

# Brighton Hill Community School – Pupil Premium Action Plan & Impact (2019/20)

1. Summary information					
School	Brighton Hill Community School				
Academic Year	2019/20	Total PP budget	£124,153	Date of most recent PP Review	February 2020
Total number of pupils	829	Number of pupils eligible for PP	148 (18%)	Date for next internal review of this strategy	October 2020
Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
FSM	31	17	22	21	9
PP	42 (19%)	26 (12%)	35 (25%)	31 (25%)	14(26%)

2. Current attainment (based on 2018/19 GCSE results)		
	<i>Pupils eligible for PP</i> Source ASP (analyse school performance) <a href="http://www.analyse-school-performance.service.gov.uk">www.analyse-school-performance.service.gov.uk</a>	<i>Pupils non eligible for PP (national average)</i> Source ASP (analyse school performance) <a href="http://www.analyse-school-performance.service.gov.uk">www.analyse-school-performance.service.gov.uk</a>
% achieving 5+ including English & Maths	22%	50%
Progress 8 score average	-0.91	0.13
Attainment 8 score average	35.89	50.3

\* Please see previous gap reports for additional progress and attainment data for pupils eligible for PP.

3. Barriers to future attainment	
In-school barriers	
A.	Students arrive with pre-existing gaps as they enter in Yr7 and gaps continue into later years as students move through key stages
B.	Students with SEN
C.	Students joining mid-year in KS4
D.	Students not meeting expected progress in Maths

<b>E.</b>	Students not meeting expected progress in English	
<b>F.</b>	Students not meeting expected progress in the open element	
<b>External barriers</b>		
<b>G.</b>	Attendance of PP students in all year groups is lower than expected (PP 89%). This reduces their school hours and causes them to fall behind on average.	
<b>H.</b>	Parental engagement with the school from PP families is weak and needs to improve to ensure parents are able to support their child's education from home to secure improvements in progress and attainment	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A1</b>	Close PP gap between school P8 outcome compared to National P8 outcome for PP students.	<p>A further improvement from 2019 on school P8 outcome for PP students compared to 2019 (-0.91)</p> <p>Year on year reduction in gap between school P8 outcome compared to National P8 outcome for PP students.</p> <p><b>Due to Covid-19 no National data was published by the DfE.</b></p> <p><b>FFT Aspire data for 2020 outcomes estimates a BHCS P8 for PP students at -0.77 an improvement of +0.14</b></p>
<b>A2</b>	Close PP gap between school % outcomes for 4+ & 5+ in English & maths compared to National outcomes for these headline measures for PP students	<p>A further improvement on 2019 % 4+ &amp; 5+ English &amp; Maths compared to 2019 (72% &amp; 22%) relative to expected attainment pathways.</p> <p>Year on year improvement on % 4+ &amp; 5+ English &amp; Maths compared to National outcomes for PP students.</p> <p><b>Due to Covid-19 no National data was published by the DfE.</b></p> <p><b>Centre Assessed Grade outcomes reviewed using Sisra Data Analytics shows</b></p> <p><b>4+ in English &amp; Maths 58% (A decrease of 14%)</b>  <b>5+ in English &amp; Maths 26% (An increase of 4%)</b></p>
<b>B</b>	Close SEN gap, ensuring that SEN Students progress at least as well as Non-SEN students, measured through TA data analysis	<p>Improvement of SEN student's P8 outcome in 2020 compared to 2019 P8 outcome of -1.197</p> <p>2019 to 2020 comparative reduction of the gap between SEN P8 and non SEN P8 where the gap for 2019 was negative 0.846</p> <p><b>Due to Covid-19 no National data was published by the DfE.</b></p> <p><b>FFT Aspire data for 2020 outcomes estimates a BHCS P8 for SEN students at -1.56 a decrease of 0.363</b></p>

<b>C</b>	Students joining mid-year make at least expected progress in all subjects, measured through TA data analysis and future GCSE exam results	<p>Improvement of mid-year joiner student's P8 outcome in 2020 compared to 2019 P8 outcome of -1.323</p> <p>2019 to 2020 comparative reduction of the gap between mid-year joiner P8 and non mid-year joiner P8 where the gap for 2019 was negative 1.055</p> <p><b>Due to Covid-19 no National data was published by the DfE.</b></p> <p><b>FFT Aspire data for 2020 outcomes estimates a BHCS P8 for: Joined in Year 10 or Year 11 P8 -0.28</b></p>
<b>D1</b>	Improve P8 outcomes for PP students in maths.	<p>Improvement from 2019 on school P8 outcome in maths for PP students compared to 2019 outcome (-0.511)</p> <p><b>Due to Covid-19 no National data was published by the DfE.</b></p> <p><b>The average points score for the Maths element increased from 3.67 in the 2019 PP cohort to 3.79 in the 2020 PP cohort</b></p>
<b>D2</b>	Greater emphasis amongst all staff on the need for Quality First Teaching to stretch and challenge students with mid and high KS2 attainment through regular use of retrieval practice and dual coding to build long term memory and an enhanced focus on missed opportunities by using improved questioning and modelling.	<p>A highly differentiated and diverse programme of CPD to develop improved consistency of quality first teaching.</p> <p><b>Reference learning looks (disrupted due to lockdown)</b></p> <p><b>Maths average point score increased in Yr11 from 4.67 in 2019 to 5.33 in 2020 for the high PP KS2 attainment cohort.</b></p> <p><b>Maths average point score increased in Yr11 from 3.43 in 2019 to 3.5 in 2020 for the mid PP KS2 attainment cohort.</b></p>
<b>E1</b>	Improve P8 outcomes for PP students in English.	<p>Improvement from 2019 on school P8 outcome in English for PP students compared to 2019 outcome (-0.619)</p> <p><b>Due to Covid-19 no National data was published by the DfE.</b></p> <p><b>Average points score for English for PP students increased from 3.95 to 4.11</b></p>
<b>E2</b>	Greater emphasis amongst all staff on the need for Quality First Teaching to stretch and challenge students with mid and high KS2 attainment through regular use of retrieval practice and dual coding to build long term memory and an enhanced focus on missed opportunities by using improved questioning and modelling.	More knowledge is committed to long term memory- DA's and data improvement.

		<p>Knowledge and skills build and are linked in context = greater understanding.  Knowledge is presented in a clear way without overloading CL.= retention and meaning.  ALL Students receive high challenge but are supported in 'getting there'.  Development of responses and applied knowledge, building on prior understanding.</p> <p><b>Reference learning looks (disrupted due to lockdown)</b></p> <p><b>English average point score increased in Yr11 from 4.78 in 2019 to 5.67 in 2020 for the high PP KS2 attainment cohort.</b></p> <p><b>English average point score increased in Yr11 from 3.86 in 2019 to 4 in 2020 for the mid PP KS2 attainment cohort.</b></p>
<b>F1</b>	<p>Improve P8 outcomes for PP students in the open element and reduce progress gap between PP and non-PP in the open element.</p>	<p>Improvement from 2019 on school P8 outcome in the open element for PP students compared to 2019 outcome (-1.435)</p> <p>Year on year reduction in gap between school P8 outcome for PP students in the open element compared to 2018.19 gap which was negative 0.58</p> <p><b>Due to Covid-19 no National data was published by the DfE.</b></p> <p><b>An improvement in the average Open Element attainment 8 was recorded at 3.61 compared to 3 in the previous year.</b></p>
<b>F2</b>	<p>Greater emphasis amongst all staff on the need for Quality First Teaching to stretch and challenge students studying open element subjects through regular use of retrieval practice and dual coding to build long term memory and an enhanced focus on missed opportunities by using improved questioning and modelling.</p>	<p>More knowledge is committed to long term memory- DA's and data improvement.  Knowledge and skills build and are linked in context = greater understanding.  Knowledge is presented in a clear way without overloading CL.= retention and meaning.  ALL Students receive high challenge but are supported in 'getting there'.  Development of responses and applied knowledge, building on prior understanding.</p>

		<p>Reference learning looks (disrupted due to lockdown)</p> <p>Internal progress data Yr11 CAG outcomes Average open element attainment 8 grade for PP students 3.21 up from 3 (2019)</p>
<b>G</b>	Increased attendance rates for pupils eligible for PP, measured through attendance analysis.	<p>Increase overall PP attendance in all years. Whole school 2018-19 = 91.1% 2019-20 = <b>93.05% up 1.95%</b></p> <p>Yr10 87.9% - <b>86.28%</b> Yr9 87.5% - <b>89.4%</b> Yr8 93.4% - <b>88.48%</b> Yr7 93.8% - <b>92.37%</b> Data not directly comparable due to Covid</p> <p>Reduce the number of persistent absentees (PA) among pupils eligible for PP compared to 2018.19. where 40% of PP students were categorised as persistent absentees (PA) and the average attendance for this group was 70%.</p> <p><b>38.6% of PP students were categorised as PA</b> <b>77.8% average attendance for this PA PP cohort.</b></p>
<b>H</b>	Increase engagement levels of PP students and families with the school at key events, e.g. parents' evenings, student workshops, etc.	<p>Increase attendance of PP students at additional extra-curricular activities.</p> <p><b>Data not comparable due to lockdowns</b> Increase attendance of PP families at parents' evenings and other parent consultation events.</p> <p><b>Benchmark data collated for comparison in future years:</b> Year 11 Class of 2021 Parents' Eve 1 55% PP vs 83% Non-PP Year 10 Class of 2022 Parents' Eve 1 76% PP vs 94% Non-PP Year 9 Class of 2023 Parents' Eve 1 79% PP vs 80% Non-PP Year 8 Class of 2024 Parents' Eve 1 54% PP vs 86% Non-PP Year 7 Class of 2025 Parents' Eve 1 67% PP vs 90% Non-PP Year 7 Class of 2025 Parents' Eve 2 59% PP vs 86% Non-PP</p>

<b>5. Planned expenditure</b>						
<b>Academic year</b>			<b>2019/20</b>			
The three headings below enable BHCS to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>1) Quality of teaching for all</b>						
<b>Budget</b>	<b>Desired outcome</b>	<b>Chosen action/approach</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>Review Date?</b>
<sup>a</sup> £1,495 (SISRA)	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	Data analysis by SLT, HoF's, HoY's and AIM using SISRA Analytics.  GAP report to be circulated  SLT LM data meetings  SIMS attendance and behaviour analysis	High quality data analysis to highlight areas of strength and areas of concern. Improved assessment procedures needed for a more accurate picture of final outcomes. Robust interventions must be based on accurate data analysis	Clear line management focus on data analysis from HoF's to SLT LM's  GAP report and other important data circulated to all and regularly discuss at all levels of management.  Middle leader CPD and staff CPD on effective use of Sisra	DWS	Termly
<sup>b</sup> £8,000	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	Action Research CPD working groups focussed on improving teaching and learning  RSL meetings to discuss key students who are underachieving and implementation of whole school strategies to raise standards.  T&L Faculty meetings to improve T&L across the school and to support non-specialist teachers.  Additional Parents Information evenings and days	Distributed leadership allows staff to be more widely supported in the pursuit of outstanding teaching and learning  Action Research CPD and RSL meetings give staff time to discuss and plan for in-class intervention to support the progress of all students tracked via low 10pp and low 20 non pp initiatives in Years 10 & 11	Subject RSL's appointed by faculty and directed meeting time for RSL's  Minutes from Middle Leader & RSL meetings show effective planning for improvements in teaching and learning and quality assure use of impact tracking tools.	JHY/DWS /GWK	Termly

c	£13,500 (staffing directed <b>budgeted</b> cost time costs)	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	CPD programme that focusses on high quality teaching and is highly differentiated for staff to meet needs of a wide range of staff, from different subjects, different lengths of service and different levels of professional ability within the classroom. Focus on developing students' memory using retrieval practice and dual coding, as well as a focus on missed opportunities using enhanced questioning and modelling.	The most powerful tool for improving the progress of any student (including those eligible for PP funding) is quality first teaching. An emphasis on this fact is needed through the CPD programme and at all times, by all school leaders.	High quality CPD programme is implemented and regularly reviewed and evaluated following staff feedback. CPD programme that meets the needs of staff according to feedback from learning walks.	JHY, DWS, GWK, SHB	Termly
d	£5,000	<b>A1, A2, B, C, D1, D2, E1, E2, G, H</b>	Transition in place to increase entry numbers in Year 7 and to smooth transition allowing for improved progress and appropriate curriculum structure for all students, including those eligible for PP funding. <b>Early Years Intervention (EEF)</b>  Introduction of BHCS benchmarking tests at the start of Yr7  Use of Question Level Analysis data from ASP in English and Maths to plan therapy work  Use of FFT special reports to track correlation of SATS outcome to P8 outcomes	Improved communication and links with feeder schools will provide increased entry numbers in year 7. More knowledge of students needed on entry to improve curriculum design that is suitable for students joining BHCS.  To better align FFT v BHCS start points determined from KS2 data  To further enhance identification of students in need of support  To better determine validity and rigour of KS2 data.	Work with feeder schools evaluated regularly to ensure BHCS is promoted to all students in Yr7. Staff involved in transition processes through RAP working group.  Whole school strategy adopted by all faculties with completion dates publish on school calendar.  HoY and HoF to use in planning support and therapy interventions.	DWS, DDH, JHY, HoF Maths, English	Termly
e	£2,000	<b>A1, A2, B, C, D1, D2, E1, E2</b>	Zone provision in all years to support students with a range of needs. Zone 7 to support transition. Other zone provision to support students in core subjects. Zone 10 and Yr11 AP group to provide an alternative curriculum to support students who are less likely to access a full curriculum.	Providing a more specialised curriculum or learning environment can support students and enhance progress.	SLT & SENCo to ensure clear progression from Zone provision to full mainstream classes. Regular review of student performance in this provision. Appropriate AP activities in place for students in Yr10/11,	JHY, DWS, GWK, SHB, SENCo	Termly

f	£2,000	A1, A2, B, C, D1, D2, E1, E2,	Continue to engage with <b>collaborative learning (EEF)</b> processes by accessing various external support networks (e.g. Karon Falcon, HIAS, PiXL) to ensure the school is accessing high quality support, guidance and advice. Ensure that relevant advice is used strategically to meet the needs of the school and our students.	Previous Ofsted findings/reports stating that PP spending should be reviewed.	SLT and HoF to work tirelessly with external network links to ensure the school is being fully supported.	SLT	Termly
g	£1,500	A1, A2, B, C, D1, D2, E1, E2,	Feedback cycle becomes embedded across all faculties	Improved feedback cycle processes to support the progress of students.	HoF's, SLT checks, LW's, book scrutiny, CPD, sharing of best practice	SLT	Term 1 & Term 2
h	£800	A1, A2, B, C, D1, D2, E1, E2,	Embedding progress tracking to facilitate student and parental engagement in the progress journey	Students who are clear on their current position and the requirements needed to improve see greater levels of progress this is further accelerated when supported by parents (various research)	DWS to lead implementation of new progress tracking procedure through middle leader meetings, staff briefing. DWS and HoY to deliver parent evening presentation and year group assemblies of the refined system.	DWS, HoY	Termly
<b>Quality of Teaching for All, budgeted cost</b>							£34,295
<b>2) Targeted support</b>							
	<b>Budget</b>	<b>Desired outcome</b>	<b>Chosen action/approach</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>Review Date?</b>
a	£25,000 (staffing costs – SENCo, TA support, etc.)	A1, A2, B, C, D1, D2, E1, E2,	Improve literacy and numeracy at KS3 through English and Maths catch-up through the SEN department. SEN department will strategically deploy TA's to support identified students – <b>1 to 1 tuition/Teaching Assistants (EEF)</b> . SEN to work on reading skills of students entering KS3 – <b>Reading Comprehension Strategies (EEF)</b>	Increased literacy levels allow students to access the curriculum in all subjects	SEN department use small group work programmes to support individuals and small groups of students to improve literacy.  SENCo to regularly monitor impact.	SENCo	Termly



b	£5,000	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	Targeted Easter Revision sessions  Zone 11 rewards for PP boys	PP student attendance at Easter revision and Zone 11 is poor when compared to students not eligible for funding. Therefore, a targeted approach is needed to improve attendance and engagement in this support.	Regular analysis of attendance data and review of Zone 11 provision to be conducted regularly. Data analysis used to target certain students and parents involved through clear communication. Reward systems are reviewed for effectiveness, considering student views/opinions.	SHB, PBG	May 2020
c	£1000	<b>A1, A2, B, C, D1, D2, E1, E2,</b>	English Maths and Science focussed tutor groups with option subjects on rotation which involve subject expert led work and <b>peer tutoring (EEF)</b> .	Previous use of Maths and Science based tutor groups has demonstrated good impact in ensuring accelerated progress amongst targeted students.	Regular data analysis of targeted students in core subjects  Appropriately planned sessions by the heads of Core meet the needs of targeted students within the tutor groups.	EVL, VMA, RDY	Termly
d	£10,000	<b>A1, A2, B, C, D1, D2, E1, E2,</b>	Zone provision from Year 7-9 to support low ability students in small group teaching with some of our best teachers in various core subjects.  Alternative provision programmes in place to support many of our vulnerable students who struggle to access a mainstream academic curriculum.	Some students are unable to access the mainstream curriculum and require a specifically tailored programme to enhance achievement and provide opportunities for success that might not otherwise be accessible.	JHY/SENCo monitoring Zone provision and progress of Zone/AP students. Students in KS3 can move from Zone provision into mainstream classes following careful analysis and evaluation of progress.	JHY, HHH	Termly
d	£5,000	<b>G &amp; H</b>	PSA employed to work with families of students exhibiting poor levels of attendance.	Lack of attendance at school is a key barrier to progress.	AHT line management of PSA and overview of attendance data to ensure relevant students are targeted by PSA.	GWK, JHY	Termly
e	£15,000	<b>G</b>	HUB staffed and utilised to ensure vulnerable students are supported emotionally on return to school.	The HUB is effective at supporting students with a wide range of mental health and/or emotional needs. Students improve attendance when these needs are supported effectively.	JHY line management of the HUB team. HUB to follow a clear referral process with clear intended outcomes for all students which involve a plan that ensures transition back to mainstream lessons is smooth, effective and as rapid as possible.	JHY, HHH	Termly

f	£8,000	<b>G</b>	Work placement, use of alternative providers for students unable to access mainstream education including Princess Trust and Hampshire Inclusion	Some students are unable to access mainstream education for a variety of reasons. Utilising alternative provision supports the student at risk, as well as other students in the class.	GWK, DWS, HoY to liaise with alternative providers to ensure student attendance is high and progress is made. Funding to be withheld if students are not engaging	GWK, DWS, HoY	Termly as relevant
g	£2,000	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2, G</b>	<b>Breakfast club (EEF)</b> to be run in the FLC every morning.	Several students eligible for PP funding arrive at school late and/or without breakfast, this can lead to behaviour and engagement issues. In addition, providing breakfast can encourage some students to attend school, leading to improvements in attendance.	HUB keep up to date registers of attendance. Regular review of PP behaviour, punctuality and attendance to take place. Students with concerns are targeted and invited to the	HUB staff	Termly
h	£2,000	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	Use of additional teaching time to support students with lower levels of progress. TA's and under loaded teachers can be used to support students with these gaps in progress.	Some students who have previous gaps in knowledge find that the gap simply grows through education as no time is allocated to 'catch-up'. Increased time given to catch up in core subjects can support progress over time.	Clearly identified students linked to TA's/teachers to support during periods of the day to ensure catch up is effective. Regular review of student opinions and data analysis conducted to evaluate effectiveness	SHB, GWK	Termly
i	£200	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	HoY data analysis of behaviour ATL along with <b>behaviour interventions (EEF)</b> as appropriate. Use of report cards and associated rewards to support improved consistency of high quality teaching should improve B4L across all subjects.	Poor behaviour by some PP students in the past has caused low levels of progress. Improved B4L will support improved progress.	Attitude to learning assessed regularly through learning walk feedback and analysis of behaviour referrals.	HoY/GWK	Following each TA cycle
j	£200	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	Inspirational speakers to raise aspirations discuss/teach study strategies & techniques to support revision for end of year exams	Students are low in confidence with revision and memory skills. Basic but effective memory skills can support revision and improve performance.	HoY to monitor attendance at sessions and impact on progress.	HoY	Termly
k	£1,900	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	Student Mentoring in Years 10 & 11 one session a term where students from L10 PP & L20 non PP work with allocated staff mentors, their parents and 'Inner Drive' to develop key skills bespoke to previously identified needs.	Students performing below their EAP can see accelerated progress with <b>1-2-1 mentoring and enhance parental engagement (EEF)</b>	Directed time sessions recorded on school calendar and lead by respective HoY	GWK, VMR, DWS, PBG	Termly

i	£410	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	Exam scripts used to inform planning and strategic response to identified 'hotspots' at BHCS compared to National Data	2018-19 GCSE results in English, Maths and Open element underperformed against expectation. Science performed well but higher numbers of PP students in current cohort taking triple award.	Respective HoF under line management of SLT use faculty subject knowledge and faculty meetings to pan and initiate response	JHY, DWS, EVL, RDY, VMA	Termly
m	£1,300	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	Development of an access database to more strategically identify PP students in need of support, the therapies applied and the impact those therapies have	Previous Ofsted findings/reports stating that PP spending should be reviewed.	DWS to work with GCR on a phased delivery to allow testing at each stage with a view to operational use in 2019/20	DWS GCR	Termly
<b>Targeted Approaches, budgeted cost</b>							£77,010
<b>3) Other approaches</b>							
	<b>Budget</b>	<b>Desired outcome</b>	<b>Chosen action / approach</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>Review Date?</b>
a	£500	<b>H</b>	Use of online parents booking system for parents' evenings. Additional parents' consultation events, e.g. Yr11 Information evening	Continued lower level of engagement of PP families at previous events, such as parents' evenings, held by the school.	Use of parents booking system for all parents evening. Analysis of attendance data. Priority booking for PP families. Additional parental contact with PP families prior to parent events.	HoY/GWK /GCR	Termly
b	£600	<b>A1, A2, B, C, D1, D2, E1, E2, F1, F2</b>	Use of careers web a platform designed to engage students, parents, carers and staff in careers and enterprise	Research supported by the Gatsby benchmarks for good careers guidance state increasing student exposure to careers options increases aspirations and student outcomes	Phased roll out in conjunction with school careers webpage in Term 1, beta test group in Yr9 Term 2, Year group roll out Term 3	DWS, SFR, HoY, Tutors	Termly
c	£2,800	<b>A1, A2, B, C, D1, D2, E1, E2,</b>	Century Learning KS4 – <b>Digital Technology (EEF)</b>	Our PP students, who are largely visual learners will benefit from such a revision resource.	Ensure an effective tutor programme is in place to support students in place. Ensure parents are aware of the resource so that students can access from home.	CES, JHY, DWS, KRN, EVL, RDY, VMA	Termly

d	£500	G	Student reward systems, e.g. athletics trip, etc, set up to motivate PP students to attend, engage and achieve.	Rewards should act as incentives for students to improve performance in key indicators.	Regular updates, student meetings, assemblies, student voice/feedback	GWK	Termly
e	£260	A1, A2, B, C, D, E	Zone 11 – <b>Extending School Time (EEF)</b>	Students who access additional support through Zone 11 are more likely to achieve well at KS4.	Zone 11 attendance monitored. Engagement of parents in this process and advertisement on key parents' evenings.	GWK, HoF, PBG	Termly
f	£1200	G	Increased recognition of student achievement Student rewards through the House Cup system  Student rewards through HoY/HoF recognition schemes to improve attendance, behaviour and engagement.	Students enjoy being rewarded with HC points, as evidence in previous student voice. Students enjoy associated rewards such as house badges and the Head Teacher's Lunches	GWK line management of KRN to ensure HC points are being used by all teachers in all subjects – analysis of teacher inputs to be conducted each half term. Staff reminded to input faculty stars, etc.	GWK, HoY	Termly
g	£300	A1, A2, B, C, D1, D2, E1, E2, F1, F2	Increased student aspirations Trips/visits to higher education establishments. UWIN Aspire	Targeted students taken to Winchester and Warwick university to raise aspirations for future achievement	WCS to take trips and assess impact.	WCS	Termly
h	£3,000	A1, A2, B, C, D1, D2, E1, E2, F1, F2, G	School clothing, equipment, travel	Some PP families are unable to provide support students financially which can impact on engagement in lessons.	Teachers to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure impact data from all funding requests to ensure spending is accountable and impactful.	DWS	Termly
	£500		Food technology ingredients provision	Students need ingredients to be able to participate in these lessons. KS4 students need ingredients to support GCSE performance.	CRS to monitor need and use. CRS to provide impact data.	DWS, CRS	Termly
	£1000		Trip Support – to allow those who can't afford to attend school trips to do so. E.g. day trips to the Theatre, residential trips to foreign countries	Students will show more engagement in school with this support. Students understanding of key topics are also improved as a result. Students develop both socially as well as academically through this provision.	HoF's to apply for PP funding as need arises. Incentivised offers to be used at all times.	DWS, HoF	Termly
	£250		Art resources	Students will show more pride in their work with their own sketch books rather than using second hand books/.	CEH to monitor need and use. CEH to provide impact data.	GWK, CEH	Termly
	£300		Music lessons	Students to show more engagement in music through improved performance as a result of music lessons.	FED to monitor need and use. FED to provide impact data.	GWK, CEH, FED	Termly

	£300		Revision Guides	Students can access revision guides for their subjects.	Revision guides will support students during periods of revision.	HoF	Termly
	£100		Calculators	Students can access a calculator during Maths lessons, Zone 11 and exams	Performance in Maths lessons requires calculators	DWS Relevant HoF	Termly
	£25		MFL grammar and translation books	Students need support with spoken and written work in MFL to support progress through KS4 courses.	SHB to monitor need and use. SHB to provide impact data.	SHB	Termly
i	£123	<b>A1, A2, E1 &amp; 2</b>	English Pizza Revision for Yr11 vulnerable students	Students invited to take part – engagement is heightened when a social element is introduced	CES to monitor progress data in the therapy group	CES	Term 3
j	£400	<b>G</b>	Adhoc funding of bus passes to support journey to school	Some of our most vulnerable students are unable to fund the journey to school	PP funds applied for as required and attendance monitored	DWS	Termly
k	£200	<b>H</b>	Interpreter for parent's evenings	Some parents do not speak English and would otherwise not engage in their child's learning journey at BHCS	PP funds applied for as required and progress and parent evening attendance monitored	DWS	Termly
l	£90	<b>G</b>	Provision of student locker	Improved organisation and self esteem	PP funds applied for as required by HoY and attendance monitored	RTN HoY	Termly
m	£400	<b>G</b>	Student Voice Breakfast Meetings	Raise greater understanding of the student's perspective on School and T&L experiences	DWS to calendar fortnightly full student voice breakfast meetings	SHB	Termly
							<b>Other Approaches, budgeted cost</b>
							12,848
							<b>TOTAL budgeted cost</b>