

## Pupil premium strategy / self- evaluation

1. Summary information					
School	Hellesdon High School				
Academic Year	2019-2020	Total PP budget	£317,000 (+£18,000 LAC funding)	Date of most recent PP Review	Sept 19
Total number of pupils	1248	Number of pupils eligible for PP	FSM6 341 FSM 206 LAC 12	Date for next internal review of this strategy	Dec 19

2. Current attainment					
	Pupils eligible for PP (Hellesdon)	National (2018)	Pupils not eligible for PP (Hellesdon)	National (2018)	All pupils (National 2018)
% Achieving 5+ in English and Maths (2018-19)	21%		45%		43%
Progress 8 score average (2018-19)	-0.39 (-0.35 excluding KS4 mobile students)	-0.44	0.19	0.13	0.01

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Progress in literacy and numeracy skills of PP students is lower than non PP students which prevents good progress across KS3 and KS4 in English and Maths for those eligible for PP
B.	Students eligible for PP (particularly FSM) are making less progress than 'other' students at KS4 across most subjects
C.	Attitude to learning for a number of students eligible for PP is having a detrimental effect on progress at KS3 and KS4
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	

<b>D.</b>	Attendance rates for students eligible for PP (particularly FSM) is below national average and causes them to miss learning which impacts on progress	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	High levels of progress in literacy and numeracy at KS3 for those eligible for PP	Pupils eligible for PP in Year 7/8/9 make more progress by the end of the year than 'other' pupils so that at least 25% make more than expected progress and 100% make expected progress in GL assessments. Other pupils still make at least the expected progress. This will be evidenced using GL assessments, Accelerated Raeder and Maths teacher assessments.
<b>B.</b>	Improved rates of progress for students eligible for PP (particularly FSM) AT KS4	Subject ALPS Score to show that the progress for PP students has improved from last academic year
<b>C.</b>	Improved attitude to learning of students eligible for PP at KS4	Improved ATL score for PP students. All PP pupils in Year 11 to have well planned and suitably aspirational post-16 pathways mapped out. Tutors and Heads of House will have a focus on ATL of PP pupils as part of their role. Reduced number of PP students on behaviour stages and receiving FTE's
<b>D.</b>	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 91% to 95% in line with 'other' pupils.

## 5. Planned expenditure

Academic year

2019-2020

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff CPD £2000	A: High levels of progress in literacy and numeracy at KS3 for those eligible for PP  B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)	We want to offer high quality teaching to all pupils to improve progress. Ensuring teachers' keep up-to-date with the latest developments in literacy and numeracy support, exam boards' specifications and subject-specific methodology. Staff must also have a focus on developing strategies to support students eligible for pupil premium funding.	All external training must be approved by SLT HOD and SLT lead for Teaching and Learning to ensure selected training has evidence of effectiveness.  Training should be shared with department through department meeting time.	BRD/HOD	January, April and August 2020
Department CPD	B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)	Subject leaders now have a greater understanding of the changes to the KS4 curriculum. The KS3 curriculum needs to be updated to take this into account. Schemes of work, curriculum content, teaching methods with departments are being reviewed. Cover is being made available to allow departments time to review this.	Meetings with SLT responsible for progress and achievement, SLT responsible for teaching and learning.  Department meetings with focus on KS3 curriculum.  Department link meetings with SLT  Pupil premium focus meetings with SLT progress and achievement and SLT Pupil Premium	MC/WB/BRD/HOD/leadership links	January, April and August 2020

Monitoring of Impact £1000	B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)	<p>Use of provision map software to monitor interventions for all students.</p> <p>Use of 4 Matrix and ALPS connect to monitor progress at KS4</p> <p>These systems allow tracking of progress across whole school, department and individual level.</p>	<p>ALPS connect to be used by all staff to analyse data after each PR point. Identify students who are underperforming and put support in place.</p> <p>4 matrix to be used by SLT and HOD to monitor progress</p> <p>Provision map to be used to monitor interventions at an individual level</p>	WB/MC	January, April and August 2020
<b>Total budgeted cost</b>					£3000

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
KS3 numeracy and literacy interventions £15,000	A: High levels of progress in literacy and numeracy at KS3 for those eligible for PP	<p>Use of targeted literacy and numeracy interventions to ensure PP students make similar progress with numeracy and literacy across KS3 as those not eligible for PP.</p> <p>Both programme have data which shows they are effective in improving student's literacy and numeracy.</p> <p>Evidence from the EEF indicates that reading comprehension approaches improve learning by an additional five months' progress across an academic year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Individualised instruction such as that provided by Maths Whizz improve learning by 2 months progress across an academic year.</p>	<p>Regular review of progress through in programme assessments and accelerated reader/Math Whizz data.</p> <p>Ensure staff delivering interventions are trained and have adequate preparation time to ensure programmes are delivered correctly.</p>	MC	January, April and August 2020

<p>Pupil Premium mentor</p> <p>£30,000</p>	<p>A: High levels of progress in literacy and numeracy at KS3 for those eligible for PP</p> <p>B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)</p> <p>C: Improved attitude to learning of students eligible for PP at KS4</p> <p>D: Increased attendance rates for students eligible for PP.</p>	<p>Evidence from the EEF indicates that mentoring can have a positive impact on academic outcomes by accelerating learning by approximately one month with students from disadvantaged backgrounds. Positive effects have also been reported in attitudes to school, attendance and behaviour.</p>	<p>Regular meetings with SLT responsible for Pupil Premium to monitor impact of mentoring sessions, identify students to target and review use of PP funding</p>	<p>MC/TF</p>	<p>Half termly meetings</p>
<p>Teaching Assistants</p> <p>£50,000</p>	<p>A: High levels of progress in literacy and numeracy at KS3 for those eligible for PP</p> <p>B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)</p> <p>C: Improved attitude to learning of students eligible for PP at KS4</p> <p>D: Increased attendance rates for students eligible for PP.</p>	<p>Evidence from the EEF indicates that the use of teaching assistants can have, on average, an impact of an additional 1 month's progress on students across an academic year. The research varies however depending on how the teaching assistants are deployed.</p> <p>Targeted support for double disadvantaged students</p>	<p>Regular review of Teaching Assistant interventions, students targeted and impact of these.</p> <p>Regular review of teaching assistant placement</p>	<p>MC</p>	<p>Termly review of timetables and students being targeted</p>
<p>Subject Tuition</p> <p>£8000</p>	<p>B: Improved rates of progress for students eligible for PP</p>	<p>Evidence from the EEF indicates that tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests that</p>	<p>Use of PR data to identify students to target for tuition. Regular review of progress of</p>	<p>MC/WB</p>	<p>January, April and August 2020</p>

	(particularly FSM) AT KS4)	tuition should be additional to, but explicitly linked with, normal teaching.	students targeted through tracking data		
Revision sessions £7,000	B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)	Evidence from previous revision sessions run at the school shows that these intensive sessions have a positive impact on the GCSE results of students involved.	Tracking data used to identify students for revision sessions, tracking data before and after sessions used to monitor impact	WB	August 2020
Small group tuition £8000	A: High levels of progress in literacy and numeracy at KS3 for those eligible for PP	Evidence from the EEF indicates that students tutored in small groups can make up to four months progress when compared with larger groups or whole classes.	Students identified for targeted reading support through Accelerated Reader data. Impact monitored through AR reading age data.	MC	January, April and August 2020
Homework/breakfast club £14,000	A: High levels of progress in literacy and numeracy at KS3 for those eligible for PP  B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)  D: Increased attendance rates for students eligible for PP.	Evidence from the EEF suggests that homework can have an impact of up to 5 months progress across an academic year; however the homework needs to be short and focused. Regular homework that is more routinely set can also can an impact of 2 to 3 months progress.	Breakfast cub will target student with low attendance or SEMH needs to improve attendance.  Homework club staffed by LSA's and students encouraged to attend before and after school to complete homework and revision.  Attendance rates monitored through class charts	MC	January, April and August 2020
SEMH support £38,000	B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)  C: Improved attitude to learning of students eligible for PP at KS4	Evidence from the EEF indicates that social and emotional learning programmes can have an impact of up to 4 months progress across an academic year. The benefits generally come from the students improved attitude to learning and social relationships at school.	Students identified through pastoral teams and staff referrals.  Levels of intervention discussed with TF and student referred for support.  Termly review of impact through online questionnaire	MC/TF	January, April and August 2020

	D: Increased attendance rates for students eligible for PP.				
Raising Aspirations £2000	<p>B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)</p> <p>C: Improved attitude to learning of students eligible for PP at KS4</p>	Evidence from the EEF suggests that aspiration interventions have little impact across a year in terms of academic progress; however research shows that they have a positive impact of student's self-esteem, self-efficacy and self-belief, which develops motivation and engagement.	<p>High attaining PP students targeted for Villiers Park mentoring at KS4 and KS5, Brilliant Club scholars identified in Y8.</p> <p>Impact shown through programme reports and rates of progress to University</p>	MC/TF	August 2020
LAC support £10,000	<p>A: High levels of progress in literacy and numeracy at KS3 for those eligible for PP</p> <p>B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)</p> <p>C: Improved attitude to learning of students eligible for PP at KS4</p>	LAC students require individualised plans and support to ensure best possible progress	Dependant on support provided, tracking through progress data, SEMH questionnaire, attendance rates, behaviour data	MC	January, April and August 2020
SHIELD £1000	D: Increased attendance rates for students eligible for PP.	Group offering support to vulnerable students at risk of being bullied due to LGBT status, special needs, traveller status	<p>Rates of attendance for students attending SHIELD, behaviour data</p> <p>Directing vulnerable students to attend SHIELD</p>	CB	
<b>Total budgeted cost</b>					<b>£188,000</b>

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pastoral Managers x 2 £45,000	<p>B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)</p> <p>C: Improved attitude to learning of students eligible for PP at KS4</p> <p>D: Increased attendance rates for students eligible for PP.</p>	<p>Evidence from the EEF indicates that mentoring can have a positive impact on academic outcomes by accelerating learning by approximately one month with students from disadvantaged backgrounds. Positive effects have also been reported in attitudes to school, attendance and behaviour.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Students identified through behaviour and progress data for targeted support.</p> <p>Termly review of PP students on behaviour stages and rates of FEX/PEX for PP students.</p> <p>Weekly review of attendance by leadership</p> <p>Review of behaviour/attitude to learning in house link meetings</p>	CB	Dec 2019
Behaviour support £30,000	<p>B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)</p> <p>C: Improved attitude to learning of students eligible for PP at KS4</p> <p>D: Increased attendance rates for students eligible for PP.</p>	<p>Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. The results show on average students making four months' progress across an academic year. Student specific interventions will have a greater impact.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can</p>	<p>Students identified through behaviour and progress data for targeted support.</p> <p>Termly review of PP students on behaviour stages and rates of FEX/PEX for PP students.</p> <p>Review of behaviour/attitude to learning in house link meetings</p>	CB	Dec 19



		be effective, especially for older pupils.			
Sport £3000	D: Increased attendance rates for students eligible for PP.	The EEF indicates that sports participation can have an impact of up to 2 months progress across an academic year. The school provides these sports clubs for students so can participate in sports they might not have the opportunity to outside of school.	Attendance at activities monitored to ensure PP students are accessing this provision	MC	Dec 19
Activities week £4000	B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)  D: Increased attendance rates for students eligible for PP.	The EEF indicates that sports participation can have an impact of up to 2 months progress across an academic year. The school provides these sports clubs for students so can participate in sports they might not have the opportunity to outside of school.	All FSM students will have equal access to support with funding for activity days.  This will be promoted through the booklet which is sent home.	MC	Dec 19
Trips £2000	B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)  D: Increased attendance rates for students eligible for PP.	Students often need to access these field trips to complete their coursework.	All staff are aware that a reduction should be given to PP students for all school trips	MC	Dec 19
Attendance Support £18,000	B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)  D: Increased attendance rates for students eligible for PP.	To identify the reasons why students are not attending school and put provisions in place for them to access education and begin a re-integration programme.	Attendance discussed at weekly at leadership  Letters about attendance to parents / guardians. Attendance Support worker contacting/visiting/meeting all parents/students who are PA or at risk of PA	CB	Dec 19
Behaviour strategies £2000	C: Improved attitude to learning of students eligible for PP at KS4	Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic	Students identified through behaviour and progress data for targeted support.	CB	Dec 19

		<p>performance along with a decrease in problematic behaviours.</p> <p>The results show on average students making four months' progress across an academic year. Student specific interventions will have a greater impact.</p>	<p>Termly review of PP students on behaviour stages and rates of FEX/PEX for PP students.</p> <p>Review of behaviour/attitude to learning in house link meetings</p>		
<p>Head of House</p> <p>£5,000</p>	<p>B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)</p> <p>C: Improved attitude to learning of students eligible for PP at KS4</p> <p>D: Increased attendance rates for students eligible for PP.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Students identified through behaviour and progress data for targeted support.</p> <p>Termly review of PP students on behaviour stages and rates of FEX/PEX for PP students.</p> <p>Review of behaviour/attitude to learning in house link meetings</p>	CB	Dec 19
<p>Safeguarding</p> <p>£15,000</p>	<p>C: Improved attitude to learning of students eligible for PP at KS4</p> <p>D: Increased attendance rates for students eligible for PP.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>		CB	Dec 19
<p>IAG</p> <p>£5000</p>	<p>B: Improved rates of progress for students eligible for PP (particularly FSM) AT KS4)</p> <p>C: Improved attitude to learning of students eligible for PP at KS4</p>	<p>Targeted support from the careers advisor will ensure all students have a post 16 placement.</p>	<p>All students eligible for PP at KS4 will have a 1:1 meeting with the careers advisor.</p> <p>All PP students will apply for and start a post 16 provision – No NEET</p>	MC	Dec 19
<p>Student fund</p> <p>£14,000</p>	<p>B: Improved rates of progress for students eligible for PP</p>	<p>Support with uniform, revision guides, equipment throughout the academic year.</p>	<p>Improved attendance and progress – students will feel part of school, will have the correct</p>	MC	Dec 19

	(particularly FSM) AT KS4)  D: Increased attendance rates for students eligible for PP.	Students wearing the correct uniform that is clean, smart and tidy can help to make students feel part of the school community and make them fit in with their peers. Although evidence from the EEF suggests that the impact on academic improvement is minimal, it is still an important factor that contributes to students attending school and improving their behaviour when they are here	equipment and revision guides to support progress.		
<b>Total budgeted cost</b>					<b>£163,000</b>

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired Outcome	Chosen approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To close the gap in attainment and progress between disadvantaged students and non-disadvantaged students	<div>✓ Reduced class sizes</div> <div>✓ Teaching Assistant support</div> <div>✓ Learning Performance workshops</div> <div>✓ Staff CPD</div> <div>✓ Effective monitoring of impact</div>	<div>Limited impact: Reduced class sizes had little impact on progress of PP students both in smaller groups and those not in smaller groups. Progress 8 for PP shows these students have not made expected progress</div> <div>Positive impact: Teaching Assistant support for double disadvantaged students was successful, these students are estimated to achieve a progress score of +0.22</div> <div>Mixed impact: Learning performance workshops – students were positive about the</div>	<div>Reduced class sizes did not have the expected impact, students in the smaller sets in English, Maths and Humanities made no significant gains than those who were in larger groups. This approach has not been successful and will not continue this academic year.</div> <div>Teaching Assistants in the core subjects who provide targeted support to those students who are double disadvantaged was very successful, this targeted support saw these students achieve better than expected progress.</div>	<div>£60,000</div> <div>£50,000</div> <div>£6025</div> <div>£1735</div> <div>£3500</div> <div>TOTAL: £121,260</div>

		<p>impact of these sessions 82% said they found the strategies reasonably helpful, very helpful or extremely helpful. Progress 8 score shows PP students who have attended these sessions have overall not made expected progress.</p> <p>Mixed Impact – Staff CPD – HOD were provided with a day off site to plan new KS3 curriculum and assessment. HOD very positive, impact will be seen in progress at KS3 next academic year.</p> <p>Positive Impact – effective monitoring of impact- use of provision map to track interventions ensured no students who required intervention or support was missed. All PP students who required support, received it.</p>	<p>Although the majority of students enjoyed these sessions they did not engage the harder to reach PP students, the strategies taught were not transferred into lessons or revision. These sessions will not continue this year.</p> <p>Departments involved in the off-site curriculum and assessment review days felt it allowed them to respond to changes at KS4 by adapting their KS3 curriculum. This will continue this year to allow other departments the same opportunity.</p> <p>Monitoring of spending and interventions has improved effectiveness of PP spending so use of this system will continue.</p>	
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## ii. Targeted support

Action	Chosen approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To raise standards of literacy and numeracy across all year groups	<ul style="list-style-type: none"> <li>✓ Numeracy and literacy interventions</li> <li>✓ Small group tuition</li> </ul>	<p>Positive impact: Numeracy and Literacy - 75% of disadvantaged students in Y7 have made expected or great progress in English and Maths according to GL assessment data. In Y8 72% made expected or greater progress in English and Maths and 80% in Science, These are all in line with 'all' progress.</p> <p>Positive Impact: Small group tuition – focus on KS3 reading, PP students targeted who are not reading or quizzing on Accelerated Reader</p>	<p>Literacy and numeracy interventions at KS3 are effective at ensuring students make progress. These will continue despite there being a limited gap in SATS results for the new cohort as we need to ensure the disadvantaged students continue to make good progress with these key skills.</p> <p>Students targeted for additional reading are those highlighted as not reading at home or in their own time.</p>	<p>£10,698 £8000</p> <p>Total £18,698</p>

		– data on Accelerated Reader shows that for the targeted group approx. 90% made expected or greater progress with reading age.	Targeted reading ensures they are reading and reciprocal techniques ensure comprehension is also developed.	
To close the gap in attainment and progress between disadvantaged students and non-disadvantaged students	<ul style="list-style-type: none"> <li>✓ Subject Tuition</li> <li>✓ Revision sessions</li> <li>✓ Behaviour strategies/support</li> <li>✓ Attendance support</li> <li>✓ Raising Aspirations</li> <li>✓ SEMH support</li> <li>✓ Mentoring</li> </ul>	<p>Positive Impact: Tuition - 12 students targeted for Maths in Y11, 3 achieved above target, 2 achieved target and all others made progress towards target, Y10 targeted for Maths, 8 students were targeted and 88% are on track to achieve target grades. Other targeted intervention included coursework support in Art, Media, Drama and Health and Social Care. Students improved coursework grades.</p> <p>Medium Impact: Revision sessions – In English 73% of PP students maintained or improved their grade after the 20/20 sessions, In Maths this was 95% and in History 53%</p> <p>Medium Impact: Behaviour strategies - Fixed term exclusions for disadvantaged students have decreased this academic year as have permanent exclusions. Of the 25 PP students on high behaviour stages, 10 moved down or came off behaviour stages completely.</p> <p>Medium Impact: Attendance support officer is working with students and families where attendance is low. Our attendance for disadvantaged students is still below our school target. However a small number of students with very low attendance are impacting on this.</p> <p>Positive Impact: Raising Aspirations - 5 Y11 students involved in the Villiers Park mentoring</p>	<p>Tuition is effective for students who engage and attend sessions. Continue with tuition but identify students who are not engaging and intervene earlier.</p> <p>20-20 sessions build confidence in preparation for the exam and support students to make good progress in most cases. Review of when these sessions take place, to consider missed curriculum time close to exams.</p> <p>Behaviour support is being effective in most situations, students are in more lessons and receiving fewer behaviour marks. Earlier identification and support and clearer communication between pastoral staff and teaching staff will improve this further.</p> <p>HOH now focused on students with attendance between 90-95% to allow attendance officer to concentrate on the lowest attenders. Discussion with parents of alternative packages, EHCP's and mental health support needs to take place at earliest opportunity.</p> <p>Villiers Park to continue, positive response from students involved and excellent progress at GCSE's.</p>	<p>£9165</p> <p>£10,496</p> <p>£21,257</p> <p>£12,000</p> <p>£3790</p> <p>£38,960</p> <p>£30,000</p> <p>Total</p> <p>£105,668</p>

		<p>programme through UEA achieved a P8 score of +0.26.</p> <p>12 students in Y8 and 12 students in Y8 completed the Brilliant Club Programme. This had a mixed response from students. All enjoyed the trips to explore universities but many found the workload too much alongside school work.</p> <p>12 students completed the inspired woman programme, all students were very positive about this course.</p> <p>Positive Impact: SEMH support - Xceed programme (10 students), Block Bus (15 students), True Colour programme (23 students), Art Therapy (11 students), Pets as Therapy (26 students), Lego Therapy (16 students), ELSA (10 students), Youth Club (12 students), Youth Worker (56 students), Summer Camp (13 students), Alpha Inclusion ASD support (6 students), Peer mentors (16 students). All students have reported a positive impact from these sessions from improved confidence, reduced self-harm, reduced anxiety, improved attendance and reduced behaviour marks.</p> <p>All students receiving well-being support attend session regularly and state this is having a positive impact on their mental health, ability to attend school, ability to attend lessons and behaviour.</p> <p>Positive Impact: Mentoring - Targeted support of PP students across year groups including SEMH support, transition support, academic</p>	<p>Brilliant club to continue but with Y8 only – pressure on Y10 had an adverse impact in a most cases.</p> <p>Inspired woman programme no longer available. Investigate alternatives for 19-20</p> <p>All students receiving well-being support attend session regularly and state this is having a positive impact on their mental health, ability to attend school, ability to attend lessons and behaviour.</p> <p>PP mentor provides a variety of support to disadvantaged students and is able to co-ordinate with departments and pastoral staff. This ensures all staff and students are able to access the support available through the PP funding.</p>	
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		mentoring, revision sessions for Y11 PP students, breakfast club and youth club.		
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Chosen approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To extend opportunities and develop skills and personal qualities of all disadvantaged students	✓ Sport	Positive impact: Sport – swimming club is well attended 3 nights per week, table tennis club is well attended, Badminton session were well attended	Continue with Sport participation – monitor PP uptake and promote if needed.	£2951
	✓ Trips			£2190
	✓ Activity Days	Positive Impact: Trips and Activity Days – all PP students were able to access trips across the school year and were able to participate in activity days. Level of support offered varied on individual circumstances.	Continue to offer discounts to PP students for trips and FSM for activity days.	£2020
	✓ Homework/ Breakfast Club			£14,000
	✓ Arts Participation	Positive Impact: Homework/Breakfast Club - 948 positive marks have been given to disadvantaged students this year for attending homework club. 746 positive marks have been given for attending breakfast club.	Promote homework club to all year groups Continue to target vulnerable PP students for breakfast club including those with low attendance.	£1635
	✓ Safeguarding and pastoral staff			£40,000
	✓ Parental engagement			£2100
	✓ Student fund			£15490
				Total
				£80,386

		<p>Limited Impact: Arts Participation – Umbrella Trust programme, 17 students took part in the programme which involved developing literacy through Drama with the Norwich Theatre Royal, the average reading age of the group involved improved by 7 months</p> <p>Positive Impact: safeguarding and pastoral support - 684 cause for concerns were logged regarding PP students this academic year, this is compared to 501 for Non PP despite this being a much larger cohort. 52 S17 Child in Need meetings took place for PP students and 25 S47 Child Protection meetings took place for PP students.</p> <p>Limited Impact: Parental Engagement – a number of off-site information days for parents were set up across the year. These had limited attendance and although useful for the parents who did attend were not as well attended as we had hoped.</p>	<p>It is difficult to determine whether this programme made the difference to reading age improvement as most students involved also had literacy intervention sessions.</p> <p>Safeguarding continues to be a significant need for our disadvantaged students, having staff available to monitor causes for concern and respond to these as well as attending multi-agency meetings is essential in ensuring these students are safe and able to make progress at school.</p> <p>Review of parental engagement strategies to identify other methods of getting parents more involved in the school community.</p>	
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## 7. Additional detail

