

**Pupil Premium Report for Secondary Schools  
Gaynes School**

Pupil Premium Spending Current Academic Year

**SUMMARY INFORMATION**

Date of most recent pupil premium review:	<b>June 2020</b>	Date of next pupil premium review:	<b>June 2021</b>
Total number of pupils:	<b>228</b>	Total pupil premium budget:	<b>£59,700</b>
Number of pupils eligible for pupil premium:	<b>60</b>	Amount of pupil premium received per child:	<b>£995</b>

**THIS IS A COVID YEAR AND THE SCHOOL ARE ENSURING THE SAFETY AND EDUCATION OF ALL PUPILS  
BUT PARTICULARLY FROM DISADVANTAGED GROUPS**

**STRATEGY STATEMENT**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers. It is for schools to decide how the Pupil Premium, allocated to schools per FSM student, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

### **Principles**

At Gaynes School:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The amount of Pupil Premium allocated during the Academic Year 2020/21 is £60,695

### **Pupil Premium Strategy**

At Gaynes School, we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We operate a no excuse culture, setting children up to have the skills, knowledge and confidence to succeed. Our mission is to ensure that every pupil achieves academic success and has the real option of going to university or following a career of their choice. We believe our pupils work hard towards this goal because we make it real for them.

We have high expectations for all of our pupils, and believe that with great teaching and a lot of love and care, every child can fulfil their potential.

Some interventions are adopted on a whole school basis and are not restricted to FSM registered pupils only. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium.

The majority of school strategies are targeted towards improvement in the attainment and progress of pupils. A number of these key strategies are resourced from the schools' main budget, including smaller class sizes, educational support staff and an intervention programme. We have allocated the additional Pupil Premium funding to specific initiatives to support the most disadvantaged pupils.

The key objective is to narrow the gap between pupil groups. The achievement of pupils at primary is good however; levels of attainment are lower for some children who are eligible for FSM. While we recognise that this is a national trend, we are committed to doing everything we can to close this achievement gap. Through the application of high quality programmes and provision overall, we aim to eliminate barriers to learning and progress. The use of targeted

## STRATEGY STATEMENT

interventions is also important. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age-related expectations.

It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social experiences in and outside school can also have a significant impact.

It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels

Funding is allocated within the school budget by financial year. This budget enables the school to plan its intervention and support programme. Expenditure is therefore planned and implemented by academic year as shown.

As an inclusive school, Gaynes School strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the School's main budget. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium, proportional to the children they benefit.

### **Aims:**

At Gaynes School we will:

- Make decisions about the spending of Pupil Premium funding based on educational research
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Ensure that staff are aware of the potential barriers to learning for FSM and LAC pupils
- Track the attainment and progress of pupils on FSM as a group and ensure this is in line with the progress and attainment of the whole class
- Measure the success of intervention programmes through impact analysis

The challenge to establish a clear link between educational expenditure and pupils' learning is harder than one would imagine. It may seem obvious that more money offers the possibilities for a better or higher quality educational experience, but the evidence suggests that it is not simply a question of spending more to get better results. (Sutton Trust 2012)

### **Barriers to learning:**

- Low aspiration within the local area.

## STRATEGY STATEMENT

- Children are from low economic backgrounds with low level of attainment on entry.
- Mobility – many children enter the school at different points in their school life.
- Overcrowded housing.
- Low self-esteem and self-confidence.
- Single Parent Families with high EAL needs.
- Low speech and language on entry, particularly mobility students.

### **Additional Educational Resources for Looked After Children**

#### Strategy:

For 2020-21, each looked after child has a Personalised Educational Plan drawn up by our specialist worker in conjunction with the local authority to ensure that each student receives resources and support which would be appropriate for them as an individual. Examples can be used from all of the above strategies.

#### Proposed Impact:

Looked after students have a tailored programme of support to meet their needs leading to a closing of achievement gap at Gaynes School.

### **Year 7 Catch Up Grant – allocated £0**

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

This is then used to provide additional support to help students catch up and make accelerated progress in Year 7.

Gaynes School will receive **£0** for the 2020/21 academic year. This is being used to fund extra support sessions for students in addition to the taught curriculum.

#### Proposed Impact of Catch-Up Grant for 2020-21:

All students to have made accelerated progress in English and Mathematics and will be performing in line with expectations by the end of Year 7 working against the set parameters of the achievement aide memoire.

## **Assessment Information**

END OF KS4 (FOR SECONDARY SCHOOLS)		
	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
% achieving 9-4 English and Maths	<b>75%</b>	<b>80%</b>
% achieving Combined Science	<b>65%</b>	<b>76%</b>

### Barriers to Learning

barriers to future attainment	
Academic barriers:	
A	<b>Stretching and challenging the more able, high attaining student.</b>
B	<b>Low self-esteem and self-confidence</b>
C	<b>Overcrowded households</b>

ADDITIONAL BARRIERS	
External barriers	
D	<b>Low aspiration within the local area</b>
E	<b>Children from low economic backgrounds</b>
F	<b>Social mobility</b>
G	<b>High Unemployment</b>
H	<b>Single Parent Families</b>

## INTENDED OUTCOMES

Specific outcomes		Success criteria
I	<b>Continued improved performance at GCSE</b>	<p>Overall performance in GCSE's to improve across all subjects with targeted outcomes as following:</p> <p>Attainment 8 Score: <b>4.59</b> Progress 8 Score: <b>54.22</b></p> <p>Improved percentage of 9-4 and 9-7 across all subjects but specific focus on the following:</p> <p>GCSE Targets:</p> <p>5 Grade 7-9 with En &amp; Mat (35%) 5 Grade 5-9 with En &amp; Mat (75%) 5 Grade 4-9 with En &amp; Mat (90%)</p>
J	<b>PP Students make almost the same progress as Non-PP students are above</b>	<p>Gap between non-pp and pp students to be insignificant with PP students attaining as high as possible in all subjects and meeting at least a progress score of 0 as a minimum.</p>
L	<b>Decrease in Exclusion Data for Key Groups</b>	<p>Internal Exclusion data to decrease by 40% on previous years data.</p> <p>External Exclusion data to drop 25% on previous year's data.</p>

**Planned Expenditure for Current academic year**

ACADEMIC YEAR					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
Leaders construct a curriculum that has a recovery scheme built within it but is ambitious and designed to give all students, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs	Secure educational attainment and achievement for students during the Covid period.  Securing SEND children in year 8.  Full access to school curriculum.	<ul style="list-style-type: none"> <li>• Safety during Covid period.</li> <li>• Recovery curriculum implemented for all students.</li> </ul> <p>Google Classroom for additional learning.</p> <ul style="list-style-type: none"> <li>• Vulnerable children lost six months of growth.</li> <li>• Broad and balanced curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Covid timetable implemented securing full curriculum within Safety Bubbles.</li> <li>• Schemes of Work have full recovery package implemented.</li> <li>• Recovery lessons for catch-up learning.</li> </ul>	HT DH	January 2021

and EAL students the knowledge and cultural capital they need to succeed in life.	New timetable implemented and regularly reviewed with immediate actions.  Setting arrangements to support SEND.	<ul style="list-style-type: none"> <li>• Timetable constructed for Students Bubbles June 2020.</li> <li>• LSAs allocated to Bubbles and EHCP children.</li> </ul>			
Students study a broad and balanced education with a clear recovery programme for all year groups	Improved outcomes for all students.	<ul style="list-style-type: none"> <li>• Six months of Google Classroom</li> <li>• Amalgamating and ensuring knowledge is same.</li> </ul>	<ul style="list-style-type: none"> <li>• Overseeing Google Classroom.</li> <li>• Lesson Observations.</li> </ul>	HT DH	January 2021
Staff training CPD across the Trust and use of Examination Boards.	Improve rates of progress with all KS3 and KS4 students who are eligible for Pupil Premium.	<ul style="list-style-type: none"> <li>• Staff understand full specifications.</li> <li>• Tracking cycles show accelerated progress from each cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in students attaining higher levels.</li> <li>• Previous evidence suggests good success rate for Pupil Premium students achieving grade 4.</li> </ul>	DH	January 2021
Sharing of good teaching methods in Covid classrooms through Mastery GC, LP feedback and dept agenda items.	Improved teaching and learning in classrooms.  Efficient use of Google Classroom and extra resources  Intensive English programme for EAL students.	<ul style="list-style-type: none"> <li>• Enhancing teachers practice in Covid classrooms and base rooms adapting previous practice.</li> </ul>	<ul style="list-style-type: none"> <li>• New student groups in Bubbles in accordance with their setting. Online additional classes and testing. Resources for online teaching ready.</li> <li>• Delivered in Classroom Bubbles.</li> </ul>	SLT CTL LP All	January 2021

<p>Reading programme – Reading Recovery/ Lexia Baseline testing</p>	<p>Reading books and materials for KS3 to stretch, challenge or support learning and reading ages.</p> <p>Improvements made by all student and specifically PP students in reading and comprehension age.</p>	<ul style="list-style-type: none"> <li>• Research suggests reading age and comprehension is directly linked to improve performance at all levels.</li> <li>• Improvement in comprehension and reading ages will improve outcomes at GCSE and A levels.</li> <li>• Comprehension significantly increases student’s opportunities to access the curriculum and improve performance and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Library usage indicates high numbers of borrowing.</li> <li>• Reading assessments indicate that students have made significant progress in reading ages, which enables students to access the curriculum and make good progress.</li> <li>• The majority of students are at age related reading age.</li> </ul>	<p>DHT SENCO</p>	<p>January 2021</p> <p><b>£3K</b></p> <p><b>CATs Testing £3K</b></p> <p><b>Total £6K</b></p>
<p>IAG Coordinators Careers Information, Advice and Guidance.</p>	<p>All Pupil Premium students to be seen by the IAG coordinator prior to the completion of their GCSE’s.</p> <p>All Pupil Premium students to receive follow up support on future choices and given suitable guidance and advice on next steps.</p> <p>All Pupil Premium students in Year 9 receive support and guidance on options, in Year 11 on Post 16 Choices.</p>	<ul style="list-style-type: none"> <li>• Specialist information allows for students to make informed choices and ensure they make choices suitable to their ability and future aspirations.</li> <li>• Professional support and advice helps parents understanding in choices and what avenues are available for their child.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students completing their subjects and number of NEETS are at least at 100%.</li> <li>• Careers CIEG with students having access.</li> <li>• Student Tracking following completion of Year 11.</li> </ul>	<p>AHT IAG Co-Ordinator</p>	<p>January 2021</p> <p><b>£3K (Part Funded)</b></p>

<p>Additional Groups in Core Subjects continuing</p>	<p>Progress in English, Maths and Science indicate that students are adding value from their starting point by at least 85%.</p> <p>The vast majority of students making at least 2 steps of progress yearly by at least 85%.</p> <p>EAL classes formed with support for children from abroad and suitable support in place to ensure progress is made.</p>	<p>To support learning in the classroom by ensuring that class sizes for 2020-21 are as small as possible, particularly in English, maths and science, by creating additional sets.</p> <p>This will also be extended in 2021-22 to include small form group interventions in English, Math and Science which take place at separate times throughout the year.</p>	<p>Support in core subjects will continue with re-timetabling during year.</p> <p>Additional teachers to support core subjects.</p> <p>Smaller class sizes provide better outcomes for students with teacher time not as stretched and more time for students to access 1 to 1 support.</p> <p>English. Math and Science to decrease class sizes by having additional sets.</p>	<p>ATL/SLT</p>	<p>January 2021</p> <p><b>£3K (Part Funded)</b></p>
<p>Mentoring and Behaviour Intervention</p>	<p>Improved behaviour for learning in lesson.</p> <p>Decrease in behavioural incidents and external exclusions from vulnerable groups as stated above.</p> <p>PDW improvements in all students.</p>	<p>Link of behaviour with achievements and in particular the behaviour of both high, middle and low attaining students on the overall outcomes of their academic performance.</p> <p>Monitoring, mentoring and behaviour interventions supports students in improving behaviour and ensuring they remain in lessons and value their learning experiences.</p>	<p>Continue with wrap around care especially regarding PREVENT and social issues and mental awareness.</p> <p>Behavioural incidents dealt with quickly and appropriately keeping all key stakeholders involved.</p> <p>PSP to show vast majority of children succeeding and coming off support plans – 100%</p> <p>Report system used to support and monitor student’s behaviour and reviewed regularly.</p>	<p>DHT</p> <p>YCT</p>	<p>January 2021</p> <p><b>DHT YCT</b></p> <p><b>£7k (Part Funded)</b></p>

	Production of confident, happy and driven students.				
Support for Pupils Experiencing Emotional and Behavioural Difficulty.	<p>Diminish the stress and trauma that can lead some pupils to disengaging from learning and behave poorly in school.</p> <p>Decrease exclusion data and ensure that attendance figures remaining excellent with PP students as a group remaining in line with school expectations.</p>	<p>A number of children present with significant emotional or behavioural difficulties and almost all of them are entitled to Pupil Premium.</p> <p>The school has developed a strong and very consistent approach to behaviour, managed by the YCT with specific responsibility for behaviour.</p>	The role includes work with specific pupils and their families to improve behaviour.	YCT	<p>January 2021</p> <p><b>YCT</b></p> <p><b>£5K (Part Funded)</b></p>
Achievement Intervention Groups	All students targeted who are eligible for PP to increase their attainment	Assistant and Deputy HT leading on the whole programme and trained on the programme itself.	Proven tracking record of raising attainment having learning mentors and support structures/interventions in place to improve outcomes.	Achievement Intervention Groups	<p>January 2021</p> <p>Nil Cost</p>
External EWO support attendance	Gap between PP and non PP, attendance to be in line with the schools and national targets	Oversee and support management of attendance and welfare issues, focusing on robust action where needed resulting in better attendance.	<p>Core caseload of hard to manage cases with external EWO.</p> <p>Gap between PP and non-PP, attendance in line with the schools and national targets.</p>	EWASS	<p>January 2021</p> <p><b>£15K (Part Funded)</b></p>
Build ethos and direction of students/opportunities available to them in	Increase in aspirations of PP students	PSCHE Programme with all British Values and Citizenship developing access to careers long term.	Evidence is that PP students are often not encouraged to pursue	IAG Funding	<p>January 2021</p> <p>IAG Funding</p>

order to develop full rounded students and students below University Levels.			<p>Post 18 study with many becoming the first to go to University.</p> <p>More aspiration and motivation has resulted in harder working students and an increase in the number of students wanting to achieve.</p>		
Use of Google Classroom	Increase use of technology in Year 11 with revision tools and the use of Google Classroom	Evidence suggests that access and use of digital learning gain add 4 months/moderate learning gain. If used as a supplement rather than a replacement for teaching, evidence suggests it can support students to work harder for longer to improve their learning.	Deputy Headteacher to launch with students in assemblies and develops use of the App with HOD English and Maths. Possibly use as part of the intervention sessions.	Part of ELearning Funding	<p>January 2021</p> <p><b>Part of E-Learning Funding £1K</b></p>
Uniform and Equipment Shop now opened - free or discounted stationery provided.	<p>To ensure that all of our students have access to clothing and uniform in order to feel confident and secure at school.</p> <p>We also aimed to equip our students with stationery and books to ensure they have all they need to make progress in their lessons and achieve in their exams</p>	<p>Clothing and uniform</p> <p>All students will feel confident in their appearance and feel that they have someone that they can ask for help with uniform at school.</p> <p>Equipment and books</p> <p>all students have the equipment they need to be successful at school</p>	<p>Students come from low economic backgrounds therefore in some cases students may need financial aid and support in terms of equipping themselves suitably for their courses and learning.</p> <p>The school subsidises PP students in purchasing key and vital equipment.</p>	Uniform Books Equipment Revision Guides	<p>January 2021</p> <p><b>£3K</b></p>
Additional outside agencies with students developing BMAT,	Improved attainment of identified high	Accelerated aspiration and outcomes developed from Year 7.	PP student focus for initiatives and support sessions.	KS3/4 Standards and	<p>Half Termly</p> <p><b>£5K</b></p>

STEP, Summer School Programmes and Lifeline Project.	achievers across all key stages.	Students are supported and stretched in their development leading to improved outcomes at KS4 and KS5.	To be offered to FSM students initially and support in place specifically for PP students.	delivery ATL KS3/4	
Staff training CPD across the Trust and use of examination boards	Improve rates of progress with all KS3 and KS4 students who are eligible for PP	Increase in students attaining higher levels. Previous evidence suggests good success rate for PP students achieving grade 4. Push for students to attain grade 5 and top attaining students to not achieve below 7's.	Staff understanding full specifications. Tracking cycles to show accelerated progress from each cycle.	KS3/4/5 Coordinators. ATL KS3/4/5	Half Termly <b>£6</b>
Half-Term Revision Centre	Improved outcomes in GCSE and A Level.	Review of previous data regarding attendance. Supports and improves outcomes indicating that support offered in holidays is beneficial especially for those from disadvantaged economic backgrounds	PP students' attendance high (95%) Regular monitoring of PP students' outcomes. PP students' Progress score to be insignificant in comparison to their Non PP counterparts.  PP students' attainment to be closer to the overall school performance and especially their non PP counterparts.	KS4/5 Standards and Delivery SLT ATL CTL	<b>£6,700 (Part Funded)</b>
Total budgeted cost:					<b>£59,700</b>

### Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount:				
Action	Intended outcome	Impact	Evaluation	Cost

<p>Additional outside agencies with students developing:</p> <p>STEP Summer School Programmes</p>	<p>Improved attainment of identified high achievers across all key stages.</p>	<p>Pupil Premium student focus for initiatives and support sessions. To be offered to FSM students initially and support in place specifically for Pupil Premium students.</p>	<p>Accelerated aspiration and outcomes developed from Year 7.</p> <p>Students are supported and stretched in their development leading to improved outcomes at KS4 and KS5.</p>	<p><b>£10K</b></p>
<p>Staff training CPD across the Trust and use of Examination Boards.</p>	<p>Improve rates of progress with all KS3 and KS4 students who are eligible for Pupil Premium.</p>	<p>Staff understand full specifications.</p> <p>Tracking cycles show accelerated progress from each cycle.</p>	<p>Increase in students attaining higher levels.</p> <p>Previous evidence suggests good success rate for Pupil Premium students achieving grade 4.</p>	<p><b>£10K</b></p>
<p>Half-Term Revision Centre</p>	<p>Improved outcomes in GCSE</p>	<p>Review of previous data regarding attendance.</p> <p>Supports and improves outcomes indicating that support offered in holidays is beneficial especially for those from disadvantaged economic backgrounds.</p>	<p>Pupil Premium students' attendance high (95%)</p> <p>Regular monitoring of Pupil Premium students' outcomes. Pupil Premium students' Progress score is insignificant in comparison to their Non-Pupil Premium counterparts.</p> <p>Pupil Premium students' attainment is closer to the overall school performance and especially their Non-Pupil Premium counterparts.</p>	<p><b>£7,200</b></p>
<p>IAG Coordinators Careers Information, Advice and Guidance.</p>	<p>All Pupil Premium students to be seen by the IAG coordinator</p>	<p>Specialist information allows for students to make informed choices and ensure they make</p>	<p>Number of students completing their subjects and number of NEETS are at least at 100%.</p>	<p><b>£5K</b></p>

	<p>prior to the completion of their GCSE's.</p> <p>All Pupil Premium students to receive follow up support on future choices and given suitable guidance and advice on next steps.</p> <p>All Pupil Premium students in Year 9 receive support and guidance on options, in Year 11 on Post 16 Choices.</p>	<p>choices suitable to their ability and future aspirations.</p> <p>Professional support and advice helps parents understanding in choices and what avenues are available for their child.</p>	<p>Careers CIEG with students having access.</p> <p>Student Tracking following completion of Year 11.</p>	
<p>Reading programme – Reading Recovery/ Lexia Baseline testing</p>	<p>Reading books and materials for KS3 to stretch, challenge or support learning and reading ages.</p> <p>Improvements made by all student and specifically PP students in reading and comprehension age.</p>	<p>Research suggests reading age and comprehension is directly linked to improve performance at all levels.</p> <p>Improvement in comprehension and reading ages will improve outcomes at GCSE and A levels.</p> <p>Comprehension significantly increases student's opportunities to access the curriculum and improve performance and achievement.</p>	<p>Library usage indicates high numbers of borrowing.</p> <p>Reading assessments indicate that students have made significant progress in reading ages, which enables students to access the curriculum and make good progress.</p> <p>The majority of students are at age related reading age.</p>	<p><b>£8K</b></p>
<p>Mentoring and Behaviour Intervention</p>	<p>Improved behaviour for learning in lesson.</p> <p>Decrease in behavioural incidents and external exclusions from vulnerable groups as stated above.</p>	<p>Link of behaviour with achievements and in particular the behaviour of both high, middle and low attaining students on the overall outcomes of their academic performance.</p>	<p>Continue with wrap around care especially regarding PREVENT and social issues and mental awareness.</p> <p>Behavioural incidents dealt with quickly and appropriately</p>	<p><b>£10K</b></p>

	<p>PDW improvements in all students.</p> <p>Production of confident, happy and driven students.</p>	<p>Monitoring, mentoring and behaviour interventions supports students in improving behaviour and ensuring they remain in lessons and value their learning experiences.</p>	<p>keeping all key stakeholders involved.</p> <p>PSP shows vast majority of children succeeding and coming off support plans – 100%</p> <p>Report system being used to support and monitor student’s behaviour and reviewed regularly.</p>	
<p>Additional Groups in Core Subjects continuing</p>	<p>Progress in English, Maths and Science indicate that students are adding value from their starting point by at least 85%.</p> <p>The vast majority of students making at least 2 steps of progress yearly by at least 85%.</p> <p>EAL classes formed with support for children from abroad and suitable support in place to ensure progress is made.</p>	<p>To support learning in the classroom by ensuring that class sizes for 2019-20 were as small as possible, particularly in English, maths and science, by creating additional sets.</p> <p>This has also extended in 2019- 20 to include small form group interventions in English, Math and Science which took place at separate times throughout the year (Pre-Covid).</p>	<p>Support in core subjects continued with re-timetabling during year (Pre-Covid).</p> <p>Additional teachers to supported core subjects.</p> <p>Smaller class sizes provided better outcomes for students with teacher time not as stretched and more time for students to access 1 to 1 support.</p> <p>English. Math and Science to decreased class sizes by having additional sets.</p>	<p>£5K</p>
<p>Support for Pupils Experiencing Emotional and Behavioural Difficulty.</p>	<p>Diminish the stress and trauma that can lead some pupils to disengaging from learning and behave poorly in school.</p>	<p>A number of children present with significant emotional or behavioural difficulties and almost all of them are entitled to Pupil Premium.</p>	<p>The role includes work with specific pupils and their families to improve behaviour.</p>	<p>£5K</p>

	Decrease exclusion data and ensure that attendance figures remaining excellent with PP students as a group remaining in line with school expectations.	The school has developed a strong and very consistent approach to behaviour, managed by the YCT with specific responsibility for behaviour.		
Achievement Intervention Groups	All students targeted who are eligible for PP to increase their attainment	Assistant and Deputy HT i/c of KS4 and KS3 is leading on the whole programme and has been trained on the programme itself.	Proven tracking record of raising attainment having learning mentors and support structures/interventions in place to improve outcomes.	<b>Nil Cost</b>
External EWO support attendance	Gap between PP and non PP, attendance to be in line with the schools and national targets	Oversee and support management of attendance and welfare issues, focusing on robust action where needed resulting in better attendance.	Core caseload of hard to manage cases with external EWO.  Gap between PP and non-PP, attendance in line with the schools and national targets.	<b>EWASS - 15K</b>  <b>Total : £15k</b>
Use of Google Classroom	Increase use of technology in Year 11 with revision tools and the use of Google Classroom	Evidence suggests that access and use of digital learning gain add 4 months/moderate learning gain. If used as a supplement rather than a replacement for teaching, evidence suggests it can support students to work harder for longer to improve their learning.	Deputy Headteacher to launch with students in assemblies and develops use of the App with HOD English and Maths. Possibly use as part of the intervention sessions.	<b>Part of ELearning funding £1K</b>

<p>Uniform and Equipment Shop now opened - free or discounted stationery provided.</p>	<p>To ensure that all of our students have access to clothing and uniform in order to feel confident and secure at school.</p> <p>We also aimed to equip our students with stationery and books to ensure they have all they need to make progress in their lessons and achieve in their exams</p>	<p>Clothing and uniform</p> <p>All students will feel confident in their appearance and feel that they have someone that they can ask for help with uniform at school.</p> <p>Equipment and books</p> <p>all students have the equipment they need to be successful at school</p>	<p>Students come from low economic backgrounds therefore in some cases students may need financial aid and support in terms of equipping themselves suitably for their courses and learning.</p> <p>The school subsidises PP students in purchasing key and vital equipment.</p>	<p><b>Uniform Approx: 0.5K</b></p> <p><b>Books Approx: 1K</b></p> <p><b>Equipment Approx : 0.5K</b></p> <p><b>Revision Guides Approx 1K</b></p>
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