in PP learning walks and student pursuits.</p>	<p>SLT</p>	<p>Lime management meetings.</p>
<b>Total budgeted cost</b>					<p>£102,500</p>
<p><b>ii. Targeted support</b></p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved attendance for PP students. Reduced PA. Close the in school GAP between PP and NPP. PP have attendance levels in line with or above the national average for NPP.</p>	<p>Continue to fund increased EWO hours .</p> <p>EWO to work with families in feeder schools where attendance issues are already a concern</p> <p>EWO to mentor identified students and to identify strategies the student can use. Regular meetings to review attendance.</p> <p>Meet parents if concerns continue.</p> <p>EWO supports transition process for students with poor attendance. Work with families of students in yr6 where concerns have already been identified.</p> <p>Key students assigned a peer attendance buddy.</p> <p>100% attendance in a term =10 achievement points.</p>	<p>Attendance is crucial to learning.</p> <p>If students are not in school it significantly impacts on rates of progress.</p> <p>Dashboard data.</p>	<p>Regular meetings with EWO</p> <p>Early identification of students and families who are a concern.</p> <p>Regular data analysis.</p>	<p>RG KM</p>	<p>Termly End of the academic year.</p> <p>£11,500</p>
<p>Improved support in class for key PP students.</p> <p>Improved engagement with learning.</p>	<p>Employ an extra LSA</p>	<p>Disengaged students don't make expected progress.</p> <p>Some PP students require encouragement and support in class re behaviour/learning in order to achieve full potential.</p>	<p>SENCO will allocate LSA to students and classes and monitor student progress.</p>	<p>SENCO</p>	<p>Termly assessment cycle</p> <p>£15,000.</p>

<p>Improved attendance. Improved behaviour. Disengaged/vulnerable students completing homework. Students accessing learning and making progress because they have support with emotional issues and mental health issues. Supported and happy parents because issues are dealt with efficiently and promptly. Good communication with parents.</p>	<p>ELSA/PSM/Counsellor</p>	<p>Mental health is a key issue in schools. Increase in numbers of students suffering from anxiety and depression. Number of students who require emotional support. Behaviour/bullying issues need to be dealt with quickly and efficiently in order to prevent students missing learning through time spent out of class. Behaviour is good and students feel safe as a result of the pastoral support systems that are in place. Not all students are secondary ready and they require support, Extra support allows teaching staff to focus on teaching and learning. CAHMs waiting lists are too long.</p>	<p>Records kept by staff re support provided. Gatekeepers meetings. Line management. Appraisal. Referrals.</p>	<p>SLT SENCO</p>	<p>Weekly at Gatekeepers meetings. Termly assessment cycle.(TRAs)  £60,000</p>
<p>Promote the idea that students have limitless potential through reasonable expectations and healthy boundaries. Develop students' social and emotional competencies. Students participating fully in school life.</p>	<p>DESTY (on line independence/resilience programme)</p>	<p>Not all PP students are secondary ready re emotional intelligence. They lack resilience and have low self-esteem. The LAC/AFC students can often have attachment issues and find it difficult to form relationships.  PP Plus students may have more complex needs.</p>	<p>Students will be identified via Gatekeepers. CC will monitor progress and evaluate success.</p>	<p>SENCO CC</p>	<p>Post intervention.  Attendance/TRA grades/students vice feedback/parental feedback.  £600</p>
<p>All student's reading and spelling ages to improve by at least 12 months with the majority making 12 months +</p>	<p>LEXIA Yr 7-9</p>	<p>Emphasis is placed on phonics, spelling and word attack skills. It provides the building blocks for reading fluency and comprehension.  Research shows that it can significantly increase the spelling and reading ages of students of all abilities and impacts on progress and attainment in English.</p>	<p>SENCO will be responsible for identifying students. Lead LSA will be responsible for implementing, tracking and evaluating the intervention programme.</p>	<p>SENCO D Gates</p>	<p>Termly reviews. Certificate issuing. End of academic year data progress review and evaluation report. (paid until 2019)</p>

<p>All students to improve reading ages between 12 months and 2 years.</p> <p>Above 80% of students making expected progress in English yr9 and Yr11</p>	<p>Sound Training – yr9</p>	<p>There is a need in school to boost not just reading and spelling ages but also comprehension skills.</p> <p>This programme is recommended and endorsed by Pixl.</p> <p>The programme focuses on students with CAT scores between 90-110. It is designed to support students who are below average and average and move then to above average.</p>	<p>Identification of students using CAT scores/Eng assessment data/access reading scores.</p> <p>Progress to be monitored and evaluated at the end of the programme.</p> <p>Check attendance of students at the sessions.</p> <p>Write to parents.</p> <p>Observe some of the session to check quality of delivery.</p>	<p>KM SENCO</p>	<p>Data/progress check at the end of each cohort. Student feedback End of the academic year evaluation report.</p> <p>£3,150</p>
<p>Science results improve for all students. Additional Science and Triple Science. Top 20% FFT</p>	<p>Study booklets and practice questions</p>	<p>Science results still below Eng/Maths. Target area identified by OFSTED.</p>	<p>Implemented and monitored by HOD.</p>	<p>PT</p>	<p>Termly assessment data.  Line management meetings.</p> <p>£1800</p>
<p>All students make a happy and successful transition to secondary school with good attendance and no dip in attainment or rates of progress.</p>	<p>Transition Programme  Extra visits for vulnerable students. Data collection.(individual needs/attendance)</p>	<p>Transition can be a difficult time for students who are vulnerable or who are already getting behind in terms of progress.</p> <p>Transition can cause a dip in attainment.</p>	<p>HOY will check PP information during visits. Find out what individual support the more vulnerable/under achieving students have received and are likely to need.</p> <p>SENCO/ELSA will coordinate the extra visits.</p>	<p>HOY SENCO ELSA</p>	<p>November 2017 – evaluate how well students have settled. (attendance/student and parent feedback) December assessment report.</p>
<b>Total budgeted cost</b>					<p>£94,750</p>



<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
More PP students reading for pleasure. Improve literacy through development of reading skills and range of vocabulary	Literacy book buzz/Lit Fest	PP students are often reluctant to read and do not have books at home.	PP students identified to engage with Lit Fest activities.  Students invited to join the reading group.  Free books to identified PP students.	CMI	End of the academic year. (already paid)
Raise aspirations. Students are excited and engaged in learning. All students participate in trips.	Financial support for educational trips and visits (year 7 residential)	Students need to enjoy learning opportunities beyond the classroom.  There must be equality of access and opportunity. Support for classwork/can access follow up work./coursework support.	Support from the Finance office.  Record trips on interventions on SIMS.	KM	End of each term. End of academic year.  £3,500 (curriculum) £2000 (Fairthorne) £2,500 (activities)
PP students continue to access quality extra-curricular activities. Higher take up in GCSE music for PP students.  PP students completing grade qualifications.	Subsidies for Music lessons	Music lessons should be accessible to all students who are interested and show potential.  The focus on music could engage students with all learning and school life.	Monitored and tracked by finance office and Head of Music.	CG	Termly attendance at lessons. End of the academic year.  £9,000
All students feel smart and confident at school.	Uniform Grant Yr 7 and yr 10 FSM only. Individual case by case for all other PP.	PP students should not spend time in isolation as a result of poor uniform. All students need to fit in and feel part of the school community. Appearance affects self-esteem and if this is low it will impact on learning.	Monitoring from finance office. All requests to go through KM.	KM CG	Termly. End of the academic year.  £3,000  £1,000 (misc)
PP Plus students can access some residential experiences if appropriate.  Individual needs/requests can be met where appropriate/possible.	Individual support for PP Plus students	PP Plus students have different and complex needs.  They are likely to require more individually tailored support.	Annual PEP meeting with parents to discuss needs and to agree how the money will be spent if it is needed.  Close monitoring of progress data and attendance data for PP Plus students.	KM	Termly monitoring of assessment data. Review meetings with students.  £2,700

Close the GAP with peers. HAPP students make expected progress and achieve high target grades. Subject teachers aware of key students – clear focus on them in class with individual strategies for students.	RAP meetings	Ensure high focus on PP students not making expected progress.  Raise profile of all PP students not making expected progress.	Regular RAP meetings with key middle leaders. Clear focus on termly assessment data for key students. Mentors (Senior staff) for year 11 identified key students. Consider which teaching groups/sets key students are in.  Line management meetings will focus on these students,	TWR KM Middle Leaders	Termly data analysis score cards. Mock exam results Exam results
<b>Total budgeted cost</b>					£24,200
<b>Overall Total budgeted cost</b>					£220,250

6. Review of expenditure				
Previous Academic Year 2016/17				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>80% or more PP students make expected progress or above expected progress.</p> <p>PP achieve in line with NPP at Priestlands</p> <p>PP students make better progress than PP locally and nationally.</p> <p>PP students make the same levels of progress as NPP students nationally</p>	English Intervention	<p>22 year 11 students received significant Eng intervention. This took place during specifically targeted intervention sessions.</p> <p>It focused on students of all abilities but particularly on the HAPP.</p> <p>PP students performed very well in eng.</p> <p>It is expected that PP attainment in English will be close to the nat ave for NPP.</p> <p>Attainment in English is outstanding with good progress, although there is still a gap in school between PP and NPP.</p> <p>A small number under-achieved based on progress against targets, however did well considering contextual information.</p>	<p>The intervention is having a positive impact.</p> <p>Feedback from students is very positive.</p> <p>The intervention will continue in 2017/18</p> <p>HAPP are still a focus group in English.</p>	£38,000

<p>80% or more PP students make expected progress or above expected progress.</p> <p>PP achieve in line with NPP at Priestlands</p> <p>PP students make better progress than PP locally and nationally.</p> <p>PP students make the same levels of progress as NPP students nationally</p>	<p>Maths Intervention</p>	<p>244 students received Maths intervention.</p> <p>KS progress is good with 91% making expected or above expected progress at the end of yr8.</p> <p>Students were taught in smaller groups as well as receiving Wednesday morning intervention.</p> <p>Maths results have improved, particularly for the HAPP students.</p>	<p>The intervention will continue in 2017/18</p> <p>The focus groups will be:</p> <p>MAPP LAPP</p> <p>Students targeted at a 4/5 (push students to a 5)</p>	<p>£38,000</p>
<p>80% or more PP students make expected progress or above expected progress.</p> <p>PP achieve in line with NPP at Priestlands</p> <p>PP students make better progress than PP locally and nationally.</p> <p>PP students make the same levels of progress as NPP students nationally</p>	<p>Tassomai</p>	<p>43 students accessed Tassomai.</p> <p>Students did use the programme, however the HOD feels that the nature of the multi choice questions did not provide the support that was needed. For many students it was too easy or they were able to guess the answer.</p> <p>Science results have improved significantly but it is not felt that it was linked to Tassomai.</p>	<p>The intervention will not continue in 2017/18</p> <p>HOD to source alternative support.</p>	<p>£4,360</p>

<p>All students able to fully access resources and materials to allow maximum progress,</p> <p>Students able to revise and study at home.</p> <p>All students can make quality products in practical subjects.</p> <p>Students making expected progress across all subject areas.</p>	Curriculum Resources	449 students received revision guides and set texts in various subjects and/or were supported with materials for technology, including ingredients for exams or received art resources and materials.	<p>Important that departments can have some autonomy and accountability.</p> <p>Reduce amount for next year (£6,000). (£1500 for technology materials) Revision guides/set texts only Yr 9-11</p>	£9,000
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Improved support in class for key PP students.</p> <p>Improved engagement with learning.</p>	LSA	A number of students across all year groups have had additional support in class. This has led to improved access and engagement in lessons, more targeted monitoring of progress (which is then communicated to and acted upon by the teaching staff) and ensuring the PP students are meeting their potential. It allows the students to build their confidence and self-esteem in lessons through being able to rehearse and practise their responses and also seek low level reassurance when needed. It has also ensured the PP students have built up a relationship with support staff for potential support in exams.	Intervention to continue.	£15,000

<p>Improved attendance for PP students. Reduced PA. Close the in school GAP between PP and NPP. PP have attendance levels in line with or above the national average for NPP.</p>	<p>EWO Increased hours</p>	<p>EWO has worked closely with and mentored the following students. 7 year students- 4 now have attendance above 90%. 9 year 8 students – 6 now have attendance above 90%. 10 year 9 students – 7 now have attendance above 90%. 11 year 10 students – 7 now have attendance above 90%</p> <p>PP absence 6.4% (NPP 3.9%) Gap – 2.5% PP PA 18.5% - this has reduced by 3.8% (Nat Ave – 21.6%) Intervention has had significant impact on individual students (see detailed report) Improved links with linked primary school so earlier intervention has occurred. EWO has supported with EARLY Help Hub work.</p>	<p>Intervention to continue.</p>	<p>£11,500</p>
<p>Emotional support and support with Mental health provided when necessary. Attendance/behaviour and progress improved for vulnerable students.</p>	<p>ELSA/PSM/ Counsellor</p>	<p>115 students accessed ELSA support. 19 students received counselling. The majority of these students received more than one block of support. 4 student were LAC/AFC. The main reasons centred around: Behaviour (Z of R) 17 students completed Zones of Regulation. Self- esteem/anxiety Difficulties outside school which required support Social/Peer relationships. 10 students attended the Nurture Group. 22 Vulnerable year 7 students have attended an extra Transition visit. 4 Year 11 students did an extra visit to Brock College. A significant number of these students were subject to CP/CIN plans.</p>	<p>Referrals and waiting lists in school show that this is crucial support and should be continued particularly in light of the criteria and waiting time for CAHMs support. It is believed that this intervention has had an impact on attendance and progress with a reduction of visits to Internal and CZ for some student.</p>	<p>£65,000</p>

Promote the idea that students have limitless potential through reasonable expectations and healthy boundaries. Develop students' social and emotional competencies. Students participating fully in school life.	DESTY	13 students have completed the DESTY programme. Students are more able to express their emotions and feelings and are more willing to talk about how they feel. They are more able to recognise emotions in others. Some of the students are better equipped to cope with their family situations. Communication skills have improved. See separate evaluation report for details.	Lessons learned: Desty has empowered students to recognise their feelings and understand strategies that can help deal with them. No two students have the same approach with Mentor guidance prompting the next move for each student re how to achieve full potential in the classroom through Desty.  This intervention will continue in 2017/18.	£600
All student's reading and spelling ages to improve by at least 12 months with the majority making 12 months +	LEXIA Yr 7-9	60 students accessed Lexia. 64% improved their reading age by 12 months +. 24% improved by 24 months +. Some made as much as 48 months progress. 80% improved spelling age by 12 months +.	Lexia is effective in improving reading and spelling ages for the majority of students. Spelling improves slightly more than reading. Intervention to continue.	£3,000
All students to improve reading ages between 6 months and 2 years.  Above 80% of students making expected progress in English Yr 9 and Yr11	Sound Training (1 hour per week for 6 weeks.)	19 year 9 students completed the programme.  95% made 6 months or more progress. 6-12 months progress=16% 13-24 months progress – 32% 25-36 months progress = 21% 37 months plus progress = 16%  Expected or better progress in Eng KS3 = Expected or better progress in Eng KS4 =	Students said they enjoyed the programme and that they felt more confident reading. They were able to break words down and understand the meaning of some more difficult vocabulary in lessons.  Still need to chase students to attend/time is wasted in each session. Continue to run with the same structure/process. Include some slightly more lower ability students based on current reading ages. (as low as 8 but not lower)	£3,150
Students more confident with key/basic maths skills. Increase in number of students making expected progress in Maths. PP students make	Conquer Maths	Analysis and evaluation shows that this has not had the desired impact. 30% of students given access actually logged in and used the resource. 54% of students who used it were year 11. Feedback from Maths dept:	Conquer maths will not be re purchased. The remainder of the contract will be used and made available to PP students. Maths department to investigate alternative intervention programmes. Funding to be made available for the alternative.	£1,370

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
More PP students reading for pleasure. Improve literacy through development of reading skills and range of vocabulary	Literacy book buzz/Lit Fest	All PP in year 7-9 an extra students accessed an extra Lit Fest session. All PP students received a free highly regarded Young Adult work of literature fiction. All year 7 and 8 PP students invited to the library to collect a free book of their choice. (100% take up). Library is busier than ever. Book group is better attended.	This intervention will continue for another year and will be reviewed again at the end of 2017/18.  Further development needed re encouraging reading.  This will need to be a focus for next year.	£1500
Raise aspirations. Students are excited and engaged in learning. All students participate in trips. Access to out of school learning. Access to follow up work in class.	Financial support for educational trips and visits	All PP students attended and participated in curriculum trips. No student was unable to attend any trip during curriculum time and all were supported to participate in at least one trip. 489 trips were paid for in total.  Equality of access ensured.	It is important that all students can access the curriculum trips as a valuable learning opportunity.  This will continue but there will be less allocated next year.  £3,000 will be allocated for curriculum trips (not to include astronomy).  £3,000 Activities week subsidy.(£1,000 less than this year) Will need to decide how to use the £3,000 for activities week as it will not cover full payment for all PP for year trips.	£7,000 allocated.  £7,321.40 spent.
PP students continue to access quality extra-curricular activities.  Higher take up in GCSE music for PP students.  PP students completing grade qualifications.	Subsidies for Music lessons	77 students were subsidised and funded for music lessons.	Students need more encouragement to participate in extra-curricular music.  More PP students need to be completing grade qualifications in music.  New HOD will need to focus on PP students.  New HOD will need to look at attendance and drop -out rates.  Will continue to support this intervention.	£9,000



<p>All students feel smart and confident at school.</p> <p>Support can be given to individuals when requested.</p>	<p>Uniform Grant Equipment</p>	<p>47 year 7 students were funded with equipment at the start of the year. 76 students were provided with uniform grant. 4 students were provided with a Peer Mentor shirt. PP students continue to look smart and feel part of the school. Families who are finding it difficult are supported.</p>	<p>Support will continue to be provided for uniform.</p> <p>2017/18 It will be given in the form of a grant to yr 7 and 10 FSM only.</p> <p>Support will be given to all other PP students on a need/request basis.</p>	<p>£7,000 £2,500</p>
<p>PP Plus students can access some residential experiences if appropriate.</p> <p>Individual needs/requests can be met where appropriate/possible.</p>	<p>Individual support for PP Plus students</p>	<p>This was only implemented part way through the year.</p> <p>Two SGO students received £250 each towards the cost of a residential.</p> <p>One student required a mentor to support with exam prep/revision and dealing with anxiety.</p> <p>No other parents requested extra support.</p> <p>The PP Plus students also accessed all the PP strategies/interventions.</p>	<p>It is important to meet with parents of PP plus to discuss possible support which may be required and to involve the student in discussion.</p> <p>They do have extra needs and some money should be made available specifically to this group.</p> <p>£2,700 will be available 2017/18.</p>	<p>£2,500</p>
				<p>£217,801.40</p>

## 7. Additional detail

School to consider how best to focus on engaging students in reading (particularly boys).