

# Brighton Hill Community School – Pupil Premium Action Plan (2018/19) and IMPACT

1. Summary information					
<b>School</b>	Brighton Hill Community School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£98,740	<b>Date of most recent PP Review</b>	September '17
<b>Total number of pupils</b>	586	<b>Number of pupils eligible for PP</b>	131(22.4%)	<b>Date for next internal review of this strategy</b>	Sept 2018
<b>Year Group</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>FSM</b>	32	27	18	19	25
<b>PP</b>	33 (24%)	29 (24%)	19 (15%)	21 (25%)	29(25%)

2. Current attainment (based on 2016/17 GCSE results)		
	<i>Pupils eligible for PP (BHCS)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving 5+ including English &amp; Maths</b>	11%	26%
<b>Progress 8 score average</b>	-1.04	0.11
<b>Attainment 8 score average</b>	35.34	49.76

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

3. Barriers to future attainment	
In-school barriers	
<b>A.</b>	Students arrive with pre-existing gaps as they enter in Yr7 and gaps continue into later years as students move through key stages
<b>B.</b>	Gender gap exists amongst PP students at BHCS. PP boys tend to show lower levels of progress than girls.
<b>C.</b>	Mid and High ability PP students achieved lower levels of progress following 2016/17 GCSE results
<b>D.</b>	Behaviour for learning in some classrooms has improved by is inconsistent in some faculties. Some PP students, particularly in Yr9, exhibit poor behaviour that leads to lower levels of progress.
<b>E.</b>	Progress gaps increase across the year.

## External barriers

**F.** Attendance of PP students in all year groups is lower than expected (2016/17 89.8%, compared to 92.2% of PP students Nationally. This reduces their school hours and causes them to fall behind on average.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria - IMPACT</i>																					
<b>A1</b>	Close gaps in attainment between PP and non-PP Yr7 and 8 students, measured through TA data analysis	<p>Students eligible for PP in Year 7 and 8 close the gap on Non-PP students.</p> <p><b>Year 7 gap to EAP reduced by 0.1 from TA1 to TA3 closing the gap to PP students.</b></p> <p><b>Year 8 gap to EAP reduced by 0.3 from TA1 to TA3 this resulted in no net change to the gap to EAP students.</b></p>																					
<b>A2</b>	Close pre-existing gaps within core subjects to reduce P8 gap between PP and Non-PP students compared to 2016-17	<p>PP students should reduce the P8 gap to their non-PP peers across core GCSE subject outcomes.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>2016.17 P8 gap difference</th> <th>2017.19 P8 gap difference</th> <th>Difference overall</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>-0.25</td> <td>-0.87</td> <td>+0.62</td> </tr> <tr> <td>Maths</td> <td>-0.85</td> <td>-1.18</td> <td>+0.33</td> </tr> <tr> <td>Science</td> <td>-0.432</td> <td>-0.533</td> <td>+0.10</td> </tr> </tbody> </table>	Subject	2016.17 P8 gap difference	2017.19 P8 gap difference	Difference overall	English	-0.25	-0.87	+0.62	Maths	-0.85	-1.18	+0.33	Science	-0.432	-0.533	+0.10					
Subject	2016.17 P8 gap difference	2017.19 P8 gap difference	Difference overall																				
English	-0.25	-0.87	+0.62																				
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Science	-0.432	-0.533	+0.10																				
<b>B</b>	Close progress gap between PP boys and girls, ensuring that PP boys perform at least as well as PP girls compared to 2016.17.	<p>Students, eligible for PP, of different genders should make similar levels of progress as each other due to improvements in progress amongst PP boys measure by P8 outcomes compared to 2016.17.</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>2016.17</th> <th>2017.18</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>-1.150</td> <td>-1.021</td> </tr> <tr> <td>Girls</td> <td>-0.123</td> <td>-1.024</td> </tr> <tr> <td>Difference</td> <td>-1.027</td> <td>+0.003</td> </tr> </tbody> </table>	Gender	2016.17	2017.18	Boys	-1.150	-1.021	Girls	-0.123	-1.024	Difference	-1.027	+0.003									
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<b>C</b>	High ability PP students make at least expected progress in all subjects, measured through Tp8 element outcomes compared to Non-PP students.	<p>Students eligible for PP that are high ability according to KS2 data show accelerated levels of progress and are able to achieve results that are at least as expected.</p> <table border="1"> <thead> <tr> <th>KS2 Banding</th> <th>Eng P8</th> <th>Mat P8</th> <th>Ebacc P8</th> <th>Open P8</th> <th>Total P8</th> <th>Pos P8 %</th> </tr> </thead> <tbody> <tr> <td>PP Higher</td> <td>-0.505</td> <td>-0.525</td> <td>0.243</td> <td>-0.233</td> <td>-0.203</td> <td>0</td> </tr> <tr> <td>Non PP Higher</td> <td>-0.480</td> <td>0.243</td> <td>0.284</td> <td>-0.225</td> <td>-0.034</td> <td>48.6</td> </tr> </tbody> </table>	KS2 Banding	Eng P8	Mat P8	Ebacc P8	Open P8	Total P8	Pos P8 %	PP Higher	-0.505	-0.525	0.243	-0.233	-0.203	0	Non PP Higher	-0.480	0.243	0.284	-0.225	-0.034	48.6
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<b>D</b>	Improved behaviour amongst students eligible for PP funding. Three-year trend of permanent exclusions and percentage of students with 1 or more fixed period exclusions as a percentage of the group.	<p>Fewer permanent exclusions as a percentage of the pupil group. Fewer pupils with 1 or more fixed period exclusions as a percentage of the group 3-year trend.</p> <table border="1" data-bbox="1308 240 2085 411"> <thead> <tr> <th>Category</th> <th>2015/16</th> <th>2016/17</th> <th>2017/18</th> </tr> </thead> <tbody> <tr> <td>Permanent exclusions</td> <td>0.86</td> <td>0</td> <td>0</td> </tr> <tr> <td>Pupils with 1 or more fixed term exclusions</td> <td>12.07</td> <td>12.5</td> <td>12.23</td> </tr> </tbody> </table>	Category	2015/16	2016/17	2017/18	Permanent exclusions	0.86	0	0	Pupils with 1 or more fixed term exclusions	12.07	12.5	12.23															
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<b>E</b>	Greater emphasis amongst all staff on the need for Quality First Teaching, measured through feedback from planned lesson observations and learning walks by SLT and external agencies such as Ofsted and the LEA.	<p>A highly differentiated and diverse programme of CPD to develop improved consistency of quality first teaching. Use of RSL working groups and faculty meetings to enhance teaching and learning across the school.</p> <p>Refer to CPD delivery schedule, meeting minutes and learning walk reviews, LEA report.</p>																											
<b>F</b>	Reduced absence rates for pupils eligible for PP, measured through absence and persistent absence analysis 3-year trend.	<p>Absence rate is reduced compared to previous year, 3-year trend and is lower than national average in both absence and persistent absence criteria.</p> <table border="1" data-bbox="1308 778 2152 1007"> <thead> <tr> <th rowspan="2">Category</th> <th colspan="2">2015/16</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> </tr> <tr> <th>School %</th> <th>National %</th> <th>School %</th> <th>National %</th> <th>School %</th> <th>National %</th> </tr> </thead> <tbody> <tr> <td>Absence</td> <td>8.4</td> <td>7.5</td> <td>10.2</td> <td>7.8</td> <td>10.0</td> <td>8.1</td> </tr> <tr> <td>Persistent absence 10% or more</td> <td>31.3</td> <td>23.2</td> <td>29.2</td> <td>24</td> <td>32.0</td> <td>24.6</td> </tr> </tbody> </table>	Category	2015/16		2016/17		2017/18		School %	National %	School %	National %	School %	National %	Absence	8.4	7.5	10.2	7.8	10.0	8.1	Persistent absence 10% or more	31.3	23.2	29.2	24	32.0	24.6
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5. Planned expenditure						
Academic year			2018/19			
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.						
1) Quality of teaching for all						
Budget	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact	
a £1,495 (SISRA)	A1, A2, B, C, D, F	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 discussed at all levels of management.  Middle leader CPD and staff CPD on effective use of Sistra	Enhanced tracking in place for Pupil Premium students. Including Low10PP focus Group.  <b>Evidence</b>  HoF TA reviews evidence focus on PP group.  Sisra reports evidence PP focus groups and development of expected attainment pathways to track below, on and above track students.	
b £8,000	A-F	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	RSL meetings give staff time to discuss and plan for in-class intervention to support the progress of all students.  T&L meetings support the performance of non-specialists in the classroom.	ELT formed to support the work of SLT with key strategic focusses on T&L and PP progress.  Minutes from T&L, RAP and RSL meetings show effective planning for improvements in teaching and learning.	Subject RSL's appointed for all faculties  <b>Evidence</b>  RSL minutes and presentations.  Faculty meeting minutes of RSL input  Data and strategies guide developed from RSL meetings and Teacher Assessment reviews now support staff in selecting relevant therapies to support progress for all students.  Middle leader minutes evidence focus on Low10 PP focus groups in Year 10 & 11.	

c	£13,500 (staffing directed <b>budgeted cost</b> time costs)	<b>E</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.	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.	Delivery of QFT projects by all teaching staff <b>Evidence</b> Staff posters of project implementation and outcomes. Performance management Target 1 reviews for all teaching staff
d	£5,000	<b>A1</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>	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.	Work with feeder schools evaluated regularly to ensure BHCS is promoted to all students in Yr7. Staff involved in transition processes.	<b>Evidence</b> Sisra evidence of Zone 7 student progress HoY 7 Performance Management Review Target 3 HoF in English & Maths evidence of QLA analysis reflected in SoL.
e	£2,000	<b>A1, A2</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.	AHT/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,	Zone 7 supports students whose progress is lower than expected at transition from KS2 to BHCS. Alternative provision classes in place for students in Year 10 & 11 <b>Evidence</b> Sisra progress data for Zone 7 & AP students

f	£2,000	A - F	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/ELT/AIM to work tirelessly with external network links to ensure the school is being fully supported.	Regular engagement with HCC, HIAS and PiXL to gather strategic advice on development strategies.  <b>Evidence</b>  HCC report of annual visit HIAS reports for Humanities and Technology and HoF Line Management Minutes of actions, outcome and impact.  PiXL associate meeting minutes
g	£1,500	A1, A2, B, C, E	SI and FP/PB stickers, collaborative learning (EEF) with Westgate	Improved DIRT processes to support the progress of students.	HoF's, SLT checks, LW's, book scrutiny, CPD, sharing of best practice	All faculties follow the feedback cycle providing all students with clear next step action to develop their progress  <b>Evidence</b>  Learning walk book look reviews  Middle Leader Meeting Minutes
			<b>Quality of Teaching for All, budgeted cost</b>			£31,000
<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>IMPACT</b>	

a	£15,000 (staffing costs – SENCo, TA support, etc.)	<b>A1, A2</b>	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 effectively coordinates TA's to support students in class and small groups.  <b>Evidence</b>  TA timetables aligning to student allocations  SENCo impact reports  Student progress data on Sisra
b	£3,000	<b>A2, B</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.	Easter revision sessions delivered  <b>Evidence</b>  Easter attendance records by subject  Sisra analysis of target student GCSE outcomes
c	£1000	<b>A1, A2, B</b>	Maths and Science focussed tutor groups which involve tutor led work and <b>peer tutoring (EEF)</b> .  2 Science TG's – one for higher ability students studying separate science and one for additional science students targeted grade C and above. Boys targeted within this provision.	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.	Targeted tutor interventions delivered to support student progress  <b>Evidence</b>  Tutor sessions delivered  Sisra tracking of target students.
d	£10,000	<b>A, B, C</b>	Zone provision from Year 7-9 to support low ability students in small group teaching with some of our most effective specialist 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.	AHT/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.	Zone 7 supports students whose progress is lower than expected at transition from KS2 to BHCS. Alternative provision classes in place for students in Year 10 & 11 <b>Evidence</b>  Sisra progress data for Zone 7 & AP students

d	£5,000	F	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.	Daily reviews and contacts with relevant students with attendance concerns.  <b>Evidence</b>  Attendance records on SIMS  Attendance reviews at Governors Meetings  Attendance communication letters to all bands across all years.
e	£15,000	F	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.	AHT 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.	Relevant students have access to HUB both timetabled and timeout card system in operation.  <b>Evidence</b>  HUB referral documents by individual student
f	£8,000	F	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.	AHT to liaise with alternative providers to ensure student attendance is high and progress is made. Funding to be withheld if students are not engaging with alternative	Relevant students allocated to appropriate alternative provision  <b>Evidence</b>  Alternative Provision review meetings  Sisra data tracking of student outcomes
g	£2,000	F, D	<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 breakfast club.	Breakfast club runs on a daily basis  <b>Evidence</b>  SIMS tracking reports of attendance, punctuality and behaviour



h	£2,000	<b>A1, A2, B</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	Relevant students are supported  <b>Evidence</b>  Student timetables  Sisra data tracking evidence
i	£200	<b>D</b>	HoY data analysis of behaviour 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.	B4L assessed regularly through learning walk feedback and analysis of behaviour referrals.	Improved behaviour across the school  <b>Evidence</b>  Staff questionnaires Student questionnaires SIMS behaviour reports for Governors
j	£200	<b>A2, B, C</b>	After school student talk with Ed Cooke – founder of Memrise – to discuss/teach memory techniques to support revision for final 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.	Speakers for schools provide specialist speakers delivered in year group assemblies  <b>Evidence</b>  HoY Assembly schedules Sisra progress data
<b>Targeted Approaches, budgeted cost</b>						£57,290
<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>IMPACT</b>
a	£500	<b>F</b>	Use of online parents booking system for parents' evenings. Additional parents' consultation events, e.g. Yr11 Information evening	Poor 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.	Parents book onto parent events using the booking system <b>Evidence</b>  Analysis of attendance trends from system
b	£2,000	<b>A2 - C</b>	GCSEPod used to support revision at 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	Digital technology supports student progress <b>Evidence</b>  Sisra progress data

					are aware of the resource so that students can access from home.	
c	£500	<b>D, F</b>	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	Student behaviour for learning improves <b>Evidence</b> SIMS reports
d	£200	<b>A2, B, C</b>	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.	Zone 11 delivered across subjects <b>Evidence</b> Zone 11 timetable HoF reports on impact at QLA in GCSE's
e	£1,000	<b>A1, A2, D</b>	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 Thorpe Park trip	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.	Improved student behaviour for learning <b>Evidence</b> SIMS behaviour reports Sisra progress reports
f	£300	<b>C</b>	Trips/visits to higher education establishments.	Targeted students taken to Winchester and Warwick university to raise aspirations for future achievement	WCS to take trips and assess impact.	Students rare encouraged to be aspirational and set future self goals for FE & HE <b>Evidence</b> Mid & High Sisra Progress reports
9	£3,000	<b>A-D &amp; F</b>	Funding available to support children through purchasing of resources and/or financial support for trips.	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.	PP funds allocated where applicable and impact tracked by staff applying <b>Evidence</b> PP Funding forms
	£500		Food technology ingredients provision	Students need ingredients to be able to participate in these lessons. KS4 students need ingredients to support GCSE performance.	CST to monitor need and use. CST to provide impact data.	Provision for ingredients provided as required <b>Evidence</b> NEA evidence, videos & grades
	£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	AIM to discuss with HoF's as the need arises. Incentivised offers to be used at all times.	Support provided as required <b>Evidence</b> PP funding request forms Incentivised student discount by trip analysis

			as well as academically through this provision.		
£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.	Support provided as required  <b>Evidence</b>  Student work PP funding request forms
£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.	Support provided as required  <b>Evidence</b>  PP students taking up GCSE Music PP funding request forms
£275		Revision Guides	Students can access revision guides for their subjects.	Revision guides will support students during periods of revision.	Support provided as required  <b>Evidence</b>  PP funding request forms GCSE outcome analysis
£50		Calculators	Students can access a calculator during Maths lessons, Zone 11 and exams	Performance in Maths lessons requires calculators	Support provided as required  <b>Evidence</b>  PP funding request forms GCSE outcome analysis
£50		Science Revision Guides	Students can study at home through use of a revision book in this subject.	VMA to monitor need and use. VMA to provide impact data.	Support provided as required  <b>Evidence</b>  PP funding request forms GCSE outcome analysis
£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.	Support provided as required  <b>Evidence</b>  PP funding request forms GCSE outcome analysis
<sup>n</sup> £500	<b>D,F</b>	Health and Well-Being Cookery Sessions	Students invited to extra-curricular activities to cook 'super-food' recipes donated by ML (PiXL)	HoY to monitor student engagement in sessions.	Hard to reach students are engaged improving behaviour for learning and willingness to attend school  <b>Evidence</b> SIMS behaviour and attendance reports

		<b>Other Approaches, budgeted cost</b>	£10,450
		<b>TOTAL budgeted cost</b>	£109,050