

WCHS Pupil Premium Strategy Statement 2017-18

What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to :

- schools and local authorities for the financial year beginning 1 April 2017. PPG provides funding for two policies:
- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Pupil premium provides funding for pupils in the following categories:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- Who have been continuously looked after for the past six months (£1900 per child)
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

Summary Information					
School	Whitworth Community High School				
Academic Year	2017/2018	Total PP budget	£155502.00 to come in approximately	Date of most recent PP review	September 2017
Total Number of Pupils	631	Number of pupils eligible for PP	204 Y7- 33 (14 male, 19 female) Y8- 43 (18 male, 25 female) Y9- 45 (25 male, 20 female) Y10- 48 (24 male, 24 female) Y11- 32 (16 male, 16 female)	Date for next review of this strategy	April 2018

1. Current Attainment												
*National data taken from 2015 validated RAISE online												
	2015 National PP*	2015 National non-PP*	2015 WCHS PP	2015 WCHS Non-PP	2015 WCHS Gap	2016 WCHS	2016 WCHS PP	2016 WCHS Non-PP	2016 WCHS Gap	2017 WCHS	2017 WCHS PP	2017 WCHS Non-PP
Number in Group			22	75	-53	100	22	78	-56	90	24	66
%5+A*CEM (5 E&MA @ Grade 4)	36	63	36.4	70.7	-34.3	53.3	28	53.3	-25.3	70	50	77.3
5 En&Ma @ Grade 5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	29	47
% Grade 4/C+ En&Ma			36.4	72	-35.6	48	27.3	53.8	-26.5	73	54.2	78.8
% Grade 5+ En&Ma	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43	29	47
% Grade 4/C+ En			52.4	78.7	-26.3	77	68.2	79.5	-11.3	75.6	58.3	81.8

% Grade 5+ En	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62	50	66.7
En progress score						0.32	0.26					
% Grade 4/C+ Ma			42.9	74.7	-31.8	53	36.4	57.7	21.3	75.6	58.3	81.1
% Grade 5+ Ma	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44	29.2	50
Ma progress score						0.08	-0.19					
Progress 8	-0.40	0.12	-0.77	-0.06	-0.71	0.16	0.01	-0.15				
Attainment 8						49.2	42.95	50.96		44.19	37.99	45.84

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

In-School and external Barriers

A	PP students are less resilient and collaborative as learners.
B	Performance and progress across the EBacc bucket, particularly bucket 2
C	High ability pupils eligible for PP need stretch and challenge. Higher aspirations for all PP students.
D	Access to support with home learning. Access to extra curricular/ enrichment opportunities, limited resources within some families and households.
E	Social and emotional needs and attendance of our PP students.

3. Outcomes

Areas to address in 2017-18 to improve PP performance

Success Criteria

A	<p><i>PP students are less resilient and collaborative as learners.</i></p> <p>Maintain the drive to equip students to be independent in their learning at home and in school to ensure that they can be resilient in examination situations.</p>	<ul style="list-style-type: none"> ● Revision strategies included as part of schemes of work. ● Students are taught to learn independently through faculty plans. ● Further parental engagement with learning. ● Improved quality of HL being set, especially at KS4. ● Observations to show that PP students are developing into resilient learners and are making progress.
B	<p><i>Performance and progress across the EBacc bucket, particularly bucket 2</i></p> <p>Narrow/ close all attainment 'indicator' gaps between disadvantaged and non disadvantaged students</p>	<ul style="list-style-type: none"> ● Intervention and provision is successful which results in pupil premium making good progress throughout the year. ● More PP students reaching expected levels of attainment in English

	Maximise students' achievements and improve school headline figures to exceed national performance indicators: A8 P8	<ul style="list-style-type: none"> and Mathematics. Improved P8, A8 especially in EBacc <i>bucket 2</i>
C	<i>High ability students eligible for PP need stretch and challenge. Higher aspirations for all PP students. Challenge is evident for high ability PP students to ensure sustained rates of progress. Aspiration is evident through work.</i>	<ul style="list-style-type: none"> Successful observations with a focus on challenge and aspiration. T&L initiatives implemented to boost aspirations. Q of T improved to ensure that all students are challenged across the curriculum. More able PP students being targeted to work at a higher level.
D	<i>Access to support with home learning. Access to extra curricular/ enrichment opportunities, limited resources within some families and households. PP students are completing Home learning set and to a high standard. All PP students targeted in order to ensure that students access additional clubs and activities beyond the school day in order to enrich their experiences at school.</i>	<ul style="list-style-type: none"> Increased numbers of PP students completing their home learning and using Home Learning club. Increased number of students taking part in extracurricular activities and experiences to enhance learning and skill development. This will include school and year council, debate team and various sporting activities.
E	<i>Social and emotional needs and attendance of our PP students. Narrowing the gap in attendance and punctuality rates between PP and non PP students. New position AIW in place from September 2017 with a particular focus on improving the attendance of PP students. We can reduce the impact caused by the social and emotional needs that affect some of our students. Bespoke CIAG package for these students</i>	<ul style="list-style-type: none"> Increased rates of attendance for PP students in line with other pupils. There is no in-school gap in attendance and attendance is in-line with or above National averages. All students meet at least their minimum targets and most meet their good targets. Emotional support provided for all PP students throughout the year in order to ensure that they are able to focus on learning.

4.Planned Expenditure					
Academic Year	2017/2018				
The three headings below enables WCHS school to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school development.					
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?
A, B, D, E <i>PP students are less resilient and</i>	TLA 2 - Independent learning skills and student resilience	Raised profile amongst staff of effective teaching and	<ul style="list-style-type: none"> Review revision strategies as part of schemes of work. 	JH/JAC DOL/PL	OLT meetings

<p><i>collaborative as learners.</i> Maintain the drive to equip students to be independent in their learning at home and in school to ensure that they can be resilient in examination situations.</p>	<p>Maintain the drive to equip students to be independent in their learning at home and in school to ensure that they can be resilient in examination situations.</p> <p>Targeted intervention groups eg High achievers, Home Learning groups , attendance and mentoring</p>	<p>intervention strategies for disadvantaged students.</p> <p>Narrowing the gap throughout the year based on teacher data and data captures.</p>	<ul style="list-style-type: none"> ● Review how students are taught to learn independently and set faculty plan in place. ● Review and plan strategies on how to further engage parents with learning. ● PL/DoLs to monitor the quantity and quality of HL that is being set, especially at KS4. ● Mentoring sessions ● P6 sessions for Y11 		<p>Half Termly review and action planning</p>
<p>A, B, C, <i>Performance and progress across the EBacc bucket, particularly bucket 2</i> Narrow/ close all attainment 'indicator' gaps between disadvantaged and non disadvantaged students Maximise students' achievements and improve school headline figures to exceed national performance indicators: A8 P8</p>	<p>Narrow/ close all attainment 'indicator' gaps between disadvantaged and non disadvantaged students</p> <p>O1. To maximise students' achievements and improve school headline figures to exceed national performance indicators: A8 P8,</p> <p>Weekly intervention and revision timetable in run up to mock (2&3) and GCSE exams with disadvantaged students prioritised to subjects where they are needed the most re-progress 8 Review current strategies in place for closing the gap and developing new innovative strategies Continue to raise aspirations of staff and students; all targets in school to be confirmed with DOLs</p>	<p>To provide detailed analysis of each students areas of strength and weaknesses. This will enable teachers to more appropriately target specific gaps in knowledge and understanding for each student and address these rapidly in order to accelerate progress. The gap is significantly wider in some subject areas.</p>	<ul style="list-style-type: none"> ● Early assessment of students strengths and weaknesses in Science and Geography. ● Regular assessment and detailed feedback to students. Personalised intervention to close any evident gaps. ● Pupil progress meetings monitoring the success of interventions and provision. ● 100% attendance at these sessions for targeted disadvantaged students. ● Gap between disadvantaged and non-disadvantaged students progress closed to below 10% in all subject areas in all year groups OR rapidly closing where the current gap is significantly wider. ● Use of Hegarty Maths so students can challenge themselves to questions with instant teacher analysis. 	<p>SLT/JAC/ PL/DOL</p>	<p>OLT meetings</p> <p>Half Termly review and action planning</p> <p>Half termly data analysis</p> <p>Y11 Mock exam and prediction analysis then action planning.</p>

	<p>Flight-path targets from Year 7 so students are on track to attain a positive P8 score against national predictions.</p> <p>Students made fully aware of their individual subject targets including through aspirational interviews.</p>				
<p>A, B, C, D, E <i>High ability students eligible for PP need stretch and challenge. Higher aspirations for all PP students.</i> Challenge is evident for high ability PP students to ensure sustained rates of progress. Aspiration is evident through work.</p>	<p>TLA 1 - Challenge and aspirations Ensure that students are challenged in line with their ability and that T,L and A initiatives that support student aspirations.</p> <p>TLA 1.4 Ensure that specific students such as those eligible for Pupil Premium are suitably supported through SAM (identify on Seating plan, Ask a question, Mark their work).</p>	<p>Less PP students reaching and maintaining high attainment. We want to ensure that PP students can achieve high attainment as well as making progress. School want to provide all teachers with practices in order to provide stretch and encouragement for these students.</p> <p>Use of Hegarty Maths so students can challenge themselves to questions with instant teacher analysis.</p>	<ul style="list-style-type: none"> ● Moderation of greater depth and high standard. ● Observations with a focus on challenge and aspiration. ● Review current and plan for future T&L initiatives to boost aspirations. ● DoLs to take lead on work scrutiny - SLT to QA judgements. ● Monitor schemes of work through QA process. ● Observation window - focus on specific groups e.g. PP students. ● QA calendar ● Faculty files ● Lesson observations ● Work scrutiny ● Learning walks ● Schemes of work ● Robust assessment document ● Students in Y10 can identify and explain their aspirational targets. Staff refer to these targets when working with students. Extra Aspirational Grade on SIMS marksheets. 	<p>AO/JAC DOL</p>	<p>OLT meetings</p> <p>Half Termly review and action planning</p> <p>Data analysis all year gps</p> <p>Y11 Mock exam and prediction analysis and action planning</p> <p>Regular termly review with Governors : PP link governor meeting</p>
A, B, C, D					

<p>All teachers to embed reading, writing and communication and, where appropriate, mathematics across the curriculum, equipping all pupils with the necessary skills to make progress. Lancs 2</p>	<p>TLA7: Literacy/Numeracy All students across Yrs 7-11 to be set a writing target to achieve across the curriculum and there will be a specific focus per half-term across school (in all but Spring term when the focus is for the term as it's short). Targets are differentiated and assigned according to the English set students are in. Teachers are to encourage students to achieve the target in their written work and to comment on students' progress against these and monitor progress. Staff to focus on marking for the focus area (as a minimum) Encourage PP students to become Literacy and Numeracy Champions. Continue to develop a reading culture in school by establishing Accelerated Reader in Yrs 7- 9 and using this to monitor student engagement and progress. Encourage PP students to use the new school reading room in the CLRC, which will allow for greater access to books for home, during lessons and form time. Numeracy: incorporate problem solving into lessons across school where relevant, stretch and challenge opportunities in lessons. Every child has a log on to 'Hegarty Maths' specific targeted and differentiated work for students, they will have personalised revision including 'fix up 5'.</p>	<p>Equipping PP students with the necessary skills to make progress.</p> <p>Narrowing the gap throughout the year based on teacher data and data captures.</p>	<ul style="list-style-type: none"> ● JH to attend to any staff training needs through lunchtime CPD ● Work scrutiny ● Learning walks ● Schemes of work ● Case studies relating to specific PP students to show impact ● D.E.A.R in Form time 	<p>OLT meetings</p> <p>Half Termly review and action planning</p> <p>Data analysis all year gps</p>
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ii. Targeted Support					
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 it?
B, C All staff are competent at using SISRA to analyse data, therefore being able to target students for intervention and raise attainment	SISRA ANalytics- Data analysis tool	Improved speed of data analysis and thus ensure faster and more effective targeted intervention for those students falling behind.	<ul style="list-style-type: none"> • CPD for new staff • Faculty meetings • OLT 	AWA/DC	OLT Half termly
A, B, C, D Academic Mentor working with targeted PP students in class to enhance progress and attainment. Academic Mentor mentoring targeted PP students when social and emotional needs are proving to be barriers to learning.	PDBW 7. Embed a desire to continue within education and adopt philosophy of 'Lifelong' learning to achieve beyond potential. Academic Mentor to work with PP students on aspiration. Small group / individual mentoring to allow PP students to raise the bar and aim for their own aspirations	Targeting students for intervention early will enable them to be equipped with the skills and tools to be more resilient later on when it comes to exams. Eliminating barriers early will provide the students with the best opportunity to succeed.	<ul style="list-style-type: none"> • Data analysed and PP students targeted by JAC/DoL as a fluid programme each half term • PP students targeted for Mentoring sessions where applicable at lunch times and after school on an individual and small group basis • Analysis through data, work scrutiny, observations and student voice 	JAC	OLT Half termly Weekly where applicable
D <i>Access to support</i>	Home Learning club for PP students	Home learning enhances	<ul style="list-style-type: none"> • Increased numbers of PP 	JAC/AO	Weekly

<p><i>with home learning.</i> PP students are completing Home learning set and to a high standard.</p>	<p>and other vulnerable students.</p> <p>Improve website content to support parents with revision materials.</p> <p>Targeted support to improve access to support for home school learning. More PP students producing a better quality home learning.</p> <p>TLA 2.4/2.5 KS3 & 4 Home Learning - continue with the successful HL booklets at KS3 and develop them so that they offer sufficient challenge and have a GCSE focus. Maintain and monitor the quality and effectiveness of weekly tasks in the core subjects. Focus specifically on how the HLBs can be used to support progress in bucket 2</p>	<p>students class work, sets them up for managing their time, revision and good practice with GCSE's.</p> <p>Supporting parents will assist them in supporting their students. Removing barriers of them understanding.</p>	<p>students completing their home learning and using Home Learning club.</p> <ul style="list-style-type: none"> PP students who are failing to complete Home learning have to attend the Home learning club the following week to ensure it is completed to the best of their ability. 		
<p>D, E <i>Access to extra curricular/ enrichment opportunities, limited resources within some families and households.</i> All PP students targeted in order to ensure that students access additional clubs and activities beyond the school day in order to</p>	<p>All PP students targeted in order to ensure that students access additional clubs and activities beyond the school day in order to enrich their experiences at school.</p>	<p>To help eliminate:</p> <ul style="list-style-type: none"> Transport issues Financial barriers for students paying for trips Equipment <p>To improve:</p> <ul style="list-style-type: none"> Confidence in engagement with extracurricular activities. Aspirations which are limited due to social and economic group Fear of failure and measured risk taking. Parental engagement 	<ul style="list-style-type: none"> Increased number of students taking part in extracurricular activities and experiences to enhance learning and skill development. This will include school and year council, debate team and various sporting activities. Monitored throughout the year and pupil premium students access extra-curricular and additional music lessons 	<p>JAC/CO</p>	<p>Weekly</p>

enrich their experiences at school.		and support. Developing wider outcomes can influence attainment for pupils.			
<p>A, E <i>Social and emotional needs and attendance of our PP students.</i> Emotional and behavioural problems are a problem for some of the pupil premium students which acts as a barrier to learning. PP students are less resilient learners.</p>	<p>O3. Disadvantaged students: <i>improve attendance, uptake of extra opportunities, leadership roles in school and thus improve outcomes</i> Lancs 5</p> <p>Access to family support worker- JA</p> <p>PDBW 1: To rapidly improve attendance to be above national average (95.1%) for whole school and for all contextual groups (specific focus on PP/FSM)</p> <p>Narrowing the gap in attendance and punctuality rates between PP and non PP students. New position AIW in place from September 2017 with a particular focus on improving the attendance of PP students. Persistent absence rate reduced for PP. Targeted mentoring work has a positive impact on absence levels, attendance figures and punctuality.</p>	<p>Develop parental understanding of emotional health.</p> <p>If students are emotionally secure then they will be able to concentrate on their learning. Some of our students have difficulties in controlling their emotions and behaviour.</p> <p>We can reduce the impact caused by the social and emotional needs that affect some of our students.</p> <p>Briefing for school leaders identifies addressing attendance as a key step and achievement for all philosophy. PP attendance rates are lower. Morning structure and routines play a part along with parental engagement and support. Uniform issues and unemployment issues factor also. If a student is not attending school or is regularly late to lessons they are not receiving their curriculum entitlement and therefore are less likely to make expected progress.</p>	<ul style="list-style-type: none"> ● Vulnerable students monitored and PP access monitored throughout the year. ● Targeted interventions in place where necessary. ● Additional tracking for PP/ FSM attendance including case studies. <ul style="list-style-type: none"> ● Greater use of data by attendance team to identify individuals for intervention and strategies. ● Impact relating to attendance initiatives with targeted groups needs to be tracked. ● Attendance initiatives data analysed to check PP involvement 	JAC/JA/P D/PDU	<p>Pupil review meetings</p> <p>Family support workers meetings.</p> <p>Pastoral meetings</p>

iii. Other Approaches					
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 it?
A, C, E CAIG input Students are well informed about their future choices, are prepared academically to reach their full potential around these choices.	Continue to raise aspirations of families and the community. Involvement of Enterprise Ambassador (PB) and Careers Advisor LG in revisiting Aspirational interviews in Year 11. Access to external mentors Access to wider opportunities- visits to Universities, employers etc.	Careers information, advice and guidance can be a powerful tool. High quality guidance helps young people make effective decisions and can be associated with significant wider benefits. To provide advice and guidance to students within the school related to careers and further education option roots. Work to reduce NEET figures with a specific focus on PP students.	<ul style="list-style-type: none"> ● LG documentation of meetings ● Attendance art College lunchtime 'drop-ins' ● Attendance at College interviews ● Destination data ● Internal school QA provision and action planning ● Ongoing student voice 	PD/LG	Half termly review and action planning
A, B, C, D, E To provide enhanced learning opportunities and support for the PP students as a consequence to limited resources within some families and household .	Provision of resources to ensure students have appropriate access to experiences/the tools that will enable them to progress and succeed in all subject areas. Supporting families to provide opportunities outside the curriculum or to prevent hardship.	Research has shown that those students who access additional provision through school clubs, trips and enrichment perform better at school.	Monitor visitors and opportunities for all year groups to ensure a broad and balanced experiences across the year. <ul style="list-style-type: none"> ● Revision materials- Exam papers/study guides provided to help relevant students ● DT Food ingredients provided for appropriate students ● Music lessons funded for appropriate students ● Trips subsidised where appropriate Individual interviews with students	JAC	Ongoing

			where barriers are identified.		
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Allocated and planned spending (£155502.00 allocated for year 2016/17)

The Pupil Premium 2016-2017 provided staff time to:

Objective	Cost	Impact
Additional staff deployed to address attendance issues; a particular issue with some Pupil Premium students.	£20000	All disadvantaged students who have a lower than 90% attendance have been spoken to on a regular basis- PD & JC have conducted attendance panels with those with ongoing attendance issues, they are on a weekly watch list. The Academic mentor also catches up with PP students who have been absent the week before. An improvement in the attendance of those students targeted has been seen. An attendance challenge was trialled for the 12 days leading up to the Christmas break and has been continued since Christmas as this had an impact. This year we have re-started the challenge. We have also created a new post in school, an AIW is in place from September 2017 with a particular focus on improving the attendance of PP students.
We have a CLA and Family Support worker who works closely with students targeting those students; a particular issue with some Pupil Premium students, with poor organisational skills or low self-esteem and aspirations.	£28000 +£1,000.00 attendance awards	By providing structure and support we have reduced the impact caused by the social and emotional needs that affect some of our students. Students feel safe and comfortable in school. We have created 3 forms (Aspire, Believe and 7D+) These forms have limited numbers in them and focus on behaviour, what was learnt yesterday and organisation. The forms are fluid forms and students move out to other forms once a sustained improvement has been seen. Aspirational targets were set for PP students in order to help challenge them and many enjoyed aspiring to meet these targets.
Additional English Intervention has been undertaken to enable small group support with Year 11 being a priority initially with the focus then moving down to Y10 and KS3.	£23075	There is a 23.5% gap between PP and Non PP A*-C in English and an 18.2% gap 3+LOP. In English Literature there is a 13.6% gap between PP and Non PP A*-C which has closed considerably on last year and an 11% gap 3+LOP. This year there has been a focus on developing the students skills along with time spent in building relationships with students and helping them to understand what they need to do to improve and engaging them in taking the lead in their own learning.

<p>Breakfast club is in operation every morning with a free breakfast being supplied to all FSM students.</p>	<p>£2500</p>	<p>Breakfast available for all FSM students from 8am. This ensures that they have a good start to the day and that they have nutrition to aid focus. A range of students from all year groups access the FSM breakfast.</p>
<p>Summer School</p>	<p>£15000</p>	<p>When a student voice was completed students felt that the Summer school had enabled them to;</p> <ul style="list-style-type: none"> ● become more familiar with the school, thus helping them settle in more ● create new friendship groups quickly ● try out different subjects to enthuse them for September ● gain experience of structures and policies at WCHS ● become familiar with support and teaching staff
<p>Curriculum enhancement has been available for Pupil Premium students in the form of helping students attend extra music lessons and new Peri instruments.</p>	<p>£16000</p>	<p>All PP students are given the opportunity to have musical enrichment. Many have continued. Students from Y7 to Y11 are given the opportunity to learn a musical instrument with the cost covered by PP funding. Year 6 students who attend Summer School are given the opportunity to try a variety of instruments and to choose an instrument which they would like to learn to play.</p> <p>Instrumental lessons enhance the student's cultural experiences and allow them to access lessons which they would otherwise be unable to access. Students are enthusiastic about attending their music lessons. Learning a new skill helps to boost their confidence and self-esteem. Learning a musical instrument also gives students a structure and discipline; attending weekly lessons and practising their instrument at home. Students make friends with other musicians from different year groups and forge good relationships with each other. They are able to get involved with extracurricular opportunities within school, again, building friendships with other students. They have the opportunity to perform in concerts, both within school and in the wider community, local festivals and attending concerts and performances in some prestigious venues. Students are proud to be a part of the extra-curricular groups and are proud to have the opportunity to represent their school.</p>
<p>Year 9 Pupil Premium students also participate in the Duke of Edinburgh Award Scheme which allows them to work in groups, lead groups and gain many opportunities outside school.</p>	<p>£2275</p>	<p>During the Duke of Edinburgh course students have developed a range of skills both personal and technical. They have learnt how to cook food, learn first aid and emergency procedure, develop computer skills on the DofE website. Students have also needed to work in groups to develop a powerpoint presentation to present the findings of the expedition.</p> <p>The course allows them to improve their personal skills with different groups including: teachers, assessors, peers and member of the public. They developed resilience and</p>

		<p>self-confidence to work in a group and accomplish tasks. Students also developed a sense of identity and used their initiative to solve problems that occurred within the natural environment. Within the expedition students have had to plan their route and use time appropriately to complete the objective that they have set. Two of the biggest skills that have been developed within the DofE is leadership and teamwork, some students learnt to be leaders whilst others will enhance this skill further. Students who struggled working in a group have had to develop this skill to complete the expedition and help others who may struggle.</p> <p>Through the three other sections students developed a personal skill such as swimming, keyboard or skiing. They also completed a physical section developing a healthy active lifestyle. Students also had to complete a volunteering section where they have the opportunity to give back to the community by working with a charity shop, the elderly or a local charity.</p>																																																
<p>Students are supported on school trips which enables them to visit different cities or countries and experience different cultures.</p>	<p>£1000</p>	<p>Students are able to gain enrichment and complete CA sections which in turn has enabled them to access the grades needed. PP funding enables students to be part of the community and experience everything non PP students can.</p>																																																
<p>Students have also benefited from the provision of revision guides and ingredients and equipment to help them gain the best possible grades.</p>	<p>£500</p>	<p>Revision guides aided in progress and attainment. All PP students had access to revision materials equipping them with the best chance at getting the grades needed.</p> <table border="1" data-bbox="1058 841 1713 1360"> <thead> <tr> <th>GCSE Results (Sent to LA)</th> <th>%Grade 4+</th> <th>%Grade 5+</th> <th>%Grade 7+</th> </tr> </thead> <tbody> <tr> <td>English & Maths (all pupils):</td> <td>71</td> <td>41</td> <td>3</td> </tr> <tr> <td>English & Maths (Pupil Premium):</td> <td>54</td> <td>29</td> <td>4</td> </tr> <tr> <td>English & Maths (CLA):</td> <td>33</td> <td>0</td> <td>0</td> </tr> <tr> <td>English Language (all pupils)</td> <td>74</td> <td>57</td> <td>12</td> </tr> <tr> <td>English Literature (all pupils)</td> <td>76</td> <td>58</td> <td>12</td> </tr> <tr> <td>English best (all pupils)</td> <td>83</td> <td>59</td> <td>19</td> </tr> <tr> <td>Mathematics (all pupils)</td> <td>76</td> <td>43</td> <td>9</td> </tr> <tr> <td>English best (Pupil Premium)</td> <td>75</td> <td>54</td> <td>13</td> </tr> <tr> <td>Mathematics (Pupil Premium)</td> <td>58</td> <td>29</td> <td>4</td> </tr> <tr> <td colspan="3">Attainment 8 (school calculated, new point scores) – All Pupils</td> <td>44.19</td> </tr> <tr> <td colspan="3">Attainment 8 (school calculated, new point scores) – Pupil Premium</td> <td>37.99</td> </tr> </tbody> </table>	GCSE Results (Sent to LA)	%Grade 4+	%Grade 5+	%Grade 7+	English & Maths (all pupils):	71	41	3	English & Maths (Pupil Premium):	54	29	4	English & Maths (CLA):	33	0	0	English Language (all pupils)	74	57	12	English Literature (all pupils)	76	58	12	English best (all pupils)	83	59	19	Mathematics (all pupils)	76	43	9	English best (Pupil Premium)	75	54	13	Mathematics (Pupil Premium)	58	29	4	Attainment 8 (school calculated, new point scores) – All Pupils			44.19	Attainment 8 (school calculated, new point scores) – Pupil Premium			37.99
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English & Maths (all pupils):	71	41	3																																															
English & Maths (Pupil Premium):	54	29	4																																															
English & Maths (CLA):	33	0	0																																															
English Language (all pupils)	74	57	12																																															
English Literature (all pupils)	76	58	12																																															
English best (all pupils)	83	59	19																																															
Mathematics (all pupils)	76	43	9																																															
English best (Pupil Premium)	75	54	13																																															
Mathematics (Pupil Premium)	58	29	4																																															
Attainment 8 (school calculated, new point scores) – All Pupils			44.19																																															
Attainment 8 (school calculated, new point scores) – Pupil Premium			37.99																																															

Academic support high ability	£1000	At all levels in school to stretch and challenge most able. Progress monitored and extra intervention in place where necessary. Students made fully aware of their individual subject targets including through aspirational interviews. PP Science students
Department specific	£5000	CA aspects able to be completed, a vital part of the course. DT Food ingredients provided for appropriate students in order for them to fulfill the curriculum.
Water for PP students in exams	£1000	Sources show that information flows more freely between brain cells when students are well hydrated. Drinking water also calms nerves, while those who became thirsty during test time could be more easily distracted.
Breakfast and lunch for GCSE PP students	£500	Aids in focus. Sources show that without proper nutrition and adequate calories, students often don't have enough energy to power the brain, resulting in fatigue and learning problems.
Academic mentor. A new role has been set up to enable our PP students to be mentored and have small intervention groups to include motivation and social skills alongside academic studies.	£18672 +100 mentoring sessions food	Targeting students for intervention early has enabled them to be equipped with the skills and tools to be more resilient later on when it comes to exams. Eliminating barriers early has provided the students with the best opportunity to succeed. In class support challenged students negativity towards some subjects and mentoring sessions which focused on self belief and revision were successful in areas. On a pre- and post-group self-belief scale: 'How much do you believe in yourself that you can do well in your GCSEs' (where 0 would mean 'no belief' and 10 would mean 'have complete faith') Students moved several numbers up. The shift, students said, was because they had learnt that they could do and say certain things that could improve and boost their confidence a lot. Some students said they would not rate themselves at a10 (it was explained this was not the expectation). Two weeks post-group, discussion of student's 'Self-Belief' diaries started in the group showed the following themes: in different subject areas student's self-belief had increased in different amounts, depending on the student; many were not letting negative thoughts about ability get in the way of trying and keeping going; Many of the student's biggest worries and impact on self-belief were how to plan revision. Many of them then attended a revision techniques group to prepare for the mocks and exams.
Uniform	£1500	School uniform and school PE kit has been subsidised for PP students where necessary, this enables students to look and feel smart and be part of the community.
PP CPD	1000	Cover available using the funding for JAC/PDU to visit local schools where PP strategies are successful.

Equipment	1000	Equipment is readily available from the school shop for students. PP students have access to equipment through JAC/AO this enables them to be prepared for the school day. An improvement has been seen in the number of students not getting behaviour points for lack of equipment through this measure.
Home learning club staffing	3000	Home learning enhances students class work, sets them up for managing their time, revision and good practice with GCSE's. We have seen an increased number of PP students completing their home learning. This year we are trying to roll the Home Learning provision out further and PP students who are failing to complete Home learning have to attend the Home learning club the following week to ensure it is completed to the best of their ability, this will be facilitated by the Academic Mentor.