



**St Ives School**  
**Using Pupil Premium Funding Successfully to**  
**Raise Achievement and Aspiration.**  
**2019- 2020**

**Every Child, Inspiring Learning, Every Day**

## Introduction

Pupil Premium funding is provided by the Department of Education to provide additional support for students to remove barriers to learning, and in doing so, to raise educational outcomes.

The additional funding is targeted at students from low income families (eligible for free school meals at any time in the last 6 years), as well as children in care, adopted children and children of services personnel. The school is responsible for deciding how the funding is spent and for monitoring and evaluating the impact of the funding.

## School Vision and Values

St. Ives School aims to ensure that all young people reach their full potential and aspire to be the best they can be. We believe that every student has something special to offer and it is important to us that students' talents are nurtured and encouraged. To be the best you can requires confidence, self-belief and self-esteem and requires us to relate positively to others. We believe that our school community must do all we can to remove barriers to learning and we use the Pupil Premium funding to support these aims.

There are approximately 590 students on roll at St Ives School. Of these, 147 are eligible for pupil premium funding. In 2018-2019 St Ives School received around £135,485 of Pupil Premium funding. In 2019-2020 we expect to receive around £130,000 of Pupil Premium funding.

The DofE gives schools the responsibility for allocating the Pupil Premium funding, as we see fit, based upon our understanding of our students' needs, as stated:

*"It is for schools to decide how the Pupil Premium, allocated to schools per FSM student, is spent since they are best placed to assess what additional provision should be made for the individual students within their responsibility."*

We are accountable for the use of this additional funding and for monitoring its impact on student progress, attendance and behaviour. The Headteacher works with Governors to allocate the funding for strategies which we know (from national research and best practice) are most likely to impact positively on improving outcomes for students. These strategies are evaluated termly and we adapt strategies during the year to ensure that they are benefiting students, supporting progress and making a real difference to students' achievements.

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## Priority Areas to improve educational achievement for students eligible for Pupil Premium funding at St Ives School:

1. Improving attendance of students eligible for Pupil Premium funding – Attendance of disadvantaged students is below that of their peers. Persistent absence for disadvantaged students is higher than that of their peers. The gap is closing, and both attendance and persistent absence are improving, but further improvement is still required. Absence from school is a key barrier to educational progress as evidenced by our own school data, and national data on student outcomes.
2. Improving behaviour of students eligible for Pupil Premium funding – When compared with their peers, a higher percentage of behaviour points and fixed term exclusions are given to students eligible for Pupil Premium funding. Poor behaviour is a key barrier to educational progress as evidenced by our own school data, and national data on student outcomes.
3. Improving progress and achievement of the most able students who are eligible for Pupil Premium funding – The progress and achievement of the most able students eligible for Pupil Premium funding is not yet in line with that of their peers.

### The following targets for 2019-2020 have been set based on the current priority improvement areas:

1. *To improve attendance of students eligible for pupil premium funding so that the in school gap between the attendance of students eligible for Pupil Premium funding and that of their peers is no more than 1.5%. In doing so, to improve attendance so that it is at least in line with national averages for non-disadvantaged students. To reduce persistent absence so that it is at least in line with national averages for non-disadvantaged students.*
2. *To improve behaviour of students eligible for pupil premium funding so that fixed term exclusions are below the national average of 8.6%. To improve behaviour so that pupil premium students are awarded a proportional number of House Points which are at least in line with their non-disadvantaged peers. To reduce behaviour points for disadvantaged students and fixed term exclusion so that these are proportional to the number of disadvantaged students are at least in line with their non-disadvantaged peers.*
3. *To improve progress and achievement of students eligible for pupil premium funding, particularly that of most able students so that progress and attainment are at least in line with that of all students nationally with similar starting points, with an aspiration to achieve comparable progress and attainment of their non-disadvantaged peers.*

### In addition to these targets, the pupil premium funding is used to:

- Promote effective and confident skills in literacy and numeracy, ensuring students who are below their age related expectation on entry are supported to catch up.
- Provide high quality pastoral, social and emotional support for students to promote equality of access to educational opportunity.
- Provide a carefully planned, rich and relevant curriculum which engages students in learning, promotes success for all and provides a springboard for future education and employment.

- Support the aspirations of students to succeed in education and life and progress to further education and employment.

### In planning how to spend the funding, the Headteacher and governors have used a set of principles:

1. The funding is solely for spending on students eligible for pupil premium.
2. It is focussed on supporting eligible students to reach the highest levels of achievement.
3. The impact of spending is regularly evaluated to ensure impact and value for money.
4. Improvement in the quality of education for students eligible for pupil premium funding is an integral part of whole school improvement planning.
5. Development of staff skills to ensure the highest quality teaching and support every-day is prioritised, including the provision of high quality staff training.
6. The role of parents in supporting progress, behaviour and attendance of students, in partnership with staff, is seen as crucial to student success.
7. Funding is allocated for strategies which have a proven track record of success either within the school, based on national research (endorsed by the Education Endowment Foundation), or drawn from other schools where there is evidence of high outcomes for students as a result of the strategies.

### Using the Pupil Premium funding at St. Ives School

There is a stable trend in the number of students eligible for Pupil Premium funding at St Ives School.

| Year group (2019-20)                          | 7   | 8   | 9   | 10  | 11  |
|---|-----|-----|-----|-----|-----|
| % Students eligible for Pupil Premium funding | 21% | 30% | 28% | 22% | 24% |

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### Monitoring and reviewing the strategy

Our work in relation to Pupil Premium is reviewed on a half termly basis to ensure it is having the intended impact in raising standards. We respond rapidly and make adjustments if particular strategies are not working as well as expected. The review and monitoring is carried out through parental and student forums/surveys, work sampling, data captures and lesson drop in observations.

The progress of students eligible for Pupil Premium funding, and the impact of our strategies is reviewed termly by governors and on an annual basis. Adjustments are made to our school development planning according to the impact of strategies on improving outcomes. We recognise the importance of evaluation and the need for this to be robust to ensure the approaches we are using are effective and represent g value for money. Our annual review involves staff, students, governors, parents and carers.

## Provision for students eligible for Pupil Premium funding (2019-2020)

| 1. Summary information |                |                                    |          |  |              |
|------------------------|----------------|------------------------------------|----------|--|--------------|
| School                 | St Ives School |                                    |          |  |              |
| Academic Year          | 2019/20        | Total PP budget (estimated)        | £130,000 | Date of most recent PP Review                  | October 2019 |
| Total number of pupils | 590            | Number of students eligible for PP | 147      | Date for next internal review of this strategy | January 2019 |

| 2. Student Outcomes<br>(2018-2019 Outcomes)             |   |   |
|---|---|---|
|   | Students eligible for PP<br>(national average 2019) | Students not eligible for PP<br>(national average 2019) |
| Key Stage 2<br>Average Point<br>Score (Year 11<br>2019) |   | NB National all is 28.7                                 |
| % achieving basics<br>(English and Maths)<br>at 5+      | <b>25% (26.3%)</b>                                  | <b>48.7% (48.8%)</b>                                    |
| Average Progress 8<br>score                             | <b>-0.54 (-0.35)</b>                                | <b>0.54 (0.15)</b>                                      |
| Average Attainment<br>8 score                           | <b>39.3 (42.5)</b>                                  | <b>48.7 (48.9)</b>                                      |

| <b>Barriers to Educational Progress and Achievement</b> |   |
|---|---|
| <b>In School Barriers</b>                               |   |
| A.  | <p>Progress and achievement of the most able students who are eligible for Pupil Premium funding – The progress and achievement of the most able students eligible for Pupil Premium funding are not yet in line with that of their peers. Of particular focus are progress and attainment in maths where student outcomes for disadvantaged students are below that of their peers.</p> <p>The attainment of disadvantaged students is below that of their non-disadvantaged peers on entry and a larger proportion of disadvantaged students have not achieved their age-related national expectation on entry in reading, writing and maths.</p> |
| B.  | <p>Post 16 training and employment – A minority of disadvantaged students are less secure in their planning for future education and careers which is linked to low aspirations.</p>  |
| C.  | <p>Attendance and persistent absence of students eligible for Pupil Premium funding – These are not yet in line with that of their peers, and although the gap is closing, absence from school is a key barrier to progress.</p>  |
| D.  | <p>Behaviour of students eligible for pupil premium funding – When compared with their peers, students eligible for Pupil Premium funding receive a higher level of behaviour points and more fixed term exclusions.</p>  |
| E.  | <p>School leadership roles – Students eligible for Pupil Premium funding are not yet proportionally represented in school leadership positions nor in extra curricular opportunities.</p>   |
| F.  | <p>A significant proportion of our students have difficulties with their social skills, managing emotions, self-confidence and resilience. This is not isolated to disadvantaged students and it does mean that certain students (who are more likely to be disadvantaged) struggle to access their educational opportunities as a result.</p>  |
| G.  | <p>There is an in-school gap for pupils eligible for Pupil Premium around homework completion and revision. Our disadvantaged students do not fully access the opportunity to extend and consolidate learning outside of the school day. Knowledge retention and recall is negatively impacted by this gap.</p>   |
| <b>External barriers</b>                                |   |
| H.  | <p>Access to post 16 education routes, including suitable Post-16 training and employment opportunities is limited.</p>   |
| I.  | <p>A significant proportion of our disadvantaged students do not have access to a wealth of life experiences and cultural opportunities.</p>  |

| 4. Desired outcomes (and how they will be measured) |  | Success criteria  |
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| A.  | To ensure all disadvantaged students make good educational progress, in-line with their non-Pupil Premium peers so that progress at St. Ives School is significantly above national average. | In-school gap in achievement between students eligible for pupil premium and their peers to be not more than 10% in all subjects with the aspiration to achieve comparable achievement to their peers.<br>Progress and attainment of students eligible for Pupil Premium funding to be at least in-line with disadvantaged students nationally with the aspiration to achieve comparable progress and attainment to non-disadvantaged peers nationally. |
| B.  | All students eligible for Pupil Premium funding progress to appropriate Post-16 education or training.   | 0% NEET (Not in Education, Employment or Training).   |
| C.  | Improve attendance of students eligible for Pupil Premium funding, and reduce persistent absence so that it is in line with their non-Pupil Premium peers and above national average.        | Attendance of student eligible for pupil premium funding to be above national average. Persistent absence for pupil premium students to be below national average.  |
| D.  | Improve behaviour of students eligible for Pupil Premium funding so that students receive a comparable number of merits and behaviour points to their non- Pupil Premium peers.              | Number of merits to be equivalent to non-pupil premium students<br>Number of behaviour points to be equivalent to non-pupil premium students<br>Fixed term exclusions to be below national average  |

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| E. | Disadvantaged students increasingly engage in leadership and extended educational opportunities.                | Disadvantaged students are proportionally represented at all key school events and opportunities e.g. school awards and celebrations, school council etc.  |
| F. | Pastoral support is effective in promoting access to educational opportunity                                    | Evaluated through attendance and behaviour data (using success criteria as above)  |
| G. | Homework completion and engagement with revision activities is comparable to that of non-disadvantaged students | Standards of work are comparable to those of non-disadvantaged students as evidenced by work sampling and lesson visits.<br>Merits for homework, and behaviour sanctions for homework are comparable to those for non-disadvantaged students.<br>Use of revision tools (e.g. Tassomie, My Maths) is at least equivalent to that of non-disadvantaged students. |

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| <b>Long Term Plan (3 Year Strategy)</b> |  |
| <b>Priority 1</b>                       | <b>Power of Language</b> – a significant gap in literacy has been identified between our disadvantaged students and our non-disadvantaged learners that exists on entry to the school in Year 7. This includes spelling, use of written and spoken language, non-formal language, and vocabulary specifically linked to cultural capital and the breadth of students’ knowledge base.  |
| <b>Priority 2</b>                       | <b>Metacognition</b> – success in education relies on the ability of students to retain and recall prior learning, in a knowledge rich curriculum. Self understanding and cognitive learning strategies are therefore foundations of educational progress and success.   |
| <b>Priority 3</b>                       | <b>Aspiration and Experiences</b> – the gap in aspiration and breadth of cultural experiences that our disadvantaged students exhibit on entry to the school creates educational disadvantage. To remedy this, the school must offer a wealth of wider social and cultural experiences to provide equality of educational opportunity for all.   |
| <b>Priority 4</b>                       | <b>Pastoral care and support</b> – the school must provide highly effective additional care and support for disadvantaged students across a broad range of areas, all of which are fundamental to educational progress and success. These include: attendance, behaviour, mental health, social skills and confidence, self esteem, managing personal risk and safety, homework, organisation. The school will invest in securing effective systems and protocols to support each child to achieve their full potential. |

Budgeting costs are provisional until validated by our Business Manager

| <b>Desired Outcome: A. Improve progress for disadvantaged students. In particular, continue to improve outcomes in English and Maths, Science and Humanities and Languages. So that, as a result, P8 and A8 of disadvantaged students are significantly above national average for non-disadvantaged students and approach our aspiration to achieve equivalent outcomes to non-disadvantaged students nationally.</b>  |   |                              |   |   |
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| <b>Chosen approaches</b>  | <b>Rationale</b>  | <b>Staff Lead</b>            | <b>Evaluation</b>   | <b>Funding</b>  |
| <p>1. Recruit the very best school leaders and teachers and provide high quality training to sustain the highest standards of education for students across the school.</p> <ul style="list-style-type: none"> <li>• New HoF Maths employed</li> <li>• Leadership roles reviewed and new senior leader structure in place</li> <li>• Curriculum leader development roles implemented</li> <li>• Nationally recognised training (NPQML, NPQSL available to emerging middle and senior leaders</li> <li>• CPD programme for teachers includes Trust-wide ETP, Aspiring middle and senior leader programmes, collaborative school partnerships</li> <li>• National PP ‘expert’ to deliver Secondary Partnership training for all staff in January 2019.</li> </ul> | <p>The Education Endowment Foundation (EEF) evidences that improving teaching has the largest impact on outcomes for disadvantaged students. Recruitment, retention, highly effective leadership and high quality teaching is at the heart of educational success for students.</p> | <p>Executive Headteacher</p> | <p>Through monitoring and evaluation of quality of teaching: faculty, senior leader and external monitoring and evaluation processes including lesson visits, work scrutiny, student progress reviews</p> | <p>High quality leadership and teaching costs £22,000</p> <p>Recruitment costs: £7500</p> <p>Staff training costs £4500</p> |
| <p>2. Refine tracking and assessment systems to target intervention and embed the use of comparative judgements as an effective methodology for summative</p>   | <p>Review and further development of school assessment systems to ensure these are accurate and effective in diagnosing gaps in knowledge and misconceptions. Accurate and timely</p>   | <p>AHT</p>                   | <p>Through monitoring and evaluation of quality of teaching: faculty, senior leader and external</p>  | <p>Staff training £900</p> <p>Admin time for revised</p>  |

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| assessment. Provide high quality staff training.   | assessment enables teachers to adapt teaching and provide incisive intervention to accelerate progress.   |             | monitoring and evaluation processes including lesson visits, work scrutiny, student progress reviews  | systems<br>£1500                         |
| 3. Provide bespoke intervention sessions for students to address identified gaps in learning and knowledge.  | Targeted intervention will accelerate the progress of students at risk of falling behind. The school's analysis of student achievement evidences that intervention sessions are effective in boosting progress.   | AHT         | Analysis of student outcomes and progress following completion of programme of intervention   | Teacher salary costs<br>£2000            |
| 4. Curriculum plans well sequenced to address gaps in learning and barriers from gaps in cultural capital. To include explicit teaching of recall, literacy and numeracy and linked to future employment and career aspirations. | Review and development of whole school curriculum strategy, in collaboration with secondary partner schools. The quality of the curriculum underpins the quality of education and therefore is a key driver to enhance student learning and improve outcomes. | AHT and HoS | Monitoring of completion of curriculum development plan. Through monitoring and evaluation of quality of teaching: faculty, senior leader and external monitoring and evaluation processes including lesson visits, work scrutiny, student progress reviews | Teacher time and training costs<br>£1500 |
| 5. Improve literacy skills of students to remove barriers to educational progress and achievement  | Accelerated reader to continue for Years 7 and 8 as a universal offer for students. Targeted use of AR in Year 9 for identified students. The school's evaluation of student reading levels evidences the very significant impact                             | AHT         | Monitoring of AR data to evaluate impact on student reading skills (termly)   | Proportionate AR costs<br>£1500          |

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|  | of AR on improving reading. Training for teachers in explicit teaching of literacy skills across all curriculum areas and leadership of literacy as fundamental to student progress and success, and preparation for next stage of education.         |                       | Evaluation and QA of curriculum planning re literacy skills<br>Lesson visits and work scrutiny.  |   |
| 6. Provide equipment and resources for students to ensure access to curriculum and to support effective revision.  | A minority of students do not have the basic equipment needed to access the curriculum and learning opportunities. This creates a fundamental barrier to learning.  | HoS                   | Behaviour points for equipment for PP students to be comparable to those for non PP students, with an aspiration of 0 equipment points for PP students | £2000   |
| 7. Address the barriers to learning of students on transition to secondary school, including identified gaps in literacy and numeracy through a bespoke intervention programme including the use of tutor time | A cohort of student do not achieve their age related national expectation at the end of KS2 and this is a significant barrier to their access to the secondary curriculum. Addressing these skills early, through intervention will promote progress. | HoS and SENDCo        | Evaluation through review of student progress, lesson visits and work scrutiny   | Intervention sessions and teacher costs<br>Part funded by catch up premium<br><br>£1500 |
| 8. Devise and implement a 'cultural capital' programme for tutor time which address gaps in students' knowledge and understanding of society and global values   | Our disadvantaged students are impeded in knowledge acquisition by gaps in cultural and societal understanding which are apparent on entry in Year 7  | Lead teacher          | Evaluated through student voice and staff feedback, termly   | Staff time<br><br>£1500   |
| <b>B Improve career progression and raise aspirations for disadvantaged students.</b>  |   |                       |  |   |
| 1. Improve careers education programme through curriculum development, explicit teaching of  | Improving education will broaden students' aspirations and  | Leadership of careers | Destinations data and scrutiny of post 16 applications.  | £3200   |

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| careers education in all subject areas (in schemes of learning in all subject areas) assemblies and tutor programme to fully achieve the Gatsby Benchmarks. | understanding of career opportunities. Partnership   | education by AHT     | Student feedback on their experience of career education.   |                              |
| 2. Provide high quality additional one to one reviews for disadvantaged students with the careers advisor   | Individual support will identify and address gaps in understanding re career options and routes and individual action plans will support students to understand the steps they need to take to progress to their next stage of education/ employment | Careers advisor      | Destinations data. Review of impact of careers advisor  | £1800                        |
| 3. Ensure all disadvantaged students participate in opportunities to experience post 16 education including visits to FE and HE colleges                    | Opportunities to experience post 16 education settings will broaden and extend aspiration  | Head of Upper School | Evaluate attendance on school visits to ensure all disadvantaged students experience a minimum of 1 visit to HE and FE setting.           | Subsidised trip places £1000 |
| 4. All disadvantaged students to have mock interview and work experience placement in Year 10   | Student voice evidences that mock interview and work experience are instrumental in raising aspiration for next stage of education   | Head of Upper School | Monitor mock interview appointments and work experience placements to ensure all students access this opportunity. Student voice feedback | Admin costs £2000            |
| 5. Aspirations for students from deprived post code areas or where there is no history of family access to  | NSSW feedback from previous years evidences the significant positive   | AHT                  | Evaluation of impact of NSSW programme through  | NSSW coordinator (partly     |

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| university level education are supported through access to NSSW programme   | impact this has had on student aspiration  |     | student voice and destinations data                         | externally funded)<br>£1800                                       |
| <b>C Improve attendance of disadvantaged students and, in particular, reduce persistent absence so that it is better than national averages for disadvantaged students and approaches our aspiration of being comparable to national averages for non-disadvantaged students.</b> |  |     |   |   |
| 1. High quality leadership of attendance strategies is crucial to their success. Refine and embed revised systems for rewarding good attendance and intervening where attendance is a concern including early intervention and the role of tutors.                                | In 2018-2019, significant improvement was made in attendance and reducing persistent absence through revised approaches. Improving attendance will ensure gaps in learning are minimised and students have full access to opportunities and education. Our in school data evidences that poor attendance has been shown to have a significant negative impact on students' progress and achievement. | AHT | Half termly evaluation of attendance and persistent absence | Admin and leadership time<br>£8500<br><br>Rewards<br>£700         |
| 2. Prioritise use of Education Welfare Officer for disadvantaged students.  | The EWO was highly effective in 2018-2019 in improving attendance of target students through family intervention and support.  | AHT | Half termly evaluation of attendance and persistent absence | EWO costs<br><br>£4000  |
| 3. Pilot use of wake up calls for disadvantaged students in the spring term   | This has proved effective in other schools to motivate students to attend school   | AHT | Half termly evaluation of impact and student voice          | Admin costs<br>£2000  |
| 4. Incentivise students' good attendance through the use of rewards, including pop up weeks.  | This proved effective in 2018-2019 in improving attendance of disadvantaged students.  | AHT | Half termly evaluation of attendance                        | Cost of rewards (part funded by local community partners)<br>£600 |

**C Improve behaviour of disadvantaged students and reduce exclusions so that disadvantaged students achieve equivalent numbers of merits to their non-disadvantaged peers and so that they receive no more behaviour points than their non-disadvantaged peers. Exclusions for disadvantaged students to be below national averages with an aspiration that they are below the national average for non-disadvantaged students. In line with our aspiration for all students, our aspiration is that no disadvantaged student is permanently excluded from the school.**

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| <p>1. High quality leadership of behaviour strategies is crucial to their success</p> <p>2. Pegasus project used to engage and motivate target students and to provide individual mentoring.</p> | <p>Engaging and motivating students will improve progress in learning and aspirations.</p> <p>Mentoring has been shown through our evaluation of in-school data to be effective in increasing engagement and removing barriers to education and progress.</p> | <p>Assistant Headteacher</p> | <p>Evaluation of impact of Pegasus after each programme completion, and of sustained impact on behaviour over the school year</p> | <p>Leadership costs £5000</p> <p>Pegasus costs £8000</p> |
| <p>3. Mentoring of priority students by form tutors, leaders and pastoral team.</p>  | <p>Our revised behaviour policy provides multiple opportunities for student mentoring (through the 'on report' strategies), as a proven successful strategy to promote improved behaviour.</p>  | <p>AHT</p>                   | <p>Evaluation of impact of 'on report' on behaviour. Half termly review of merits, behaviour points and exclusions</p>            | <p>Staff costs £8000</p>                                 |
| <p>4. Provision of alternative education programmes to avoid permanent exclusion.</p>  | <p>Alternative education packages including Harbour School, managed moves, PAPA and SAVVY are provided for students at risk of exclusion. These have proved effective in supported students' continued education and avoiding permanent exclusion.</p>        | <p>AHT</p>                   | <p>Termly review of impact of alternative education packages. More regular monitoring of student progress through these</p>       | <p>£30,000</p>   |

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|  |  |                   | packages, in line with school protocols for management of alternative education.   |  |
| 5. Incentivise students' good behaviour through the appropriate use of rewards.  | This proved effective in 2018-2019 in improving behaviour of disadvantaged students.   | AHT               | Half termly evaluation of attendance, student voice  | Cost of rewards (part funded by local community partners) £800 |
| <b>E Disadvantaged students increasingly engage in leadership and extra-curricular opportunities to ensure equality of educational opportunity</b>               |  |                   |  |  |
| 1. Revise approaches to prefect and school council roles and recruitment to ensure disadvantaged students are proportionately represented in these student teams | Access to student leadership positions will promote engagement in education, raise aspiration and build confidence and enjoyment of learning.  | AHT               | Evaluation of numbers of student accessing these roles through application and appointment   | Admin time £800  |
| 2. Further develop the Be Inspired programme to broaden educational opportunity and address gaps in cultural opportunity   | Evidence shows that our disadvantaged students have restricted access to sporting, cultural and social experiences beyond the school provision. Access to extra-curricular opportunities after school is restricted by transport costs, caring responsibilities (for some) and student motivation to stay on after school. | AHT               | Evaluation of impact of Be Inspired through review of student choices, lesson visits, student voice, attendance and behaviour data | Be Inspired resources. £2000                                   |
| 3. Widen access to sporting opportunities during the school day through access to Gym and sports   | Evidence shows that our disadvantaged students are less engaged in extra-curricular sports clubs, particularly competitive sport.  | Director of Sport | Evaluation of participation of PP students in extracurricular sport  | Staff time and salary costs for                                |

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| clubs. Broaden the sport offer to focus on participation not excellence  |  |                 |  | supervision of sports clubs.<br>£1800                                |
| <b>F Provide high quality school systems and pastoral support to remedy barriers to learning for vulnerable students including low self esteem, emotional health, and resilience.</b>  |  |                 |  |  |
| 1. Provide targeted mentoring and support for vulnerable students through high quality and effective pastoral care.  | Our in-school analysis evidences the effectiveness of mentoring in supporting individual students to engage fully in educational opportunity   | AHT             | Impact of mentoring evaluated termly through behaviour and attendance data and through student progress data       | Staff salary costs<br>£3000  |
| 2. Embed TIS strategies across the school and ensure staff are trained to anticipate and react to students' emotional needs  | TIS strategies are backed by evidence based research as effective in supporting students to manage their emotions and to respond positively to educational challenge and new experiences                   | AHT             | Evaluation of impact of TIS approaches (annual)  | Staff salary costs<br>Part funded through Headstart<br>£2300         |
| 3. Implement a programme of strategies to support emotionally healthy education  | Positive emotional health is a foundation to being able to engage fully with educational opportunity, underpinning resilience, self-confidence and self-esteem   | Leadership role | Evaluation of impact of strategies bi-annually through student voice, staff feedback and analysis of participation | Staff salary costs<br>£1500<br><br>Resources for strategies<br>£1700 |
| <b>G Access to homework and revision programmes improves and is at least comparable to that of non-disadvantaged students</b>  |  |                 |  |  |
| 1. Review homework policy and approaches to ensure equality of access for disadvantaged students. Trial the use of after hours homework support clubs to promote access of opportunity | Low income families may not be able to support complex homework activities. Access to homework is an essential part of educational achievement. Our in-school evaluation shows that students who regularly | AHT             | Evaluation of SMHW and homework merits and points, student and staff feedback, work                                | Salary costs for supervision of homework club<br>£2000               |

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|   | complete homework achieve better outcomes.  |     | scrutiny and lesson visits   | Admin costs to track student data<br>£1500<br>Continued use of SMHW<br>£1500              |
| 2. Provide revision resources and opportunities to support acquisition of knowledge, and recall of key learning | Disadvantaged students do not use our revision packages as much as their non-disadvantaged peers. Our revision approaches have a proven track record in supporting good outcomes for students | AHT | Evaluation of use of revision resources in key subjects (Maths, English and Science) by Heads of Faculty | Rewards for completion<br>£600<br><br>Subsidised provision of revision resources<br>£1200 |
|   |   |     |  | <b>Total: £143,700</b>  |

### Key contacts

Lead Governor: Mrs. J. Cashmore (Chair of Governors)

The Headteacher: Mrs. J. Woodhouse

The Head of School: Mr James Butterworth