

Tabor Academy - Pupil Premium Strategy 2018-2019

Summary information (Secondary PHASE)					
Academic Year	2018-2019	Funding 2018-2019: £199,930			
Total number of pupils	731	Number of pupils eligible for PP in Secondary Phase	160	Date for next internal review of this strategy	08/19
Achievement Profile 2018 (Provisional)					
Key Stage 4 Attainment		Pupils Eligible for PP		Pupils Not Eligible for PP	
Progress 8		-0.46		-0.22	
Attainment 8		3.31		4.26	
Key Stage 4 Attainment (2018 provisional)		Pupils Eligible for PP		Pupils Not Eligible for PP	
5 Grades 9-4 Inclusive of English and Math		32%		55%	
English Language 9-4		55%		77%	
English Literature 9-4		70%		79%	
Best English at Grade 4		62%		72%	
Best English at Grade 5		29%		50%	
Math 9-4		45%		47%	

Barriers to future attainment

Academic Barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Stretching and challenging the more able, high attaining student.
B.	Low aspiration within the local area
C.	Children from low economic backgrounds
D.	Low self-esteem and self-confidence
E.	Social mobility
F.	Overcrowded households
G.	High EAL needs
H.	High Unemployment
I.	Single Parent Families

Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
1.	Continued improved performance at GCSE	<p>Overall performance in GCSE's to improve across all subjects with targeted outcomes as following: Attainment 8 Score: 4.5 Progress 8 Score: 0.2</p> <p>Improved percentage of 9-4 and 9-5 across all subjects but specific focus on the following: Grades 9-4 English Lang: 75% English Literature: 80% Math: 75% Science: 75%</p> <p>Grades 9-5 English Lang: 30% English Literature: 35% Math: 35% Science:35%</p>
2.	PP Students make almost the same progress as Non-PP students	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.
3.	Continued high access to University	<p>90% of students access further education with 20% of those students going to Russel Group Universities.</p> <p>Increased access to University to grow to 95% with access to Russel group to grow to 25%.</p> <p>Improved access to Oxbridge with tailored specific support for students intending to apply to Oxbridge.</p>
4.	Decrease in Exclusion Data for Key Groups	Key groups exclusion data to drop by at least 40% across the whole secondary.

Planned Expenditure 2018-2019

Academic Year

2018/2019

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>Additional outside agencies with students developing BMAT, STEP and Summer School Programmes.</p> <table border="1" data-bbox="91 603 586 722"> <thead> <tr> <th data-bbox="91 603 586 643">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 647 586 722"> <ul style="list-style-type: none"> • Low aspiration within the local area </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Low aspiration within the local area 	<p>High attaining students.</p>	<p>Accelerated aspiration and outcomes developed from Year 7</p>	<p>Students build up CVs From a young age for Russell Group Universities.</p>	<p>Headteacher</p>	<p>Sep 19</p>	<p>£10K</p>
Barriers to Learning								
<ul style="list-style-type: none"> • Low aspiration within the local area 								
<p>Staff training CPD across the Trust and use of examination boards.</p> <table border="1" data-bbox="91 863 586 1337"> <thead> <tr> <th data-bbox="91 863 586 930">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 935 586 1337"> <ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility 	<p>Improve rates of progress with all KS3 and KS4 students who are eligible for PP.</p>	<p>Increasing students at higher levels and ensuring Grade 5 and above boundary.</p>	<p>Staff understanding full specifications.</p>	<p>Headteacher</p>	<p>Aug 19</p>	<p>Inset Budget £10K</p>
Barriers to Learning								
<ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility 								

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>Half-Term Revision Centre</p> <table border="1" data-bbox="91 336 584 828"> <thead> <tr> <th data-bbox="91 336 584 408">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 408 584 828"> <ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families 	<p>Improved outcomes in GCSE and A Level.</p>	<p>Review of previous data regarding attendance at support and improved outcomes indicates that support offered in holidays is beneficial especially for those from disadvantaged economic backgrounds.</p>	<p>PP students' attendance high (95%)</p> <p>Regular monitoring of PP students' outcomes high.</p> <p>PP students' Progress score to be insignificant in comparison to their Non PP counterparts.</p> <p>PP students' Attainment to be closer to the overall school performance and especially their non PP counterparts.</p>	<p>SLT ATL CTL</p>	<p>Ongoing</p>	<p>7 Teachers per day @ £150 each = £1050</p> <p>10 Days Revision = £1050 x 10 = £10500</p> <p>Total: £10500</p>
Barriers to Learning								
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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>IAG Coordinators Careers Information, Advice and Guidance.</p> <table border="1" data-bbox="91 416 584 826"> <thead> <tr> <th data-bbox="91 416 584 488">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 488 584 826"> <ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High Unemployment </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High Unemployment 	<p>Early and additional guidance will be offered to ensure that they can be supported to pursue aspirational futures.</p>	<p>Specialist information allows for students to make informed choices and ensure they make choices suitable to their ability and future aspirations.</p>	<p>Number of students completing their subjects and number of NEETS are at least at 100%.</p> <p>Careers CIEG with students having access.</p> <p>Student numbers at college.</p>	<p>SLT/IAG Coordinator</p>	<p>Ongoing and to be fully reviewed August 2019</p>	<p>IAG Coordinator part Funded Total = £5K</p> <p>Directions = 7K</p> <p>Total 12k</p>
Barriers to Learning								
<ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High Unemployment 								

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>Reading programme – Reading Recovery/ Lexia</p> <table border="1" data-bbox="91 376 584 746"> <thead> <tr> <th data-bbox="91 376 584 448">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 448 584 746"> <ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • High Unemployment </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • High Unemployment 	<p>Reading books and materials for KS3 to stretch, challenge or support.</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>Comprehension significantly increases student’s opportunities to access the curriculum and improve performance and achievement.</p>	<p>Library usage indicates high usage numbers.</p> <p>Reading assessments will indicate that students have made significant progress in reading ages which will enable students to access the curriculum and make good progress.</p> <p>The majority of students are at age related reading age.</p> <p>Expected progress in Reading, Writing and English GCSE’s.</p> <p>Creating smaller teaching groups for reading recovery in secondary</p>	<p>SEND</p>	<p>Half Termly</p>	<p>£5K</p> <p>CATs Testing = £5K</p> <p>Total = £10K</p>
Barriers to Learning								
<ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • High Unemployment 								

			Funding an intensive programme for the teaching of phonics with small intervention groups			
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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>Mentoring and Behaviour Intervention</p> <table border="1" data-bbox="91 376 584 746"> <thead> <tr> <th data-bbox="91 376 584 448">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 448 584 746"> <ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families 	<p>Improved behaviour for learning in lesson.</p> <p>Decrease in behavioural incidents and external exclusions from vulnerable groups by 20%</p> <p>PDW improvements in all students.</p> <p>Production of confident, happy and driven students.</p>	<p>Link of behaviour with achievements and in particular the behaviour of both high, middle and low attainers on the overall outcomes of their academic performance.</p>	<p>Continue with wrap around care especially regarding PREVENT and social issues and mental awareness. Behavioural incidents dealt with quickly.</p> <p>PSP shows vast majority of children succeeding – 100%</p> <p>Report system to be used to support and monitor student's behaviour and reviewed regularly.</p>	<p>AHT YCT ATL</p>	<p>Half Termly</p>	<p>Part Funded AHT KS5 Role 5k</p> <p>Part funded 5 x YCT Role Costing already included 5 x 20K</p> <p>Total: £115k</p>
Barriers to Learning								
<ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families 								

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
<p>Additional Groups in Core Subjects continuing</p> <div data-bbox="91 376 584 746" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Barriers to Learning</p> <ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • Social mobility • High EAL needs </div>	<p>Progress in English, Maths and Science indicate that students are adding value from their starting point by at least 85%. The vast majority of students making at least 2 steps of progress by at least 85%. EAL classes formed with support for children from abroad.</p>	<p>Support in core subjects to continue with re-timetabling during year. Additional teachers to support core subjects.</p>	<p>To support learning in the classroom by ensuring that class sizes for 2018-19 are as small as possible, particularly in English, maths and science, by creating additional sets. This has also extended in 2018-19 to include small form group intervention in English and maths</p>	<p>ATL/SLT</p>	<p>Termly</p>	<p>EAL Co-Ordinator (Part Funded) - £5,000</p> <p>Additional Teaching Staffing in:</p> <p>English (£10,000) Maths (£10,000) Science (£10,000)</p> <p>Total: 35k</p>

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
<p>Support for Pupils Experiencing Emotional and Behavioural Difficulty.</p> <div data-bbox="91 376 584 746" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Barriers to Learning</p> <ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families </div>	<p>The impact of their work is to diminish the stress and trauma that can lead some pupils to disengage 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 school has developed a strong and very consistent approach to behaviour, managed by the YCT with specific responsibility for behaviour.</p>	<p>The role includes work with specific pupils and their families to improve behaviour.</p>	<p>YCT</p>	<p>Termly</p>	<p>YCT x 5 @ £27K each Total = £135k</p>
<p>Achievement Intervention Groups</p> <div data-bbox="91 983 584 1434" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Barriers to Learning</p> <ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Low self-esteem and self-confidence • Social mobility • High EAL needs </div>	<p>All students targeted who are eligible for PP to increase their attainment</p>	<p>Proven tracking record of raising attainment having learning mentors and support structures/interventions in place to improve outcomes.</p>	<p>Assistant and Deputy HT i/c of KS4 and KS3 is leading on the whole programme including being trained on the programme itself.</p>	<p>ATL</p>	<p>Half Termly</p>	<p>Nil Cost</p>

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>External EWO support attendance</p> <table border="1" data-bbox="91 336 584 748"> <thead> <tr> <th data-bbox="91 336 584 408">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 413 584 748"> <ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • Single Parent Families </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • Single Parent Families 	<p>Gap between PP and non PP, attendance to be in line with the schools and national targets</p>	<p>Core case load of hard to manage cases with external EWO -gap between PP and non PP, attendance to be in line with the schools and national targets.</p>	<p>Oversee and support management of attendance and welfare issues, focusing on robust action where needed resulting in better attendance.</p> <p>Penalty Notices.</p>	<p>Attendance Officer/YCT/ATL</p>	<p>Half-Termly</p>	<p>EWASS= £9620</p> <p>Total= £9620</p>
Barriers to Learning								
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<p>Build ethos and direction of students/opportunities available to them in order to develop full rounded students and students below University Levels.</p> <table border="1" data-bbox="91 1002 584 1374"> <thead> <tr> <th data-bbox="91 1002 584 1074">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 1078 584 1374"> <ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • High Unemployment </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • High Unemployment 	<p>Increase in aspirations of PP students</p>	<p>Evidence is that PP students are often not encouraged to pursue Post 18 study with many becoming the first to go to University. More aspiration and motivation would result in harder working students and an increase in the number of students wanting to achieve.</p> <p>Apprenticeship Programmes.</p>	<p>PSCHE Programme with all British Values and Citizenship developing access to careers long term.</p>	<p>SLT ATL IAG Coordinator</p>	<p>Half Termly</p>	<p>IAG Funding Make it Happen</p>
Barriers to Learning								
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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>Use of Google Classroom</p> <table border="1" data-bbox="91 336 584 667"> <thead> <tr> <th data-bbox="91 336 584 411">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 411 584 667"> <ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • High EAL needs </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • High EAL needs 	<p>Increase use of technology in Year 11 with revision tools and the use of Google Classroom</p>	<p>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.</p>	<p>Assistant 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.</p> <p>Launch at Parents Evening and Parent Information Evening.</p>	<p>SLT ATL</p>	<p>Termly</p>	<p>Part Funding of ATL</p> <p>£1.2K</p>
Barriers to Learning								
<ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • High EAL needs 								
<p>Uniform and Equipment Shop now opened- free or discounted stationery provided.</p> <table border="1" data-bbox="91 1062 584 1347"> <thead> <tr> <th data-bbox="91 1062 584 1137">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 1137 584 1347"> <ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility 	<p>To ensure that all of our students have access to clothing and uniform in order to feel confident and secure at school. We also aim to equip our students with stationery and books to ensure they</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>Clothing and uniform- 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- all students have the equipment they</p>	<p>HT DHT AHT ATL CTL YCT Class Teachers Form Tutors</p>	<p>Termly</p> <p>Yearly</p> <p>When appropriate</p>	<p>Uniform Approximate: £600</p> <p>Equipment Approximate: £210</p> <p>Books Approximate: £400</p> <p>Revision Guides Approximate: £400</p> <p>Total:</p>
Barriers to Learning								
<ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility 								

	have all they need to make progress in their lessons and achieve in their exams		need to be successful at school			£ 1610K
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Total Expenditure: £199,930

Review of expenditure

Previous Academic Year

2017/2018

Quality of teaching for all

Action	Intended outcome	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
1:1 Tuition/small group tuition	<p>Agreed as part of PEP package at KS3 and KS4, tailored 1:1 work in core subjects</p> <p>Providing small group work with an experienced teacher / LSA focussing on overcoming the gaps in learning.</p> <p>1-2-1 and small group speech and language sessions for communication.</p> <p>Literacy withdrawal groups to improve and secure English foundation.</p> <p>Numeracy groups to secure foundation numeracy skills.</p>	<p>1:2:1 and student group work support was put in place for identified underachieving students.</p> <p>LSA interventions worked with students to address gaps in learning.</p> <p>Literacy and numeracy groups set up for underachieving students to improve English and numeracy skills.</p>	Quality first teaching must be the priority alongside any additional support packages	<p>Total £7k</p> <p>1:2:1 and small group work £3k</p> <p>Literacy and numeracy groups £2.5k</p> <p>LSA interventions £1.5k</p>
Additional Sets in Core Subjects	To support learning in the classroom by ensuring that class sizes for 2017-18 are as small as possible, particularly	Students taught in smaller class sizes. This enabled small group intervention as and when appropriate and with a focus on PPG students.	This has continued in 18/19	<p>Total: £75k</p> <p>Additional staffing: English £20k Maths £20k</p>

	in English, maths and science, by creating additional sets.			Science £20k YCT support £15k
Targeted support				
Action	Intended outcome	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
Learning Support Assistants / External agencies	<p>Increased in-class support from TAs and external agencies to further personalise and support learning of students.</p> <p>To improve confidence and self esteem to enable students to be fully integrated into the school community and fully access the school curriculum.</p>	<p>Individual support programmes were created and developed through early warning meetings and monitored on the provision map</p>	<p>Small group interventions for targeted SEND and PPG students.</p>	<p>Total: £65K</p> <p>Learning Mentor £5k SENDCo £15k TA x 3 £10k External Agencies £5k including Trust SEND Director Inclusion Officer £10k ATLs £15k Counselling £5k</p>
Intervention Programmes	<p>A comprehensive programme of study support and revision classes will be offered in every school holiday except the Christmas break, to groups of students vulnerable to low achievement, especially those in receipt of FSM.</p> <p>Literacy and numeracy interventions targets at Pupil Premium students and those below level 4 on entry.</p>	<p>Revision Centres took place on all holidays with the exception of Christmas 92% attendance across the year at revision centres 92% attendance of PPG students</p> <p>The library was opened from 8 – 5.30pm every day to enable PPG student's access throughout the year. Senior teachers placed in the library to support with learning.</p>	<p>School supporting with transport for PPG students living in villages outside of Braintree</p>	<p>Total: £20K</p> <p>7 teachers x £150=£1050 10 days x £1050= 10500</p> <p>HW club £5700 Before and after school & lunchtime support</p> <p>Library 1hr per day £20 per hour x 2 x 5=£3800</p>

	Homework club before and after school.			
Other approaches				
Action	Intended outcome	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
Careers Information, Advice and Guidance.	Early and additional guidance will be offered to students eligible for the Pupil Premium Grant in Years 9 – 11 to ensure that they can be supported to pursue aspirational futures.	Number of students completing their subjects and number of NEETS are at least at 100%. Careers CIEG with students having access. Student numbers at college. All year 11 PPG students seen by careers advisor before October half term	Use of Make Happen project to further increase independent advice and guidance and to increase uptake of university courses in year 13.	Total: 4k Make it happen careers event £1.5k Careers 1:2:1 meetings £2.5k
Curricular enrichment	Curriculum trips to be subsidised for all students eligible for the Pupil Premium Grant and specific opportunities to broaden the horizons of those students to be offered. This allows students to benefit from an experience that they may not normally have been able to afford.	The Academy offers a range of trips and will enable PP students to attend curriculum linked trips. Student participation in trips, leading to higher achievement in examinations.	Earlier release of information to parents to support attendance of PPG students on trips.	Total: £2k Used to support PPG students in a range of educational trips including the Globe Theatre and STEM event.
Mentoring /Behaviour Intervention. Year Care Team Staff.	Behavioural intervention and tracking of targeted students who are PP who need close behaviour support and positive engagement	Reduced numbers of PP students on PSP programmes Reduced number of external exclusions resulting in positive impact in the classroom leading to increased examination performance	Provision Map monitored and updated following intervention by LBO	Total: £25K Inclusion Officer £5k YCT x 5 £10k ATL x 5 £10k

	<p>strategies. Commonly targeted at all Year Groups.</p> <p>The Year Care Team support individual children to improve well-being, self-image and self-esteem during group work and ensure excellent partnerships with school and home.</p>	<p>5 Year care Team and 3 additional ATL's to support with achievement in each year group.</p>		
Education Welfare	<p>Attendance and welfare of PP students, monitored on a daily and weekly basis.</p> <p>Breakfast club for all students.</p> <p>After School Clubs.</p>	<p>Key Groups in each year below national average with exception of year 8.</p>	<p>DHT to directly line manage attendance officer Daily phone calls made before 11.00am with key groups (PPG) a priority</p>	<p>Total: £4K</p> <p>Attendance Officer daily calls & parent meetings £2k Breakfast Club £2k</p>
External EWO support attendance	<p>Oversee and support management of attendance and welfare issues, focusing on robust action where needed.</p>	<p>Early intervention is effective at increasing attendance reducing the need for further action</p>	<p>This has continued in 18/19</p>	<p>Total: £3440</p> <p>EWAS support and home visits</p>
Reading programme and costs	<p>Reading books and materials for KS3.</p> <p>Creating smaller teaching groups for reading recovery.</p> <p>Funding an intensive programme for the teaching of phonics with small intervention groups. Alpha to Omega.</p>	<p>Library data indicates high usage by students.</p> <p>Reading assessment indicates that students have made significant progress in reading ages leading to better access to the school curriculum.</p> <p>Better progress meaning the majority of students are at the age expected reading age.</p>	<p>This has continues in 18/19</p>	<p>Total:£4K</p> <p>Lexia £1k Reading recovery £2k Small group reading £1k</p>

	Lexia – reading recovery to improve reading and comprehension age.	Students make expected progress in English GCSEs.		
				Total: 209,440