

**Pupil Premium Action Plan Summary 2015/16**

(Allocated £108,790 for 106 students (20.2% of student population))

The following document details PP spending, intended outcomes and impact. These details are split into 5 categories; student support (FLC), alternative academic provision/support, transition, social deprivation and rewards. The intended outcomes of many of these interventions are to improve one of the 3 key performance indicators, improved progress, improved attendance and/or improved behaviour/engagement.

**1. Student Support (FLC)**

Budget - £34,900/Total Spend - £44,900 (staffing and resources to cover interventions detailed below)

| Brief summary of intervention (inc. details of students/year group)                                                                                                                                                                                                                     | Specific intended outcomes?                                                                                 | How will this activity be monitored (who, when?)<br>How will success be evidenced?                                                                                                                                                                                 | What impact did this intervention have? Student/progress outcomes?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Timetable Support;</b> all year groups but focus on KS4 students moving through GCSE courses</p>                                                                                                                                                                                  | <p>Improved academic progress in specifically targeted subjects</p>                                         | <ul style="list-style-type: none"> <li>Progress data analysed following each TA cycle</li> <li>RSL meetings and reviews</li> <li>GWK/LRE/BCY</li> <li><i>Success = improved progress in targeted subjects evidenced through TA data collection</i></li> </ul>      | <ul style="list-style-type: none"> <li>18 PP students given timetable support in total. PP Students from the following years received this support; Year 11 x 11 students, Year 10 x 3 students, Year 9 x 1 student, Year 8 x 2 students, Year 7 x 1 student.</li> <li>10% reduction in PP gap on 5A*-C measure. Slight increase in 5A*-C (E/M) due to unexpected narrow misses from 5 students, all of which were boys.</li> <li>1 Yr11 PP student supported by FLC achieved FFT target</li> <li>3 students supported failed to achieve FFT target due to attendance, despite regular support throughout their time at BHCS. Attendance did improve but not enough to improve progress/attainment.</li> <li>1 students supported by FLC made huge improvements in attendance and TA predicted grades, however failed to attend ANY exams despite all support given.</li> </ul> |
| <p><b>KS4 transition;</b> careers guidance, college visits, CV/application writing support, mock interview day</p>                                                                                                                                                                      | <p>All students to be supported through KS4 transition</p>                                                  | <ul style="list-style-type: none"> <li>Monitored by FLC. NEET figures used as success evidence.</li> <li><i>Success = 0% NEET</i></li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>All students made applications to FE and/or VT.</li> <li>Students accessed FLC to receive support in writing CV's and application forms.</li> <li>Students had opportunities to visit FLC to discuss FE choices with visitors from local providers.</li> <li>0% NEET, 3<sup>rd</sup> year in row.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>PSA</b> work with targeted students and their families. All year groups</p>                                                                                                                                                                                                       | <p>Improved attendance and engagement with the school</p>                                                   | <ul style="list-style-type: none"> <li>PSA to record students worked with in some capacity.</li> <li>HoY/AIM/LRE to monitor attendance of students in year group and report to SLT LM</li> <li><i>Success = improved attendance via attendance data</i></li> </ul> | <ul style="list-style-type: none"> <li>79 PP students have received some level of support from PSA</li> <li>Improved attendance of 2 PP students who had expressed timetable concerns as the reason for poor attendance.</li> <li>Overall Yr11 PP attendance up 3% from previous Yr11 cohort and same cohort when in Yr10. Slight improvement (0.2%) in total PP attendance.</li> <li>Large increase in PP attendance in 9, 4% increase on previous cohort.</li> <li>Yr10 cohort saw 3% deduction but this was largely due to 2 PP students whose reasons for absence were beyond the control of the school.</li> </ul>                                                                                                                                                                                                                                                         |
| <p><b>External Agency support;</b> Counselling services provided to students to support mental health and emotional well-being, including liaison with external agencies such as CAMHS and RELATE. Other services inc. CATCH 22, YCP, YPI school nurse also utilised as appropriate</p> | <p>Improved emotional health and well-being of targeted students. Improved attendance of these students</p> | <ul style="list-style-type: none"> <li>LRE to co-ordinate and monitor all students accessing counselling based services</li> <li><i>Success = improved attendance of targeted students evidence through attendance data</i></li> </ul>                             | <ul style="list-style-type: none"> <li>PP students accessing different services include;</li> <li>YPI – 6 PP students</li> <li>CATCH 22 – 4 PP students</li> <li>Children's Services – 33 PP students</li> <li>School Nurse – 9 PP students</li> <li>RELATE – 9 PP students</li> <li>CAMHS – 6 PP students</li> <li>EMTAS – 4 PP students</li> <li>EIS – 11 PP students</li> <li>Attendance and progress impact data evidence through PP case studies documented in FLC review and through use of data included in the PP master tracker.</li> </ul>                                                                                                                                                                                                                                                                                                                            |
| <p><b>ELSA;</b> for students identified in all year groups, but particular focus on</p>                                                                                                                                                                                                 | <p>Improved social interactions with peers, leading to improved</p>                                         | <ul style="list-style-type: none"> <li>LRE/FLC staff responsible.</li> <li>HoY/LRE to liaise to identify key individuals</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>12 PP students (3 x Yr7 and 9 x Yr8) worked as part of ELSA group.</li> <li>Behaviour records improved due to improved quality of social interactions between students</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| KS3                                                                                                                                                           | behaviour, engagement and attendance                    | <ul style="list-style-type: none"> <li>• <i>Success = improved attendance and behaviour of targeted students, evidence through attendance data and behaviour reports and A2L grades</i></li> </ul>                                                                                                                                 | <p>involved.</p> <ul style="list-style-type: none"> <li>• Average attendance of 95% of all students involved. No improvement seen in overall figure, although most students were 98%+ with average being brought down by 1 student (85%) due to a major knee operation.</li> </ul>                                                                                                                                                                                                                                                                                                                               |
| <b>1 to 1 and group support</b> for identified students (from all year groups) to support social development, self-esteem and confidence, exam anxiety, etc.  | Improve behaviour, engagement and attendance to school  | <ul style="list-style-type: none"> <li>• HoY and FLC staff to liaise over students in need.</li> <li>• LRE/RTS to monitor students' engagement in group work.</li> <li>• <i>Success = improved attendance and behaviour of targeted students, evidence through attendance data and behaviour reports and A2L grades</i></li> </ul> | <ul style="list-style-type: none"> <li>• 66 of our 114 PP students accessed 1 to 1 support of some kind from the FLC.</li> <li>• 56 students accessed group support for various reasons, including body image, exam anxiety/stress, revision groups, anger management, social skills, etc.</li> <li>• All of these students speak highly of the support they receive from the FLC</li> <li>• Many cases show improvements in attendance and behaviour, as per PP master tracker.</li> <li>• Behaviour referrals continue to reduce in frequency and fewer SSD's/SMD's are set than in previous years.</li> </ul> |
| <b>Lunchtime clubs;</b> to support students in all years with social and confidence issues                                                                    | Improve behaviour, engagement and attendance to school  | <ul style="list-style-type: none"> <li>• LRE/RTS to monitor students' engagement/attendance at lunch time clubs</li> <li>• <i>Success = improved attendance and behaviour of targeted students, evidence through attendance data and behaviour reports and A2L grades</i></li> </ul>                                               | <ul style="list-style-type: none"> <li>• 34 PP students (and many more non PP) access the FLC during lunch times over the course of the year.</li> <li>• Many report that they feel welcome in the FLC and are pleased to have access to this provision.</li> <li>• Behaviour of 3 PP students in Year 8 improved as a result of accessing the FLC during lunch time due</li> </ul>                                                                                                                                                                                                                              |
| <b>Young Interpreters;</b> EAL students used to support the integration of new EAL students to the school, including students moving through KS2-3 transition | Improved attendance at school and engagement in lessons | <ul style="list-style-type: none"> <li>• LRE to support students on admission.</li> <li>• LRE to work with HMD/BCY to ensure KS2-3 transition is supported</li> <li>• <i>Success = improved attendance and engagement of EAL students</i></li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• 15 students included in the YO programme and support the induction of EAL students who are new to the school.</li> <li>• YI students improved confidence due to work with younger students in feeder schools.</li> <li>• Attendance (97.8%) of YI students is above the school average. Behaviour of YI students also excellent.</li> </ul>                                                                                                                                                                                                                             |

## 2. Alternative Academic Provision Support

Budget - £59,690/Total Spend – £56,486

| PP Spend. | Brief summary of intervention (inc. details of students/year group)                                                    | Specific intended outcomes?                            | How will this activity be monitored (who, when?)<br>How will success be evidenced?                                                                                                                                                                          | What impact did this intervention have? Student/progress outcomes?                                                                                                                                                                                                                                                                     |
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| £n/a      | <b>Additional Academic Teaching Support from external tutors</b>                                                       | To support the progress of underachieving PP students. | <ul style="list-style-type: none"> <li>• GWK to target students and employ external tutors to support students during the school day.</li> <li>• <i>Success = improved progress in targeted subjects</i></li> </ul>                                         | <ul style="list-style-type: none"> <li>• N/A</li> <li>• Intervention did not take place due to money being unavailable.</li> </ul>                                                                                                                                                                                                     |
| £5,565    | <b>Yr10 tutor support;</b> use of Yr11 gained time to give students additional academic support in identified subjects | To support the progress of underachieving PP students. | <ul style="list-style-type: none"> <li>• GWK to target underachieving Year 10 PP students and allocate to a Year 11 tutor to give additional tutoring during Yr11 gained time</li> <li>• <i>Success = improved progress in targeted subjects</i></li> </ul> | <ul style="list-style-type: none"> <li>• Students engaged well throughout the process.</li> <li>• 100% attendance at mentoring sessions when students were in school.</li> <li>• Average progress 8 score increase from -0.49 to -0.45 between TA4 and 5.</li> <li>• 6 students predicted 1 grade up in Maths following TA5</li> </ul> |

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| £4,000 | <b>Zone 7/8/9;</b> carefully selected teaching groups where students learn core subjects in the same group.                              | To support the needs of vulnerable and PP students in Year 7. Support transition.                                                 | <ul style="list-style-type: none"> <li>HMD (TLM) to monitor progress and report in HoY report/LM reports.</li> <li><u>Success</u> = improved progress, behaviour and attendance.</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>3 x PP (25%) students in Zone 7. All 3 have attendance over 97%. Students making progress on flight paths in subjects. 1 student remains a behaviour concern although improvements in his behaviour record has been evident during the 2<sup>nd</sup> half of the school year.</li> <li>6 x PP (26%) Zone 8 students. 4 display good attendance, over 97%. Others float around 90% mark. 2 major behaviour concerns, however 1 of these students made major improvements towards the end of the year.</li> <li>10 x PP (31%) Zone 9 students showing average progress 8 score of 0.38 at TA5, compared to 0.18 for the rest of the PP cohort, excluding 1 student not currently attending BHCS. Behaviour of these Zone 9 students improved dramatically across the year. See CVQO below for exact figures.</li> <li>4 of these 10 students had attendance figures over 97%. 4 others showed significant improvements as the year progressed.</li> </ul> |
|        | <b>Zone 10;</b> in school alternative provision for targeted students.                                                                   | AP group working with MRS on vocational style courses. Revision/catch-up time is included in the programme.                       | <ul style="list-style-type: none"> <li>FLC staff (MRS) to monitor progress and engagement of students.</li> <li><u>Success</u> = improved progress, behaviour and attendance.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Average progress 8 score for the 5 students involved is 0.2946. The average for all PP students is -0.646, but -0.17 without.</li> <li>Students involved display good behaviour in school and are fully engaged in both the AP programme and their remaining lessons.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|        | <b>Zone 11;</b> after school sessions for academic support and revision for Year 11 sessions.                                            | Faculties to run after school Zone 11 sessions to support academic progress                                                       | <ul style="list-style-type: none"> <li>HoY11 to monitor attendance at Zone 11.</li> <li>HoY11/AIM/HoF's to encourage attendance of PP students and to provide alternative opportunities for PP students unable to attend</li> <li><u>Success</u> = improved attendance at Zone 11 sessions.</li> </ul> | <ul style="list-style-type: none"> <li>Over 2000 zone 11 attendances were recorded via the house cup system. 254 (13%) were from PP students. 22 (92%) of our 24 PP students attended at least 1 session, but only half (12) of those PP students attended more than 9 PP sessions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|        | <b>Homework Club;</b> run after school (3-4.30pm) and supervised with staff to support all students, inc. PP, in completion of homework. | To give opportunities for PP students to use computers and resources in school to complete homework to the best of their ability. | <ul style="list-style-type: none"> <li>Supervising staff to monitor attendance.</li> <li>Tutors to encourage use of homework club to PP students.</li> <li><u>Success</u> = improved attendance at hwk club = improved progress and reduced behaviour referrals for missed hwk deadlines.</li> </ul>   | <ul style="list-style-type: none"> <li>Homework club hosted an average of 85 students per month, whilst an average 333 'attendances' were recorded per month.</li> <li>Of these, 21% of attendees and attendances were PP students – proportionally the same as the makeup of our whole school PP cohort.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|        | <b>CVQO</b>                                                                                                                              | To give students opportunities to learn in a vocational based course run by external providers in school                          | <ul style="list-style-type: none"> <li>BCY to monitor attendance and engagement.</li> <li><u>Success</u> = Improved behaviour and engagement in school and learning. Improved confidence, self-esteem and communication skills.</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Zone 9 PP students (x10) showing average progress 8 score of 0.38 at TA5, compared to 0.18 for the rest of the PP cohort, excluding 1 student not currently attending BHCS.</li> <li>The year 9 students involved had amassed 57 behaviour referrals between them before the CVQO started. Once complete, the same students had only amassed an additional 17 referrals from completion of the programme to the end of the year. 3 students who had amassed over 8 each, accumulated no more referrals in the period following the CVQO.</li> <li>5 x year 10 PP students who completed CVQO last year had an average progress 8 score of 0.2946.</li> </ul>                                                                                                                                                                                                                                                                                             |
|        | <b>Alternative Provision (Ashwood, BCOT, etc.);</b> students attend alternative off-site provision.                                      | Students are unable to access our curriculum and our not suited to our provision. Alternative provision is required.              | <ul style="list-style-type: none"> <li>FLC manager to monitor attendance and progress of students through liaison with relevant staff at alternative providers.</li> <li><u>Success</u> – Improved attendance and progress at alternative provider.</li> </ul>                                         | <ul style="list-style-type: none"> <li>1 x Yr11 student, 4 x GCSE grades, Science E, Maths E, R.E G, English E. Low GCSE grades, but better than P.Ex. And no GCSE's as previously expected of this child.</li> <li>3 x other students in younger years working towards GCSE grades at alternative providers. All others attending regularly and engaging in alternative provision.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| £358   | <b>Maths Tutor Group;</b> a small group of targeted students attend tutor time with the HoF for Maths to support progress.               | Improve progress in Maths. Support revision process in Maths. Give additional opportunity to prepare for exam based questions.    | <ul style="list-style-type: none"> <li>HoF/AIM to monitor attendance and to support students in the Maths TG.</li> <li><u>Success</u> = improved progress in Maths.</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>14 students in total attended. 10 were PP. This was 42% of our PP cohort.</li> <li>Of these 10, 50% achieved their FFT target. Of the 5 students that failed to achieve their FFT target, 1 student refused to come to school to take her exams due to pregnancy, and 1 refused to use his access arrangements due to his SEN. Both students only attended a small handful of Maths TG sessions due to absence. Of the 50% that achieved FFT target, none were predicted to do so prior to Maths TG starting and none achieve FFT during the last set of PPE's.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |

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| £265   | <b>Science Tutor Group;</b> a small group of targeted students attend tutor time with the HoF for Science to support progress. | Improve progress in Science. Support revision process in Science. Give additional opportunity to prepare for exam based questions. | <ul style="list-style-type: none"> <li>HoF/AIM to monitor attendance and to support students in the Science TG.</li> <li><i>Success = improved progress in Science.</i></li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>8 students attended in total, 5 of which were PP students. All students were targeted C grade or above.</li> <li>3 of the 5 (60%) students achieved FFT target despite previous TA predictions and PPE performance suggesting this would not happen. Indeed 2 of the 3 students that hit FFT achieved U grades in the last set of PPE's before the final GCSE's.</li> </ul>                                                                                                                                                                                          |
| £2,133 | <b>SEN support – ArTi, Accelerate/read/write, spelling groups;</b> various groups to support students with different needs.    | Improved reading comprehensions, reading age's, spelling, literacy and numeracy skills.                                            | <ul style="list-style-type: none"> <li>SENCo to test, intervene and monitor progress of students.</li> <li>Progress to be reported via SEN report processes, inc. ArTi report.</li> <li><i>Success – improved basic literacy skills to support students' ability to access curriculum.</i></li> </ul> | <ul style="list-style-type: none"> <li>73 PP students (70% of PP cohort) were tested for reading comprehension and spelling accuracy by the SEN department.</li> <li>As a result, a number engaged in relevant SEN improvement programmes, e.g. accelerate/read/accelerate-write, etc. Positive results for all students are detailed in the ArTi report produced by the SEN dept.</li> </ul>                                                                                                                                                                                                               |
| £5,000 | <b>Easter Revision, Yr11;</b> a revision programme run during the Easter holidays for all Year 11 students                     | Improved progress of PP students. PP students targeted by specific invites to targeted sessions.                                   | <ul style="list-style-type: none"> <li>HoY11/AIM to monitor attendance at Easter revision school.</li> <li><i>Success = Improved attendance at sessions and improved overall progress.</i></li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>121 of 162 (74%) students attended at least 1 Easter revision session</li> <li>15 of our 24 (63%) PP students attended at least 1 Easter revision session.</li> <li>However, only 11 (46%) attended more than 1 Easter revision session. Of those 11, each attended 4 Easter revision sessions on average.</li> <li>1 of our Yr11 PP students attended alternative provision so was not expected to attend Easter revision.</li> <li>All PP students received specific invites (sent to parents) that recommended revision sessions in specific subjects.</li> </ul> |

### 3. Transition

Budget - £6,000/Total Spend - £2,340

| PP Spend. | Brief summary of intervention (inc. details of students/year group)                                                                     | Specific intended outcomes?                                                                                | How will this activity be monitored (who, when?)<br>How will success be evidenced?                                                                                                                                                                                                                                                                                         | What impact did this intervention have? Student/progress outcomes?                                                                                                                                                                                                                                                                                                                                                                                          |
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| £2,340    | <b>Yr6-7 Summer School;</b> provision for new students to attend the school during the summer period to meet key staff and their peers. | Improve transition experience of students, particularly those vulnerable who may struggle with transition. | <ul style="list-style-type: none"> <li>HoY7 (HMD) to record attendance and monitor students during the summer school week. HMD to organise activities, ensuring appropriate staff are in attendance.</li> <li><i>Success – good attendance, good behaviour and confident Yr7 students. Difficult to show impact due to lack of historical comparative data.</i></li> </ul> | <ul style="list-style-type: none"> <li>Average 70 students attended, 10 of which were PP students. Other PP students were invited but decline the invitation for various reasons</li> <li>Students settled into Yr7 well with average attendance of attendees at 96%.</li> <li>Behaviour at school (in Yr7) also good amongst PP attendees with only 1 student exhibiting concerning levels of behaviour in Year 7, following the summer school.</li> </ul> |

### 4. Social Deprivation

Budget - £3,000/Total Spend - £2,431

| PP Spend. | Brief summary of intervention (inc. details of students/year group) | Specific intended outcomes? | How will this activity be monitored (who, when?)<br>How will success be evidenced? | What impact did this intervention have? Student/progress outcomes? |
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| £252 | <b>Breakfast club;</b> breakfast made available in the FLC for vulnerable students who may not have access to breakfast at home                                                                                      | Improved attendance and punctuality of targeted students. Improved concentration in lessons throughout the day.    | <ul style="list-style-type: none"> <li>FLC manager to ensure breakfast club is supervised and resources. FLC manager to track attendance of students and monitor attendance, punctuality and behaviour impact data.</li> <li><i>Success = improved attendance, punctuality, A2L/behaviour</i></li> </ul>                                                           | <ul style="list-style-type: none"> <li>An average of 10 students per day access the breakfast club. Many of these students are PP.</li> <li>Small improvements in attendance and punctuality can be seen in some, however, some of our students with bigger attendance and punctuality issues are not accessing this provision despite targeting students, giving personal invites, encouraging parents, etc.</li> </ul>                                                                  |
| £620 | <b>Revision Guides;</b> All Yr11 students to be supplied with revision guides for all core subjects and for subjects of their choosing. Some Yr10 students will also be provided with 'core' subject revision guides | PP students have access to revision guides to use at home, during lessons and at Zone 11/Easter revision           | <ul style="list-style-type: none"> <li>GWK will ensure all PP student have relevant revision guides.</li> <li><i>Success = use of revision guides in lesson and to support revision.</i></li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>5A*-C gap reduction by 10% from previous year.</li> <li>5A*-C attainment increased from 29-42%, an improvement of 13%.</li> <li>5A*-C (E/M) attainment increased from 25-29%, an improvement of 4%</li> <li>100% of students reported that they used the guides at home, however, teachers reported that students rarely used these in lesson or at Zone 11 sessions. However, PP attendance at Zone 11 was generally poor.</li> </ul>             |
| £320 | <b>Uniform:</b> PP students/families to be supported in purchasing correct uniform.                                                                                                                                  | Students are able to wear correct uniform, as per policy.                                                          | <ul style="list-style-type: none"> <li>FLC manager</li> <li><i>Success = all students able to wear correct uniform to school.</i></li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Uniform of students generally good, with permits given to individual issues until resolved, e.g. broken shoes, etc.</li> <li>KW – had uniform bought to take part in DoFe as part of AP – KW had full attendance and successfully completed the course.</li> </ul>                                                                                                                                                                                 |
| £133 | <b>Maths Calculators:</b> PP students to have access to a Maths calculator to use in lesson and during exams.                                                                                                        | Students are able to use a calculator to support work in lessons.                                                  | <ul style="list-style-type: none"> <li>Maths dept./AIM to ensure all PP's have a calculator</li> <li><i>Success = improved engagement in lessons</i></li> </ul>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Improved engagement of PP students in Maths lessons, evident through PP A2L grades improving from an average of 3.3 to 2.4 from TA1 to TA4.</li> <li>Impact was not shown in attainment data from Maths however.</li> </ul>                                                                                                                                                                                                                        |
| £108 | <b>Art Packs:</b> PP students are given Art packs (inc. sketchbooks and other materials) to fully engage in lessons                                                                                                  | Students are able to engage in Art lessons and have the necessary equipment to perform well and make good progress | <ul style="list-style-type: none"> <li>CEH (Art teacher) to monitor impact</li> <li><i>Success = improved engagement in lessons, leading to greater achievement in Art.</i></li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Yr11 PP, 60% achieved A*-C and 3+LOP. 40% of students achieved 4+LOP</li> <li>A2L grades across the year improved from an average of 2.5 to 1.8 between TA1 and TA4. One student showed huge improvements in A2l, from a 4 to a 2 in the same time period.</li> </ul>                                                                                                                                                                              |
| £300 | <b>Music lessons:</b> 1 GCSE student in Music to have access to keyboard lessons to improve practical grades.                                                                                                        | Improved progress in music                                                                                         | <ul style="list-style-type: none"> <li>FED (music teacher) to monitor impact.</li> <li><i>Success = improved engagement in lessons, leading to greater achievement in Music.</i></li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>The student missed various lessons due to illness, however her practical grade did improve and this is attributed to these lessons. However, practical improvements were not supported by the students theory work and therefore the overall grade suggested that this student underachieved. FED suggests that the student would have scored even lower had it not been for access to those music lessons.</li> </ul>                             |
| £270 | <b>Food Technology ingredients:</b> Food ingredients supplied to a range of PP students in KS3 and 4.                                                                                                                | PP students able to access food practical lessons. GCSE students completed CA's using purchased ingredients        | <ul style="list-style-type: none"> <li>CST (Catering teacher/Head of Technology) to monitor impact.</li> <li><i>Success = improved engagement in lessons, leading to greater achievement in Food Tech</i></li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>59% of Yr11 PP's achieved A*-C, compared to 34.4% in the previous year.</li> <li>AZ2L grades improved as a result of greater engagement in lessons.</li> </ul>                                                                                                                                                                                                                                                                                     |
| £100 | <b>Blood Brothers;</b> financial support for Yr9 and 10 students attending a blood brother performance on stage (DF, MM, SB, KT, KL, AM)                                                                             | Improved understanding of Blood Brothers for GCSE English. Improved progress for identified students               | <ul style="list-style-type: none"> <li>COS/English department to source show and assess impact with students through use of a questionnaire.</li> <li>AIM to compile questionnaire results and monitor TA data for impact.</li> <li><i>Success – improved TA data in English. Students who report improved understanding of the text being studied.</i></li> </ul> | <ul style="list-style-type: none"> <li>1 x PP student on the trip moved up a grade based on teacher predictions either side of this trip.</li> <li>All students (through use of a student questionnaire) reported that they found the trip useful, insightful and was a valuable learning experience.</li> </ul>                                                                                                                                                                          |
| £260 | <b>Poland</b> (CP, KW): 2 x Yr10 students given partial payment for the trip to support progress in History                                                                                                          | Improved understanding of the topic needed for GCSE History                                                        | <ul style="list-style-type: none"> <li>HAS (History teacher and Head of Hums) to monitor impact.</li> <li><i>Success = improved engagement in lessons, leading to greater achievement in History</i></li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>Contracts signed by both students and parents agreeing to attend specific numbers of Zone 11 sessions in History to 'pay back' money.</li> <li>CP and KW currently attending Zone 11</li> <li>KW continues to show high levels of engagement in lessons.</li> <li>Improved behaviour and engagement in lessons from CP as a result.</li> <li>TA data does not show improvements in the short term – but we hope long term benefits from</li> </ul> |

|     |                                                                                                             |                                                                                                  |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                   |
|-----|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                                                                                                             |                                                                                                  |                                                                                                                                                                                                | exam results in the future.                                                                                                                                                                                                                                                                       |
| £50 | <b>DofE Expedition (CM):</b> 1 student supported through payment required to participate and complete DofE. | DofE award and all personal gains that go with such an award, e.g. confidence, self-esteem, etc. | <ul style="list-style-type: none"> <li>DDH (DofE lead) to monitor impact.</li> <li><i>Success = successful completion of DofE course, greater engagement in school</i></li> </ul>              | <ul style="list-style-type: none"> <li>Successful completion of Duke of Edinburgh award by student.</li> <li>Students improved progress 8 score between TA4 and 5, the same period as the final expedition.</li> <li>Attendance slightly improved to 95% and punctuality remains good.</li> </ul> |
| £18 | <b>Romeo and Juliet;</b> (KT, JB) – financial support to pay for trip to Theatre to see this play           | Supports understanding in lessons for GCSE English.                                              | <ul style="list-style-type: none"> <li>COS (English teacher) to monitor impact.</li> <li><i>Success = improved engagement in lessons, leading to greater achievement in English</i></li> </ul> | <ul style="list-style-type: none"> <li>JB – A2L remains at 1 (outstanding), grade prediction moved from C2 to C1 following trip.</li> <li>KT – A2L now 2 (good), previously had been 3 (passive). Progress grade now predicted to achieve above target.</li> </ul>                                |

## 5. Rewards

Budget - £3,000/Total Spend - £1,300

| PP Spend. | Brief summary of intervention (inc. details of students/year group)                                                                               | Specific intended outcomes?                                                                        | How will this activity be monitored (who, when?)<br>How will success be evidenced?                                                                                                                                                                                                                      | What impact did this intervention have? Student/progress outcomes?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| £800      | <b>House Badges;</b> rewards for outstanding contributions to the house system.                                                                   | Students earn and are rewarded with a badge in the colour of their house for collecting HC points. | <ul style="list-style-type: none"> <li>AIM/HoH to monitor students achieving house colour badge and higher level colours (e.g. bronze/silver/gold/star badge).</li> <li><i>Success – students working harder to achieve house colour badges. Students proud to wear house colour badges.</i></li> </ul> | <ul style="list-style-type: none"> <li>80 out of 106 (75%) PP students have achieved house colours badge from House Cup system.</li> <li>18 (17%) have achieved bronze badge and 22 are within 30 HC points.</li> <li>Students report feeling pride in being part of the house system and enjoy earning house colours.</li> </ul>                                                                                                                                                                                                                                                                                                                                           |
| £120      | <b>Thorpe Park (rewards)</b> – CS, EH, JA, ZP, JLD, AR, LT, KT, CO, KW, all received financial support to support attendance on the rewards trip. | Greater engagement in lessons and attendance at school when working towards this incentive.        | <ul style="list-style-type: none"> <li>KRN (HoH) to monitor impact.</li> <li><i>Success = students engagement with school to improve.</i></li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>Results from the student survey; 100% of PP students enjoyed the trip, 100% reported that they would try harder in school to attend again next year. %100 reported they would recommend their friends doing the same.</li> <li>2End of Year HC results</li> <li>2/10 are top 10 in Yr11 (20%)</li> <li>4/10 are top 10 in Yr10 (40%). Top 2 students in Yr10 are PP.</li> <li>4/10 are top 10 in Yr9 are PP (40%)</li> <li>1 of the top 10 in Yr8 is PP(10%)</li> <li>0/10 are top 10 in Yr7 are PP (0%).</li> <li>Therefore, 22% of top 10's are PP students, slightly more proportionally than our PP cohort vs non PP.</li> </ul> |
| £300      | <b>CUSP Rewards:</b> Yr11 students placed into CUSP teams with members of SLT. Winning teams bought lunch from KFC, McDonalds, etc.               | Improved effort and engagement in lessons                                                          | <ul style="list-style-type: none"> <li>Tracked and monitored by the Deputy Head (JHY).</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Mixed responses – some students worked hard and some not. Some showed good progress as a result, some not. Largely dependent on social make-up of each of the teams.</li> <li>Student feedback suggested a similar story – engagement was mixed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |
| £80       | <b>Individual student rewards;</b> students offered small rewards and incentives to improve performance on weekly report cards.                   | Rewards are used as incentives to improve B4L and A2L.                                             | <ul style="list-style-type: none"> <li>HoY monitors individual cases through report cards.</li> <li>Success = improved B4L, fewer behaviour referrals, greater A2L, etc.</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>FB (Yr10) Behaviour referral frequency reduced through the year. FB accrued 21 ref's in term 1, 18 in term 2, and 5 in term 3 as a result of this scheme. Progress 8 score also improved.</li> <li>SM (Yr10) – similar story to above, term 1 – 35, term 2 – 21, term 3 – 3.</li> <li>Regular parents meetings also supported this scheme.</li> <li>DK – offer part payment of prom ticket. Referrals reduced significantly. Unfortunately the student then became pregnant and did not attend school for any of her exams.</li> </ul>                                                                                               |

Summary; Total Budget - £108,790/Total Spend - £107,457