

## Report on Projected Spending of the Pupil Premium Grant

### Academic Year 2017-18

**At The Castle School**, we are committed to accelerating the achievement, progress and personal development of all disadvantaged students and diminishing the differences between their outcomes and those of their peers. The Pupil Premium is a fund, which comes directly into school from the government to help us achieve this aim. Funding is targeted at students who have received free school meals at any time in the last 6 years; been continuously looked after for at least 6 months; been adopted from care and children who have one or more parents in the British Armed Forces.

**At The Castle School** we work closely with our feeder Primary schools to ensure that every child transitions well to secondary school and continues to make good progress.

**At The Castle School** our aim is that **Every Child Achieves, Belongs and Participates** – these three values direct all that we do. We believe in educating the whole child through high quality teaching (Achieve) and high quality pastoral care (Belong and Participate). Our school priority is always to deliver the highest quality teaching by personalising our approach for every student, every lesson, everyday. We invest significantly in staff training both internally and externally to enhance our practice to secure the best outcomes for all students. We tailor our curriculum, our teaching and our approach to meet the needs of all students with clear targeting and funding allocated to those who come from disadvantaged backgrounds and those who need to catch up quickly when they join The Castle School.

PUPIL PREMIUM 2017-18	
Number of pupils eligible	190 (TBC)
Amount received per pupil	£935 (Ever6) + £300 (Services) + £1900 (LAC/adopted)
TOTAL PP available (includes additional funding for service children & children adopted from care)	£170,000 (TBC)

• Date of most recent external review	November 2017
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## 1. Current Achievement of PP students 2018

Performance Measure	School Group	2015	2016	2017	2018 (expected)	Others Nationally	2015	2016	2017
<b>5 A*- CEM</b>	PP all	82%	65%						
<b>5A*-C</b>	PP all	89%	74%						
<b>Progress 8</b>	PP High Ability		0.04	-1.01	-1.01	High Ability		0.07	
	PP Middle Ability		0.37	-0.74	-0.35	Middle Ability		0.14	
	PP Low Ability		0.04	0.47	-1.25	Low Ability		0.19	
	PP All		0.17	-0.66	-0.84	Other All		0.43	
<b>Progress 8 in English (English Element)</b>	PP High Ability		-0.13	-0.7	-1.15	High Ability		0.05	
	PP Middle Ability		0.29	-0.77	-0.82	Middle Ability		0.11	
	PP Low Ability		-0.28	0.36	-1.59	Low Ability		0.16	
	PP All		0.01	-0.56	-1.12	Other All		0.46	
<b>Progress 8 in Maths (Maths Element)</b>	PP High Ability		0.32	-1.05	-1.55	High Ability		0.06	
	PP Middle Ability		0.41	-0.71	-1.3	Middle Ability		0.12	
	PP Low Ability		1.14	0.07	-0.82	Low Ability		0.19	
	PP All		0.51	-0.73	-1.33	Other All		0.50	
<b>Attainment 8</b>	PP High Ability		62.15	50.29	51.54	High Ability		65.12	
	PP Middle Ability		51.42	33.89	39.5	Middle Ability		50.77	
	PP Low Ability		28.08	27.64	12.4	Low Ability		31.32	
	PP All		51.44	39.98	40.48	Other All		52.72	
<b>Threshold (English and Maths) 5+</b>	PP High Ability		92%	53%	54%	High Ability		97	
	PP Middle Ability		58%	2%	0%	Middle Ability		68	
	PP Low Ability		17%	0%	0%	Low Ability		14	
	PP All		65%	25%	25%	Other All		70	
<b>% Achieved Ebacc (of entries)</b>	PP High Ability		100%	50%	88%	High Ability		58	
	PP Middle Ability		67%	0%	0%	Middle Ability		17	
	PP Low Ability		0%	0%	0%	Low Ability		1	
	PP All		88%	33%	58%	Other All		29	

## 2. Students Eligible for PP 2017-18

Year Group KS3	Cohort size	Number of PP students	High Ability	Middle Ability	Lower Ability	PP/SEND	No KS2 data	PP as % of Year Group
7	245	47	22 (47%)	18 (38%)	6 (13%)	8	1 (2%)	19.1%
8	235	43	17 (40%)	16 (37%)	10 (23%)	9	0	18.3%
9	236	28	13 (46%)	13 (46%)	2 (7%)	8	0	11.8%
Total	716	118	52	47	18	25	1	16.5%

Year Group KS4	Cohort Size	Number of PP students	High Ability	Middle Ability	Lower Ability	PP/SEND	No KS2 data	PP as % of Year Group
10	235	28	17 (61%)	5 (18%)	5 (18 %)	5	1 (4%)	11.9%
11	240	44	19 (43%)	17 (39%)	7 (16%)	11	1 (2%)	18.3%
Total	475	72	36	22	12	16	2 (%)	15.2%

NB- percentages have been rounded

### 3. Barriers to learning that current PP students face at The Castle School

Identified Barrier	Objective	2017 leavers actuals	Assessment2 July2017 Data, 2018 leavers	Success criteria	Impact																						
<p><b>Some Disadvantaged students don't attend as well as others. PA trend: 2015 (16.3%), 2016 (20.28%), 2017 (28.4%)</b></p>	<p>To secure good attendance of all PP students to close rapidly towards 'others' nationally</p>	<p>PA Disadvantaged 28.4 54/190 pupils</p>	<p>Disadvantaged Persistent absence Others 11.9 % 144/1202 pupils Persistent absence Disadvantaged 28.4 % 54/190 pupils PA has increased for Disadvantaged since 2015</p>	<p>Reduction in PA over the 5 years for individual students rather than the increase for individuals. Reduction in PA overall especially for disadvantaged. <b>Milestones</b> PA 26% this year, PA 21%% next, PA 18% 2021, PA 15% 2022 PA 12% 2023</p>	<p>18.7.18 PA 22.9% (33/144)</p>																						
<p><b>Disadvantaged students are not achieving well</b> P8 -0.66 (44 students) English -0.56 Maths -0.73 EBac -0.82 Other -0.54</p>	<p>To improve outcomes for Disadvantaged students so the gaps begin to close rapidly towards 'others' nationally</p>	<p>P8 -0.66 (44 students) English -0.56 Maths -0.73 EBac -0.82 Other -0.54</p>	<p>P8 -0.85 (28 students) English -1.33 Maths -0.97 EBAC -0.27 Open -1.01</p>	<p>Disadvantaged students outcomes improve rapidly towards 'others' nationally <b>Milestones</b> English P8 0.0 Maths P8 -0.2 EBAC P8 +0.2 Open P8 0.0</p>	<table border="0"> <tr> <td>Jan Year 11 P8 P8 -0.89</td> <td>March P8 -0.73</td> </tr> <tr> <td>English P8 -1</td> <td>English -0.64</td> </tr> <tr> <td>Maths -1.28</td> <td>Maths -0.99</td> </tr> <tr> <td>EBAC -0.56</td> <td>EBAC -0.65</td> </tr> <tr> <td>Open -0.67</td> <td>Open -0.69</td> </tr> <tr> <td>Threshold 4+ 48%, 5+ 24%</td> <td>Threshold 4+ 52%, 5+34%</td> </tr> <tr> <td>Nov 2 English P8 -1.17</td> <td></td> </tr> <tr> <td>Maths -1.35</td> <td></td> </tr> <tr> <td>EBAC -0.43</td> <td></td> </tr> <tr> <td>Open -0.77</td> <td></td> </tr> <tr> <td>Threshold 4+ 50%, 5+25%</td> <td></td> </tr> </table>	Jan Year 11 P8 P8 -0.89	March P8 -0.73	English P8 -1	English -0.64	Maths -1.28	Maths -0.99	EBAC -0.56	EBAC -0.65	Open -0.67	Open -0.69	Threshold 4+ 48%, 5+ 24%	Threshold 4+ 52%, 5+34%	Nov 2 English P8 -1.17		Maths -1.35		EBAC -0.43		Open -0.77		Threshold 4+ 50%, 5+25%	
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Identified Barrier	Objective	2017 leavers actuals	Assessment2 July2017 Data, 2018 leavers	Success criteria	Impact
<b>Disadvantaged HAPS are not achieving well.</b> P8 -1.01 (19 students) English -0.7 Maths -1.05 EBac -1.31 Other -0.91	To improve outcomes for Disadvantaged students so the gaps begin to close rapidly towards 'others' nationally	P8 -1.01 (19 students) English -0.7 Maths -1.05 EBac -1.31 Other -0.91	P8 -1.2 (13 students) English -2.02 Maths -1.11 EBC -0.72 Other -1.2	Disadvantaged students outcomes improve rapidly towards 'others' nationally <b>Milestones</b> English P8 0.0 Maths P8 -0.2 EBAC P8 +0.2 Open P8 0.0 <b>Milestones</b> PA 26% this year, PA 21% next, PA 18% 2021, PA 15% 2022 PA 12% 2023	Jan Year 11(13) P8 March P8 -0.98(13) English P8 -1.11 Maths P8 -1.49 EBAC P8 -0.87 Open -0.65 Threshold 4+77%,5+ 54% Nov English P8 -1.18 Maths P8 -1.56 EBAC P8 -0.84 Open -0.78 Threshold 4+ 89%, 5+69% Threshold 4+ 85%, 5+ 54%
<b>Disadvantaged boys are not achieving well</b> P8 -0.5 (26 students) English -0.42 Maths -0.49 EBac -0.66 Other -0.4	To improve outcomes for Disadvantaged students so the gaps begin to close rapidly towards 'others' nationally	P8 -0.5 (26 students) English -0.42 Maths -0.49 EBac -0.66 Other -0.4	P8 -1.23 (14 students) English -1.8 Maths -1.33 EBac -0.43 Other -1.58	Disadvantaged students outcomes improve rapidly towards 'others' nationally <b>Milestones</b> English P8 0.0 Maths P8 -0.2 EBAC P8 +0.2 Open P8 0.0	Year 11 Jan (16) P8 -1.24 (16) English P8 -1.45 Maths P8 -1.58 EBAC P8 -0.9 Open -1.2 Threshold 4+ 38%, 5+ 19% November English P8 -1.64 Maths P8 -1.59 EBAC P8 -0.78 Open -1.27 Threshold 4+ 47%, 5+20% Threshold 4+ 44%, 5+25%

#### 4. Expenditure of Pupil Premium Funding 2017-18

Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured	Impact
<b>Leadership</b>						
<b>Deputy Head (BW) focussed work on PP</b>	SLT PP champion is dedicated to planning provision, monitoring provision and assessing impact on academic and pastoral achievement. To explore and research best practice.	£15328	B Warrender	Jan 2017 April 2018 September 2017	GCSE school measures for PP vs 'others' nationally (P8, English, Maths)  Milestones Assessment 1 P8 -0.8 EM %+ 7/28 25% Assessment 2 P8 -0.4 5+ 10/28 36% September P8 -0.0 EM 5+ 15/28 54%	Key focus reducing PA 18.7.18 PA 22.9% (33/144) was 28.4% 2017 closed 5.5%. Well below the milestone for this year. Careful tracked by DHT. Students at risk of exceeding threshold reviewed by SLT and HOH.  Year 11 March P8 -0.73 from -0.89 imp +0.16, others  English -0.64 from -1 imp +0.36, Maths -0.99 from -1.28 +0.3, EBAC -0.65 decr from -0.56 -0.09, Open -0.69 dec from -0.67,  Threshold 4+ 52%, 5+34% slight improvement from 4+ 48%, 5+28%  Assessment 2 Jan 2018 Current grade based on Pixl Wave P8 -0.89 (29) others +0.11. English P8 -1 Maths -1.28 EBAC -0.56 Open -0.67

						<p>18/29 Negative P8 was 23 3 outliers Non-attenders. 1 only entered Eng, Maths and Sci.</p> <p>Maths limiting factor. Identify from PLC next steps. Tutors for English and Maths</p> <p>Year 7 14 % gap on entry meeting reading standard, gap 3% in terms of students meeting English targets. Maths 26% gap on entry now Disadvantaged 2% better than others in terms of meeting targets.</p> <p>Year 8 30% gap on entry reading now 18% in terms of % of students meeting targets. Maths 15% gap, now gap is 2% in terms of students meeting targets.</p> <p>Year 9 English gap on entry 14% now Disadvantaged students 3% better. Maths gap on entry 11% now 9% gap.</p>
Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured	Impact
<b>Heads of House time working with PP students</b>	<p>On average, one day per week spent working with PP students and their families</p> <p><b>Sutton Trust:</b>  <b>Parental engagement +3 months</b>  <b>Social and Emotional Learning +4 months</b>  <b>Mentoring +1 month</b></p>	£71077	J Lamb and HOH (6)	Jan 2017 April 2018 September 2017	<p>GCSE school measures for PP vs 'others' nationally (P8, English, Maths), behaviour points and attendance by House</p> <p>Milestones Assessment 1 P8 -0.8 EM %+ 7/28 25%</p>	<p>18.7.18 PA 22.9% (33/144) was 28.4% 2017 closed 5.5%. Well below the milestone for this year.</p> <p>]</p>

					<p>Assessment 2 P8 -0.4 5+ 10/28 36% September P8 -0.0 EM 5+ 15/28 54%</p>	<p>Caernarvon (4) March compared to Jan</p> <p>P8 -1.27 Threshold 4+50%, 5+ 25% Was 25% and 0% English -1.29 was -1.54 Maths -1.15 was -1.65 EBAC-1.36 was -0.69 Open-1.26 was -1.18</p> <p>Windsor(13) P8-0.76 was -0.78 Threshold 4+46%, 5+ 23% English -1.03 was -1.11 Maths-1.03 was -1.2 EBAC -0.53 was -0.32 Open-0.75 was -0.75</p> <p>Balmoral (3) P8 +0.14 was +0.02 Threshold 4+ 33%, 5+ 33% no change English +0.64 was +0.3 Maths -1.31 was -1.64 EBAC +0.25 was +0.03 Open +0.67 was +0.95</p> <p>Sandringham (4) P8 -0.5 was -0.78</p> <p>Threshold 4+ 75%, 5+75% was 4+46%, 5+ 23%</p> <p>English -0.5 was -1.11 Maths -0.01 was -1.2 EBAC-0.71 was -0.32 Open -0.73 was -0.75</p> <p>Lancaster P8+0.11 was -0.42</p>
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						<p>Threshold 4+ 100%, 5+ 50  English +0.61 was -0.89  Maths +0.07 was -0.42  EBAC-0.09 was +0.08  Open 0 was -0.58</p> <p>Buckingham (3)-1.58 was -1.71  Threshold 4+, 5+ 33%  English -1.18 no change  Maths -2.08 was -1.75  EBAC-1.69 was -2.14  Open -1.4 was -1.62</p>
Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured	Impact
<b>Pastoral support</b>	<p>15% of their time on PP children  <b>Sutton Trust:</b>  <b>Social and Emotional Learning +4 months</b>  <b>Behaviour Interventions +4 months</b></p>	£8664	M Randall	<p>Jan 2017  April 2018  September 2017</p>	<p>GCSE school measures for PP vs 'others' nationally (P8, English, Maths), behaviour points and attendance by House  Milestones  <b>Milestones</b>  PA 26% this year,  PA 21% next,  PA 18% 2021,  PA 15% 2022  PA 12% 20</p>	<p>18.7.18 PA  22.9% (33/144) was 28.4% 2017 closed 5.5%. Well below the milestone for this year.  Careful tracked by DHT. Students at risk of exceeding threshold reviewed by SLT and HOH.</p> <p>Key actions next year. Appoint attendance officer  Including:  Phoning all absent Disadvantaged students  Ensuring rapid response to students who are late to ensure it doesn't further escalate to impact attendance  To ensure any students at risk of PA have immediate contact with parents and PSP completed  To complete home visits to remove barriers to attendance  Increase the frequency and quantity prosecutions if needed.</p>

Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured	Impact
<b>Improve Literacy and Numeracy in Year 7 and KS3</b>						
<b>Breakfast club/morning intervention</b>	Students focus on areas of need that specific to them, for example, reading, spelling, handwriting, resilience <b>Sutton Trust:</b> <b>Small group tuition +4months</b> <b>Reading strategies +6months</b>	£36	C Owen	Dec 2017 March 2018 July 2018	Impact will be measured against a baseline test appropriate to the intervention.	
<b>Year 8 Accelerated Reader</b>	Bespoke and targeted Literacy resource focusing on reading and comprehension – to support students achieve well in English and across the curriculum <b>Sutton Trust:</b> <b>Feedback +8 months</b> <b>Digital technology +4 months</b>	£237	N Whysall	Jan 2018 April 2018 September 2018	% of PP students at reading age vs Non PP  % of PP students achieving target grades in English compared to Non PP	46 students accessing Accelerated Reader for 3 months 21 (47%) improved reading age by 4 months or more 2 (3%) improved by 1-2 months 23 (50%) have not improved
<b>Corrective Reader</b>	30 week programme for Year 7 students Corrective reading is used to find and close gaps in a student's reading skills. A ratio gain of 1.0 means that the child's skills are developing at a normal pace, <b>but they will not be catching up with their peers.</b> Brooks (2007) suggests that <ul style="list-style-type: none"> <li>Ratio gains of less than 1.4 are of 'doubtful educational significance',</li> <li>Between 1.4 and 2.0 of 'modest impact',</li> <li>Between 2.0 and 3.0 of 'useful impact',</li> </ul>	£2554	C Owen	Jan 2017 April 2018 September 2018	Improvement in reading ages for PP students. Progress on the programme inline improvement for non PP students  Milestones Reading ages increase by Spring: 4 months on average Reading ages increase by Summer: at least 8 months on average  Summer: at least 75% of students will have made 'remarkable gains' in their reading	8 Disadvantaged students accessing Corrective reader  During 3 months December to January 1 improved by 12 months and 1 improved by 8 months, 1 improved by 3 months.  When tested using Star reading test on Accelerated reader 5 students (63%) had improved by 6 months or more, 25% had improved 4-5 months, 1(12%) improved by 3 months since September.

	<ul style="list-style-type: none"> <li>Between 3.0 and 4.0 of 'substantial impact' and</li> <li>Above 4.0 of 'remarkable impact' (Brooks. 2007, p. 289).</li> </ul> <p><b>Sutton Trust:</b>  <b>Reading strategies +6months</b>  <b>Small group tuition +4months</b></p>					
Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured	Impact
<b>Improve English and Maths in KS4</b>						
<b>Maths intervention - year 11s</b>	PP students underachieving in year 11 receive additional teaching in tutorial <b>Sutton Trust:</b> <b>Small group tuition +4months</b>	£146	B Gee	April 2018 September 2018	Maths GCSE results PP outcomes against 'others' nationally P8 -0.4 Assessment 2 P8 0.0 September 2018	Spring current grade Maths -0.99 from -1.28 +0.3 improvement
<b>Year 11 Study group</b>	1.5 hours after school of revision PP students who require support in school with revision.  <b>Sutton Trust:</b> <b>Extended school time +2months</b>	£12001	J Thomson	Jan 2018 March 2018 August 2018	PP GCSE measures: P8, Progress in English and Maths compared to 'others' nationally Milestones Assessment 1 P8 -0.8 Assessment 2 P8 -0.4 September P8 -0.0	4 students are Disadvantaged
<b>Pastoral Support: Attendance/ Attitude to Learning / Behaviour and Emotional Literacy/ Careers/Aspiration/Extra Curricular</b>						

<b>1:1 emotional literacy support</b>	ELSA  <b>Sutton Trust: Behaviour Interventions +4 months Social and Emotional Learning +4 months</b>	£104	Clair Owen	Dec 2017 March 2018 July 2018	Impact will be measured against a baseline test with 6 key areas around kind behaviour, social behaviour, concentration, behavioural difficulties, emotional distress and overall stress	Review at Easter
<b>Individualised Emotional Literacy Intervention</b>	Students are supported using the Individualised Emotional Literacy Intervention (ILI) <b>Sutton Trust: Behaviour Interventions +4 months Social and Emotional Learning +4 months</b>	£81	Clair Owen	Dec 2017 March 2018 July 2018	Impact will be measured against a baseline test appropriate to the intervention	Review at Easter
<b>Chosen Approach</b>	<b>Reasons for this Approach</b>	<b>Cost of PP contribution</b>	<b>Lead Staff</b>	<b>Review Dates (Governors Monitoring)</b>	<b>How the impact will be measured</b>	<b>Impact</b>
<b>RTL year 11 students</b>	Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement 14 students, 5 Disadvantaged (35.71%) Currently 14 students 6 Disadvantaged 43% <b>Sutton Trust: Reduced class size +3 months Behaviour Interventions +4 months Meta cognition and self-regulation +8 months Social and Emotional Learning +4 months Mentoring +1 month</b>	£9704	S Marney S Thomas	Dec 2017 March 2018 July 2018	PP absence, persistent absence and FTE compared to non PP and PP nationally Individual case studies monitoring individual students	6 students 2 students improved attendance 4 students all below 16 behaviour points or significant reduction in points.

<b>RTL year 10 students</b>	<p>Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement 9 students 5 Disadvantaged, 4 others (55%) 9 students currently 6 Disadvantaged 66%</p> <p><b>Sutton Trust:</b> <b>Reduced class size +3 months</b> <b>Behaviour Interventions +4 months</b> <b>Meta cognition and self-regulation +8 months</b> <b>Social and Emotional Learning +4 months</b> <b>Mentoring +1 month</b></p>	£9704	S Marney S Thomas	Dec 2017 March 2018 July 2018	PP absence, persistent absence and FTE compared to non PP and PP nationally	(see case studies) 6 students Attendance of 2 students stayed the same, 1 student 90.5 another improved by 12.6% 2 significantly reduced behaviour points or 0/1 behaviour points.
<b>Chosen Approach</b>	<b>Reasons for this Approach</b>	<b>Cost of PP contribution</b>	<b>Lead Staff</b>	<b>Review Dates (Governors Monitoring)</b>	<b>How the impact will be measured</b>	<b>Impact</b>
<b>RTL year 9 students</b>	<p>Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement 6 students, 4 Disadvantaged, 2 others (66%)</p> <p><b>Sutton Trust:</b> <b>Reduced class size +3 months</b> <b>Behaviour Interventions +4 months</b> <b>Meta cognition and self-regulation +8 months</b> <b>Social and Emotional Learning +4 months</b> <b>Mentoring +1 month</b></p>	£7764	S Marney S Thomas	Dec 2017 March 2018 July 2018	PP absence, persistent absence and FTE compared to non PP and PP nationally	(see case studies) 6 students 1 now off roll 5 students attendance stayed the same, 1 improved to 97% from 95%

<b>RTL year 8 students</b>	<p>Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement 8 students 4 Disadvantaged, 4 others (50%) Currently 1 student 100%</p> <p><b>Sutton Trust:</b> <b>Reduced class size +3 months</b> <b>Behaviour Interventions +4 months</b> <b>Meta cognition and self-regulation +8 months</b> <b>Social and Emotional Learning +4 months</b> <b>Mentoring +1 month</b></p>	£104	S Marney S Thomas	Dec 2017 March 2018 July 2018	PP absence, persistent absence and FTE compared to non PP and PP nationally	(see case studies) 2 students 1 student 16.3% improvement in attendance, 2 students significant reduction in behaviour points
<b>RTL year 7 students</b>	<p>Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement 1 student only who was Disadvantaged (100%) <b>Sutton Trust:</b> <b>Reduced class size +3 months</b> <b>Behaviour Interventions +4 months</b> <b>Meta cognition and self-regulation +8 months</b> <b>Social and Emotional Learning +4 months</b> <b>Mentoring +1 month</b></p>	£81	S Marney S Thomas	Dec 2017 March 2018 July 2018	PP absence, persistent absence and FTE compared to non PP and PP nationally	(see case studies) 1 student attendance improved from 97.5% to 99.10%, minimal behaviour points

<b>Counselling service</b>	Providing support for PP students in difficult circumstances <b>Sutton Trust: Social &amp; emotional learning +4 months</b>	£9704	Jo Arnold	January 2018 April 2018 July 2018	Individual anonymous case studies. Impact on improved attendance and behaviour points	
<b>Careers adviser</b>	All Disadvantaged students have a Careers appointment <b>Sutton Trust: Mentoring +1 month</b>	£1387	J Whatley	January 2018	0% of NEETS that are PP 2018	All students have had a careers interview in Year 11 and have college applications completed
<b>Chosen Approach</b>	<b>Reasons for this Approach</b>	<b>Cost of PP contribution</b>	<b>Lead Staff</b>	<b>Review Dates (Governors Monitoring)</b>	<b>How the impact will be measured</b>	<b>Impact</b>
<b>REACH</b>	11/17 students accessed alternative provision via REACH were Disadvantaged students <b>Sutton Trust: Behaviour Interventions +4 months</b>	£22254	J Lamb/M Randall	January 2018 April 2018 July 2018	Improvement in attendance and behaviour	See separate case studies
<b>Books and revision guides</b>	To provide textbooks, revision guides and resources for students	£450	B Warrender	January 2018 April 2018 July 2017	Ensure all FSM students are supported with books and revision guides for GCSE courses.	All students full access to resources they need
<b>Resources</b>	To resources for students to access lessons such as ingredients for food lessons	£950	B Warrender	January 2018 April 2018 July 2018		All students full access to resources they need
<b>Extracurricular support funding</b>	To provide financial support to enable students to benefit from educational activities and experiences. Motivational support to attend events such as the prom. <b>Sutton Trust: Arts Participation +2 months Sports + 2 months Outdoor adventure learning +3 months</b>	£5500	B Warrender	December 2017 April 2018 July 2018	PP Attendance, FTE compared to non PP and PP nationally	Example of impact from 1 major trip 5 students 4/5(80%) had no behaviour points since the trip None of the students have more than 9 behaviour points since September All students have 94% attendance or above (4 have attendance inline with or improved since last year, 1 is in Year 7 so no attendance figures)
<b>Musical tuition</b>	To provide financial support to enable students to benefit from musical tuition	£3,000	B Warrender	January 2018 April 2018 July 2018	PP Attendance, FTE compared to non PP and PP nationally	9 students

	<b>Sutton Trust: Arts Participation +2 months</b>					78% had 3 behaviour points or less or significant drop in behaviour points for that year.
<b>Uniform</b>	To provide support for families with school uniform needs to ensure they 'Belong' and have a sense of pride in the school	£300	B Warrender	December 2017 April 2018 July 2018	PP Attendance, FTE compared to non PP and PP nationally	2 students provided with uniform.