

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

1. Summary information					
School	Brighton Hill Community School				
Academic Year	2018/19	Total PP budget	£128,828	Date of most recent PP Review	September '18
Total number of pupils	674	Number of pupils eligible for PP	143 (21.2%)	Date for next internal review of this strategy	Sept 2019
Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
FSM	25	32	36	21	19
PP	26 (12%)	36 (28%)	37 (29%)	24 (19%)	22 (26%)

2. Current attainment (based on 2017/18 GCSE results)		
	<i>Pupils eligible for PP (BHCS)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5+ including English & Maths	8%	50%
Progress 8 score average	-1.17	0.13
Attainment 8 score average	26.14	50.14

* 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 with poor numeracy skills
E.	Students with low level literacy and vocabulary deficit
External barriers	
F.	Attendance of PP students in all year groups is lower than expected (PP 90% 2017/18 compared to National PP 91.9%). This reduces their school hours and causes them to fall behind on average.

G.	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	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria - IMPACT</i>
A1	Close gaps in attainment between PP and non-PP in all year groups measured through TA data analysis in Years 10 & 11	<p>Students eligible for PP should make at least the same expected attainment as non-PP pupils by the end of the years 10 & 11. The aim is to have 100% of PP students on or above their EAP grade.</p> <p>Year 11 GCSE 2019 outcomes show P8 for PP students (-0.781) has improved by 33% compared to 2018 (-1.17) and is the most positive outcome when comparing to the previous 3 years.</p> <p>Year 11 GCSE outcomes 2019 show a <u>13.9% negative</u> gap between PP and Non-PP students when measuring difference between attainment of their EAP (expected attainment pathway)</p> <p>33.1% of Year 11 PP students achieved on or above their EAP for GCSE 2019</p> <p>Year 10 TA3 outcomes 2019 show a <u>12.8% negative</u> gap between PP and Non-PP students when measuring difference between attainment of their EAP (expected attainment pathway)</p> <p>48% of Year 10 PP students are on or above their EAP at TA3 2019.</p>
A2	Close pre-existing gaps in progress between PP and non PP within core subjects amongst KS3 and 4 students showing concerning levels of progress, measured through TA data analysis	<p>Students should show accelerated progress in core subjects. This should be evidenced through improved levels of progress reported at each TA data sweep.</p> <p>Year 11 2019 GCSE outcomes show 4+ attainment in English and maths by PP students (66.7%) has improved compared to the previous year (17.9%).</p> <p>Year 11 2019 GCSE outcomes show 5+ attainment in English and maths by PP students (27.1%) has improved compared to the previous year (7.1%).</p> <p>Year 11 GCSE Outcomes 2019 show a 5.8% negative gap between PP and Non-PP students when measuring difference in students' progress from TA1 against their EAP (expected attainment pathway)</p> <p>Core Subjects:</p> <ul style="list-style-type: none"> • Maths +1.1% • English Language -10% • English Literature +19.4% • Science -19.6%

		<p>Year 10 TA3 Outcomes 2019 show a 10% negative gap between PP and Non-PP students when measuring difference in students' progress from TA1 against their EAP (expected attainment pathway)</p> <p>Core Subjects:</p> <ul style="list-style-type: none"> • Maths -25.4% • English Language -25.3% • English Literature -8.7% • Science -13% <p>Year 9 TA3 Outcomes 2019 show a 12.6% negative gap between PP and Non-PP students when measuring difference in students' progress from TA1 against their EAP (expected attainment pathway)</p> <p>Core Subjects:</p> <ul style="list-style-type: none"> • Maths +3.6% • English Language -19.8% • English Literature -23.3% • Science -21.7% <p>Year 8 TA3 Outcomes 2019 show a 3.9% positive gap between PP and Non-PP students when measuring difference in students' progress from TA1 against their EAP (expected attainment pathway)</p> <p>Core Subjects:</p> <ul style="list-style-type: none"> • Maths -4% • English +8.5% • Science +5.6% <p>Year 7 TA3 Outcomes 2019 show a 1.8% negative gap between PP and Non-PP students when measuring difference in students' progress from TA1 against their EAP (expected attainment pathway)</p> <p>Core Subjects:</p> <ul style="list-style-type: none"> • Maths +1.9% • English -1.3% • Science -1.2%
B	Close SEN gap, ensuring that SEN Students progress at least as well as Non-SEN students, measured through TA data analysis	<p>SEN students should make similar levels of progress as Non SEN students as measured by overall Progress 8 outcome.</p> <p>Year 11 GCSE outcomes show a -0.9 P8 gap between SEN and non SEN students an increase in gap compared to -0.6 P8 gap in the previous year.</p>
C	Students joining mid-year make at least expected progress in all subjects, measured through TA data analysis and future GCSE exam results	<p>Students joining mid year and behind their EAP on joining should show accelerated levels of progress and are able to achieve results that are at least on or above their EAP target</p> <p>Year 11 GCSE outcomes 2019 show a 4.5% positive gap between mid-year starters and Non mid-year starters students when measuring</p>

		difference in students' progress from TA1 against their EAP (expected attainment pathway)																											
D	The number of students in each year group below their EAP target for Maths in TA1 is reduced at TA3.	The number of students below EAP in Maths at TA3 shows a 50% improvement compared to TA1 Year 11 10.4% improvement (final exam to TA1) Year 10 no improvement Year 9 no improvement Year 8 no improvement Year 7 no improvement																											
E	Greater emphasis amongst all staff on the need for Quality First Teaching in literacy and vocabulary, measured through feedback from planned lesson observations and learning walks by SLT and external agencies such as Ofsted and the LEA.	A highly differentiated and diverse programme of CPD to develop improved consistency of quality first teaching. Use of RAP working groups and faculty meetings to enhance teaching and learning across the school. Dual coding and retrieval practice identified as most impactful action research projects in developing student progress as a result of staff CPD action research projects and will be included as whole school strategy for QFT in 2019.20 School Improvement Plan.																											
F	Reduced rates of absence & persistent absence for pupils eligible for PP, measured through attendance analysis 3-year trend.	Reduce the rate of absence & persistent absentees (PA) among pupils eligible for PP, 3-year trend <table border="1"> <thead> <tr> <th rowspan="2">Category</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> <th colspan="2">2018/19</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>10.2</td> <td>7.8</td> <td>10.0</td> <td>8.1</td> <td>9.5</td> <td>8.2</td> </tr> <tr> <td>Persistent absence 10% or more</td> <td>29.2</td> <td>24</td> <td>32.0</td> <td>24.6</td> <td>29.8</td> <td>24.7</td> </tr> </tbody> </table>	Category	2016/17		2017/18		2018/19		School %	National %	School %	National %	School %	National %	Absence	10.2	7.8	10.0	8.1	9.5	8.2	Persistent absence 10% or more	29.2	24	32.0	24.6	29.8	24.7
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G	Increase engagement levels of PP students and families with the school at key events, e.g. parents' evenings, student workshops, etc.	Increase attendance of PP students at additional extra-curricular activities. Increase attendance of PP families at parents' evenings and other parent consultation events. Improved attendance of parents' evenings is in evidence. The launch and attendance of PP parents at the new student mentoring events in Year 10 & 11 for the low 10 PP students. Extra-curricular tracking sheets show good levels of student participation.																											

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. Evidence 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-G	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.	Subject RSL's appointed for all faculties Evidence 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 budgeted cost time costs)	A1, A2, B, C, D, E, F	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 Evidence Staff posters of project implementation and outcomes. Performance management Target 1 reviews for all teaching staff
d	£5,000	A1, D, E	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. Early Years Intervention (EEF) 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.	All year 7 students undergo benchmark testing in all subjects to add rigour and validity to data received from KS2 to better determine progress gaps from which therapies are planned to close the gap. Evidence SIMS evidence of benchmark test outcomes 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	A1, A2, B, C, D, F	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,	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 Evidence Sisra progress data for Zone 7 & AP students

f	£2,000	A - G	Continue to engage with collaborative learning (EEF) 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.	Regular engagement with HCC, HIAS and PiXL to gather strategic advice on development strategies. Evidence 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	A-F	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	All faculties follow the feedback cycle providing all students with clear next step action to develop their progress Evidence Learning walk book look reviews Middle Leader Meeting Minutes
h	£800	A1, A2, G	Refinement of 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.	Evidence Revised progress trackers for all students on SIM Student Parent and staff presentations at assemblies, parent evenings and briefings
			Quality of Teaching for All, budgeted cost			£34,295

2) Targeted support						
	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	£29,000 (staffing costs – SENCo, TA support, etc.)	A1, A2, B, C, D	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 – 1 to 1 tuition/Teaching Assistants (EEF) . SEN to work on reading skills of students entering KS3 – Reading Comprehension Strategies (EEF)	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. Evidence TA timetables aligning to student allocations SENCo impact reports Student progress data on Sisra
b	£4,100	A-F	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 Evidence Easter attendance records by subject Sisra analysis of target student GCSE outcomes
c	£1000	A-F	English Maths and Science focussed tutor groups with option subjects on rotation which involve subject expert led work and peer tutoring (EEF) .	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 Evidence Tutor sessions delivered Sisra tracking of target students.

d	£10,000	A, B, C	<p>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.</p> <p>Alternative provision programmes in place to support many of our vulnerable students who struggle to access a mainstream academic curriculum.</p>	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.	<p>Zone 7 supports students whose progress is lower than expected at transition from KS2 to BHCS.</p> <p>Alternative provision classes in place for students in Year 10 & 11</p> <p><u>Evidence</u></p> <p>Sisra progress data for Zone 7 & AP students</p>
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.	<p>Daily reviews and contacts with relevant students with attendance concerns.</p> <p><u>Evidence</u></p> <p>Attendance records on SIMS</p> <p>Attendance reviews at Governors Meetings</p> <p>Attendance communication letters to all bands across all years.</p>
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.	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.	<p>Relevant students have access to HUB both timetabled and timeout card system in operation.</p> <p><u>Evidence</u></p> <p>HUB referral documents by individual student</p>
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.	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 with alternative provision.	<p>Relevant students allocated to appropriate alternative provision</p> <p><u>Evidence</u></p> <p>Alternative Provision review meetings</p> <p>Sisra data tracking of student outcomes</p>

g	£2,000	A1, A2, F	Breakfast club (EEF) 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 Evidence SIMS tracking reports of attendance, punctuality and behaviour
h	£2,000	A1, A2, 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 Evidence Student timetables Sisra data tracking evidence
i	£200	D	HoY data analysis of behaviour along with behaviour interventions (EEF) 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.	Improved behaviour across the school Evidence Staff questionnaires Student questionnaires SIMS behaviour reports for Governors
j	£200	A1, A2	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.	Speakers for schools provide specialist speakers delivered in year group assemblies Evidence HoY Assembly schedules Sisra progress data
k	£1,900	A1, A2, B, F, G	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	Students performing below their EAP can see accelerated progress with 1-2-1 mentoring and enhance parental engagement (EEF)	Directed time sessions recorded on school calendar and lead by respective HoY	Mentoring programme delivered across the year for both Year 10 & Year 11 Evidence Parental attendance statistics Sisra progress data for target students

l	£900	A1, A2, B & F	Participation in Basingstoke Improvement Partnership collaborative learning (EEF) where current Yr11 cohort are a focus along with T&L & Governance training	Supporting HCC in association with Thornden Teaching College Action Research Project	JHY, SHB, DWS respective leads in the AR areas	Full attendance by all students across the year Evidence BIP progress report returned to HCC
m	£220	A2	GCSE History Webinars to support understanding of FCSE topics	2017-18 GCSE History results underperformed against expectation	HHS to lead Zone 11 delivery of History session. Zone 11 History included on Zone 11 TT.	Delivered as part of Zone 11 Evidence History GCSE outcomes on Sisra
n	£410	A1 & A2	Exam scripts in core subjects used to inform planning and strategic response to identified 'hotspots' at BHCS compared to National Data	2017-18 GCSE results in English & Maths 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 plan and initiate response	Exam scripts used to review and develop SoL and hotspot interventions Evidence GCSE outcomes on Sisra by subject HoF review of 2018.19 outcomes in hotspot areas where featuring in exam series.
o	£1,300	A – F	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	Web based system in development Evidence LM Meeting minutes of project development Online framework in place and being developed
Targeted Approaches, budgeted cost						£81,230
3) Other approaches						
	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	£500	G	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.	Parents book onto parent events using the booking system Evidence Analysis of attendance trends from system
b	£600	A-G	Introduction of careers web a platform designed to engage	Research supported by the Gatsby benchmarks for good careers guidance state	Phased roll out in conjunction with school careers webpage in Term	All Year 9 students completed career questionnaires, CV and Personal Statement on

			students, parents, carers and staff in careers and enterprise	increasing student exposure to careers options increases aspirations and student outcomes	1, beta test group in Yr9 Term 2, Year group roll out Term 3	the system and have access to update and review Evidence Careers web back office data reports
c	£2,800	A2 – C	Century Learning KS4 – Digital Technology (EEF)	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.	System in place all year groups have access to support English, Maths & Science independent learning and home learning. Evidence Century leadership reports Over 500,000 questions answered
d	£500	F, 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	Student rewards week delivered Evidence School calendar Evolve trip records
e	£208	A1, A2, B, C, D, E	Zone 11 – Extending School Time (EEF)	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 Evidence Zone 11 timetable HoF reports on impact at QLA in GCSE's
f	£1200	F	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 Headteacher'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.	Students receive House Cup badges in reconciliation of levels of House Cup Achievement. Staff nominate students to attend HT Lunches based on class achievement. Evidence VLE records of House Cup awards Headteacher lunch registers
g	£300	A1, A2	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.	Target student groups attended trips to Winchester and Southampton University residential. Evidence Evolve trip records

h	£3,000	A-D & F	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.	PP funds allocated where applicable and impact tracked by staff applying Evidence 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.	CRS to monitor need and use. CRS to provide impact data.	Provision for ingredients provided as required Evidence 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 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.	Support provided as required Evidence PP funding request forms Incentivised student discount by trip analysis
	£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 Evidence 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 Evidence PP students taking up GCSE Music PP funding request forms
	£300		Revision Guides	Students can access revision guides for their subjects.	Revision guides will support students during periods of revision.	Support provided as required Evidence PP funding request forms GCSE outcome analysis
	£100		Calculators	Students can access a calculator during Maths lessons, Zone 11 and exams	Performance in Maths lessons requires calculators	Support provided as required Evidence PP funding request forms GCSE outcome analysis

	£30		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 Evidence PP funding request forms GCSE outcome analysis	
i	£150	A1, A2, F	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	Session delivered Evidence GCSE outcome analysis of target group	
j	£400	F	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	Support provided as required Evidence PP funding request forms Attendance analysis of target group	
k	£275	F	A school student bike to be loaned to students that are able to cycle to school but do not own a bike	Some students live more than a 30 min walk and parents do not drive having access to a bike can not only build self-esteem but make the decision to make the journey to school an easier one.	DWS to source and purchase bike that students would be happy to ride/	Student bike is now available and has so far benefitted two students. Evidence Target student testimony Target student attendance PP funding request forms	
l	£200	G	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	Interpreter provided as required Evidence PP funding request forms Attendance of parent evening log	
m	£90	F	Provision of student locker	Improved organisation and self esteem	PP funds applied for as required by HoY and attendance monitored	Student lockers issued as requested Evidence PP funding request forms Attendance of target students SIMS report	
n	£600	A-F	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	Student voice breakfast meetings established Evidence Student Voice Minutes	
Other Approaches, budgeted cost							£13,303
TOTAL budgeted cost							£128,828