

Pupil premium strategy / self- evaluation (Secondary)

1. Summary information					
School	Lees Brook Community School				
Academic Year	2018/19	Total PP budget	£261,800.00 (2017-18)	Date of most recent PP Review	Mar 2017
Total number of pupils	1072	Number of pupils eligible for PP	311 (29%)	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.73	-0.02 nonPP@LB (currently, national average not available)
Attainment 8 score average	34.67	47.01 nonPP@LB (currently, national average not available)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Gap between PP and nonPP attainment on entry in English and maths
B.	Higher numbers of behaviour incidents for PP v nonPP, including FEX
C.	Lower attendance of PP students than that of nonPP students
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Lower levels of aspiration and ambition to fulfil academic potential

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	To improve attainment of PP students; reduce attainment gap between PP and nonPP students; to provide Catch Up intervention for targeted pupils to reduce gap on entry at KS2	P8 and ATT8 figures; to improve on P8 of -0.73 and ATT8 of 34.76 in 2018; teacher predictions; reduction of the gap in attainment between PP and nonPP students; Catchup data for

		Yr7 students
B.	To reduce the number of behaviour incidents for PP students; improved behaviour of PP students in school	Behaviour data – fewer incidents recorded including numbers of exclusions for PP students
C.	To improve attendance of PP students	Attendance figures; attendance of PP students to improve; numbers of PP students classed as PA to reduce
D.	PP students to access careers provision within school; engage with targeted enrichment and motivational provision in order to be more motivated to aim high and fulfil their potential.	P8 and ATT8 figures; to improve on P8 of - 0.73 and ATT8 of 34.76 in 2018. Destination information to reflect appropriate progression pathways for students.

5. Planned expenditure					
Academic year		2018/19			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Focus on the quality of work in exercise books to improve pupils' presentation of work and investment in their learning	Improved quality and presentation of student work Consistency in presentation across faculties and whole school Pupils to show pride in their work and evidence of being ambitious in their learning	Inconsistency on presentation and quality of pupils' work in work scrutiny PP work scrutiny revealed evidence of poor presentation and lack of pride in work, including homework 'Big Five' emerged as areas for development based on 20171-18 learning walks and appraisal observations	Programme of year focused work scrutiny, led by Faculty Lead and quality assured by SLT link Training on the 'Big Five' and findings from lesson observations delivered on INSET - September 2018 Pupil voice – KS3 HAPP students indicate that they strongly agree that the school is focusing on the	HEC HAK	Completion of each work scrutiny – action points to be shared with staff and acted upon with timescales for completion

<p>Promotion of the 'Big Five' to all staff as a priority in their planning</p>	<p>Improved focus on key areas identified as needing improvement in teaching and learning Pupils able to work more independently and take up challenges within their learning.</p>	<p>'Big Five' emerged as areas for development based on 20171-18 learning walks and appraisal observations</p>	<p>Regular work scrutiny and learning walks Use of ALS CPD sessions to focus on each element of the BIG5 HPL training for specified staff to focus on key areas for the development of T&L</p>	<p>HEC HAK</p>	<p>Completion of work scrutiny cycle for each year group</p>
<p>Continue ALS CPD for all staff based on the 'Big Five' Launch HPL for group of identified staff</p>	<p>Improved use of a range of teaching and learning strategies based on independent academic research; use of peer coaching to support staff; increase in expectations of all pupils including PP, to achieve to and beyond their academic potential</p>	<p>Improvement of standard of high-quality, first-wave teaching will have a positive impact on all pupils. Overwhelmingly positive evaluations of ALS programme 2017-18. Format of sessions to continue with facilitators managing sessions and rotating each session, based on differentiation, independence, challenge for the more able, plenaries and peer collaboration and assessment. HPL being developed across Trust schools</p>	<p>Use of CPD and twilight planned into directed time for all staff. Evaluations of ALS groups and use of HPL delivery programme.</p>	<p>HEC HAK</p>	<p>Learning walk feedback and appraisal observation data Session evaluations</p>

<p>To provide early catch-up intervention for Yr7 pupils not attaining national expectations in English and maths</p>	<p>Improved levels of attainment in English and maths in Y7; increase in numbers of pupils attaining national average outcomes</p>	<p>Reducing the gap from KS2 on entry. 2018 PP students' KS2 scores indicate that 58% attained national expectations or above compared to of 84% of nonPP. There was a 26% gap between PP and nonPP on entry. Current Yr7 have a 19% gap; Yr8: 12%; Yr9:18%;</p>	<p>Monitoring of action plan for catch-up intervention English and maths teacher estimated levels</p>	<p>BEL</p>	<p>Evaluation of intervention programme; data entry points</p>
<p>To continue investment in behaviour and inclusion team, including HoYear posts</p>	<p>Reduction in numbers of behaviour incidents for PP students, including exclusions</p>	<p>PP students make up a greater proportion of high level behaviour incidents (C3s) than nonPP; PP students are excluded more than nonPP students</p>	<p>Monitoring of behaviour incident data; early intervention with students most at risk of displaying poor behaviour; regular contact with parents; information to be shared with form tutors and parents via Classcharts</p>	<p>HAM</p>	<p>Weekly behaviour data analysis</p>
<p>Total budgeted cost</p>					<p>£75,000.00</p>

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Creation of Lees Brook Hall to support PP pupils most at risk of FEX	Reduction in numbers of exclusions for PP students in LBH	Bespoke behaviour support for at risk pupils; numbers of exclusions are too high and PP students are excluded more than nonPP students	Regular monitoring by HoBehaviour	HAM HOJ	Half-termly
Attendance monitoring for all PP students with attendance less than school target; early intervention of PP pupils who are classed as PA (persistent absentee)	<p>Improved attendance of PP students; reduction in gap between attendance of PP and nonPP students</p> <p>Dec 2018: 95.3% compared to Dec 2017:94.7%. Nat average: 94.8%</p> <p>PP attendance up from 91.8% to 93.6%</p> <p>SEND, FSM , EAL students have all increased by at least 2%</p>	Attendance gaps exist in all year groups between PP and nonPP students Developing positive parent/ school partnerships crucial in improving attendance and has seen success for PP students in 2017-18	Regular attendance monitoring Attendance of PP students to improve	DAS/WON Attendance team	Half-termly

To remove barriers for individual PP students using PP Champion role	Improved levels of engagement of individual pupils in school, removal of barriers such as incorrect uniform, lack of equipment for school, access to IT or other school resources Individual and bespoke support for pupils to eliminate barriers.	To allow all PP students participate fully in school irrespective of the support or lack of that they receive at home. Development of equity of access to resources for PP students is the prime motivation.	Use of student profiles to identify issues moving from Yr10 to11 Form tutors and subject teachers, as well as all staff within the school to identify issues and communicate them to relevant support team Regular updates with PPChampion and PP lead, including completion of intervention tracker Targeting of PP students for attendance at subject evenings and parents meetings – tracking of PP attendance and parents contacted individually	HAK BRT	Half-termly
Total budgeted cost					£100,000.00
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provision of revision guides for every PP student in KS4	Improved attainment for PP students Greater confidence in preparation for exams, including internal trial exams	Equal access for all PP students to study and revision materials to aid learning Prohibitive cost of a full	Monitoring of collection.	GES BRL	Termly Extended to KS3 HAPP students

		set of revision guides is removed for families			
Offer PP students access to health and well-being counsellor within school	Early identification of issues and support for pupils, including academic-related issues	Students needs practical support within school to help them tackle a range of issues including bereavement, family dispute, anger management and anxiety. Providing a safe space and time for counselling will enable pupils to use strategies for coping whilst remaining focused on fulfilling their academic potential.	Evidence of support for pupils with particular issues and development of productive parent/school partnerships to support students.	HOD	At inclusion meetings and reviews
To provide pupils with enrichment opportunities including access to events which can be classed as improving 'cultural capital' both in and out of school hours.	Engagement of pupils in events, broadening of pupils' experiences of the Arts and sporting events	Students benefit from having opportunities that they otherwise would not have will positively impact on their progress and knowledge in class and build their cultural capital	Tracking of events attended and providing bespoke activities for specific pupils/ groups based on needs and wants. HOY tracking numbers of activities offered and PP participation – Sept-Jan data shared with all staff in CPD.	HoY HAK MOS (Careers)	Following attendance at events
Deliver a programme of careers provision to all students focusing on pathways and P16 options, as well as identifying	Greater levels of confidence in knowledge of career options; encouragement of high attainment	Pupil evaluations indicate a need for better communication of options P16 and of choices about further and higher education. A more sound	Through the delivery of Careers programme for all year groups and evaluations of provision Destinations data will indicate appropriate	MOS HoY	Termly reviews; evaluation of provision

and developing personal skills		understanding of options which is communicated to pupils and parents should ensure a better focus on attaining targeted academic outcomes.	choices being made based on pupils' prior performance																																																																				
To make contact with PP homes to improve attendance at school events e.g. parent/subject/ information evenings	<p>Improved parental attendance and engagement</p> <p>Year 10 Statistics over 4 Years</p> <table border="1"> <thead> <tr> <th></th> <th>Total</th> <th>Booked</th> <th>% Booked</th> <th>Attended</th> <th>Overall Attendance%</th> </tr> </thead> <tbody> <tr> <td>2019 - Y10</td> <td>207</td> <td>172</td> <td>83.09%</td> <td>158</td> <td>76.33%</td> </tr> <tr> <td>2017 - Y9</td> <td>212</td> <td>161</td> <td>75.94%</td> <td>154</td> <td>72.64%</td> </tr> <tr> <td>2017 - Y8</td> <td>212</td> <td>147</td> <td>69.34%</td> <td>130</td> <td>61.32%</td> </tr> <tr> <td>2016 - Y7</td> <td>217</td> <td>180</td> <td>82.90%</td> <td>137</td> <td>63.10%</td> </tr> </tbody> </table> <p>Year 10 HA PP Statistics</p> <table border="1"> <thead> <tr> <th>Y10 2019</th> <th>Total</th> <th>Booked</th> <th>% Booked</th> <th>Attended</th> <th>Overall Attendance%</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>57</td> <td>38</td> <td>66.67%</td> <td>28</td> <td>49.12%</td> </tr> <tr> <td>HA</td> <td>82</td> <td>72</td> <td>87.80%</td> <td>68</td> <td>82.93%</td> </tr> </tbody> </table> <p>Year 7 Statistics Feb 2019</p> <table border="1"> <thead> <tr> <th>2019</th> <th>Total</th> <th>Booked</th> <th>% Booked</th> <th>Attended</th> <th>Overall Attendance%</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>77</td> <td>59</td> <td>76.62%</td> <td>49</td> <td>63.64%</td> </tr> <tr> <td>HA</td> <td>44</td> <td>41</td> <td>93.18%</td> <td>41</td> <td>93.18%</td> </tr> </tbody> </table> <p>Year 7 Stats Comparison</p>		Total	Booked	% Booked	Attended	Overall Attendance%	2019 - Y10	207	172	83.09%	158	76.33%	2017 - Y9	212	161	75.94%	154	72.64%	2017 - Y8	212	147	69.34%	130	61.32%	2016 - Y7	217	180	82.90%	137	63.10%	Y10 2019	Total	Booked	% Booked	Attended	Overall Attendance%	PP	57	38	66.67%	28	49.12%	HA	82	72	87.80%	68	82.93%	2019	Total	Booked	% Booked	Attended	Overall Attendance%	PP	77	59	76.62%	49	63.64%	HA	44	41	93.18%	41	93.18%	Support for pupils through parents and sharing of information	PP students prioritised through PP champion and admin team to make contact with home	HAK Admin BRT	Each parent/subject evening data feedback
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2019 - Y7	224	193	86.16%	181	80.80%				
2018 - Y7	217	157	72.35%	144	66.36%				
2017 - Y7	212	142	66.98%	134	63.21%				
Total budgeted cost									£86,000.00
Review of expenditure									
Previous Academic Year									

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Include PP attainment as part of Appraisal process to focus on improvement of PP attainment.</p> <p>Use of KS4 achievement post identifying/ supporting/mentoring pupils.</p>	<p>Improved attainment for all PP students; continuation of the reduction in the gap between PP and nonPP attainment and P8.</p>	<p>Not achieved for PP cohort but examples of individual PP pupil success.</p> <p>Gap widened from 2017 GCSE results altering trend of improvement since 2016:</p> <p>PP8 Att8 2016 38.17 2017 39.69 2018 34.67</p> <p>PP 4-9% 2017 51% 2018</p> <p>PP P8 2016 -0.44 2017 -0.27 2018 -0.73</p>	<p>Staff to continue to report PP attainment in appraisal documents.</p> <p>Continuation of focus on PP attainment to reduce the gap and return to the trend of improved PP performance as seen in 2016 and 2017 outcomes.</p> <p>2018 PP students' KS2 scores indicate that 58% attained national expectations or above compared to 84% of nonPP. There was a 26% gap between PP and nonPP on entry which left PP attainment in English and maths significantly behind that of nonPP students. This is the biggest gap in the past seven years.</p> <p>Current Yr7 have a 19% gap PP V nonPP; Yr8: 12%; Yr9:18%; Yr10: 18%; Yr11: 21%</p> <p>Early and timely intervention is needed to begin to close the attainment gap evidence on entry in English and maths.</p>	<p>BRL 14,954.25</p>

<p>Focus on high-quality, first wave teaching to have positive impact on PP students, including PiXL membership</p>	<p>Greater proportion of lessons judged to be good or outstanding</p> <p>Delivery of PiXL strategies for improving focus on pupil outcomes</p>	<p>Lesson observation analysis indicates that quality of T&L has improved; QA process was reviewed to allow paired observations by a smaller QA team, and supports findings.</p> <p>PiXL strategies contributed to improved standards of teaching and learning and significant improvement in pupil outcomes for subjects across the school.</p>	<ul style="list-style-type: none"> • Areas for development for T&L to now focus on the 'Big Five' and be developed through CPD/ ALS groups. • Lesson observation analysis indicates that the quality of lessons is improving so small team of observers will continue • Paired observations enabled greater consistency in judgements 	<p>Resources £4,000.00</p>
<p>Delivering CPD through ALS groups – staff selecting an area of interest in T&L</p>	<p>Staff to improve focus on planning and delivery of good/ outstanding lessons</p>	<p>Lesson observation analysis indicates that the proportion of lessons judged 'good' or better has improved.</p>	<ul style="list-style-type: none"> • Use of external provider for CPD has come to an end so this approach will no longer be used • CPD now to be planned and delivered in-house, using the ALS model • Launch of HPL for group of identified staff builds on the work delivered on Growth Mindset and focus on skills of challenge and independence within the 'Big Five'. 	<p>Resources £2,000.00</p>

Continuation of strategic support from Head of Behaviour in reducing rates of exclusion; embedding use of Classcharts to record and monitor behaviour incidents	Reduction in numbers of exclusions and behaviour incidents for PP students	<p>PP exclusions: 2018/19 (Aut 1, 2 and Spring 1): 33/40 82% 2017/18: 62/98 63% 2016/17: 74/115 64% Number of exclusions reduced marginally so some evidence of success</p> <p>Behaviour incidents: 2018/19 (Aut 1, 2 and Spring 1) C3 2400 total; PP: 1213 50% C2 10311 total; PP: 4410 43% C1 19234 total ; PP: 7430 39%</p> <p>2017/18 C3: 5170 total; PP: 2293 45% C2: 15680 total; PP: 6664 42.5% C1: 23723 total; PP 8538 35% The number of behaviour incidents for PP students has increased, and it is the C3 records which are the most serious incidents recorded.</p>	<p>In 2017/18, PP make up 63% of all exclusions in school which is disproportionate to the number of PP students at LB.</p> <p>PP students most at risk of exclusion are to receive new provision – Lees Brook Hall – set up to provide education for identified students. Teaching to be delivered to groups of pupils at KS3 and KS4.</p> <p>With the creation of LBH, the behaviour team can work on preventative measures for remaining pupils in the main school and increase the numbers of pupils they actively mentor and work with.</p>	<p>HAM £41,963.00 HOJ £14,387.34 TA as tutor £10,528.20 Resources £4770.24</p>
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Attendance monitoring and action for PP students who are PA (92%)</p>	<p>Improved attendance for PP students</p>	<p>Attendance figures state that whilst overall attendance rates have improved, PP attendance remains lower than the school figure.</p>	<p>PP attendance has generally been consistent but individual cases have a significant effect on attendance rates. Therefore, the development of positive home-school partnerships are crucial in supporting pupils and parents in improving attendance. This type of early intervention makes a difference to pupils and its impact can be seen with individual case studies. Evidence of impact can be seen with PP attendance for October 2018, intensive support for families and students with a focus on improving Yr10 into 11 attendance has seen a positive rise in attendance figures. This approach is to continue with positive actions and news shared across the school and with parents.</p>	<p>DAS WON Attendance team £27,516.00</p>
		<p>PP attendance: October 2018 94.2% (whole school 95.8%) significant improvement in PP attendance compared to October 2017 – 91.6%</p>		
		<p>May 2018 91.4% (whole school 94.2%) 70 pupils PA</p>		
		<p>May 2017 92.2% (whole school 94.4%)</p>		
		<p>May 2016 92.5% (whole school 95.1%)</p>		
		<p>PA (90% and below) PP students are tracked and receive intervention from the higher threshold of 92% as recommended in the PP review – March 2017.</p>	<p>Earlier intervention for PP students is triggered, as at 92% attendance, they are classed as PA.</p>	
		<p>May 2018 13.6% with 74 PP students PA out of 156</p>	<p>Aut term 2018, prosecutions of parents for students' non-attendance are being triggered for 3 PP parents and 6 PP parents are having court procedures set up for non-payment of penalties.</p>	
		<p>June 2018 13.3% with 70 PP students PA out of 137</p>	<p>There is evidence of Individual pupils who have succeeded in improving attendance and have left school with a set of excellent GCSE grade in 2018 e.g. – EW, JS</p>	

<p>Continue role of PP Champion within school 1:1 interviews with all PP students during Y10</p>	<p>Identification of barriers to learning; information shared with relevant staff; barriers removed within school</p>	<p>Positive impact of member of staff in post. All Yr10 PP pupils interviewed; issues about access to materials addressed; uniform, equipment for lesson and transport provided; support given with emotional issues and developing resilience. All PP students completed a work experience placement during Y10 through accessing support from BRT. Training of new staff and NQTs in the role of the post-holder and PP strategy</p>	<p>Emergence of study packs and revision materials issued to students earlier is a direct result of 1:1 interviews completed. 100% of PP students completing a work experience placement is a result of this post being in place. Use of PP Champion role is effective in addressing barriers for individual pupils – post to be continued and focus on improving parental engagement of PP students at school functions, including parents' evenings.</p>	<p>BRT £31,000.00 Resources £4,000.00</p>
<p>1:1 Assertive Mentoring with identified PP students</p>	<p>Reduce underachievement through regular meetings with pupils</p>	<p>Pupils mentored achieved in line with PP nationally. No gap between PP and nonPP outcomes who participated in Assertive Mentoring programme.</p>	<p>Programme to be continued. It is difficult to ascertain whether there would have been further underperformance of pupils who were part of the programme. Pupils responded positively to the support given as did parents in evaluations.</p>	<p>PiXL resources and revision materials £1,000.00</p>
<p>Issue revision guides for all PP students at KS4</p>	<p>Improved access to revision materials</p>	<p>All PP students received revision guides so this was achieved.</p>	<p>To be continued and revision guides given out earlier in KS4. Possibility of giving English and maths guides to pupils at KS3 to be costed.</p>	<p>Revision guides £8,000.00</p>
<p>Entry for GCSE L2 IT Skills qualification for identified PP students</p>	<p>Improved attainment for targeted PP students</p>	<p>Five PP pupils completed the qualification and four of them used as part of their P8 measure so this was achieved.</p>	<p>2019 qualification to be investigated: L1 IT User Skills to target lower-achieving PP students, including those pupils who attend LBH.</p>	<p>Cost of entry for qualification funded by DANCOP (£14,000.00)</p>

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To give Yr7 pupils one additional English and maths lesson per fortnight	Additional English lesson using the library and AR	Progress of AR scores En and Ma progress	AR is to continue. Sharper focus on the progress of higher-attaining PP students is to be made. PP students targeted for in-class intervention. Tracking of pupils' progress for NRSS scores to be evaluated following each assessment set.	AR costs approx. £5,000.00
Provision of programme of careers and enrichment, including trips and visits and parents' information evenings	Greater knowledge of careers and P16 options for pupils	Achieved as pupil voice indicates greater knowledge of options post-16. Destinations information indicates appropriate choices made based on academic performance as in 2017 only one pupil classed as NEET, and destinations figure is 99.5% which is above the national average.	Provision to be completed by the end of Year 10 in order for pupils to be in lessons for the duration of Yr11 and not missing lessons to attend such events. Only exceptions will be exam results interviews and employment interviews. Continued focus on engaging parents with key messages about careers and key study skills with provision offered earlier in KS4 and throughout KS3.	MOS £23,000.00 Events, resources and transport costs £5,000.00
1:1 careers interviews for identified PP students	Greater confidence in options post-16 Destination data	Pupil evaluations indicate that interviews are useful and help clarify pupils' ideas and address any concerns.	Appointment of Trust careers officer to coordinate and provide careers programme will lead to 1:1 interviews and bespoke support given; this is a non-teaching post and will replace existing provision.	Interview costs £2,000.00

<p>Offer PP students access to health and well-being counselling</p>	<p>Support pupils' emotional health through access to school counsellor</p>	<p>Support and practical strategies offered to pupils in need. Some students come from very challenging and chaotic homes where there is little or no support. Anxiety is an issue for a number of pupils. There is a general increase in the numbers of pupils accessing the service as pupils move through the school and so this can be viewed as achieved. July 2018 Y7 50% of students seen are PP Y8 44% of students seen are PP Y9 55% of students seen are PP Y10 60.1% of students seen are PP Y11 59% of students seen are PP</p>	<p>Continuation of provision within school for all pupils as PP students use it more than nonPP students and there is a real need for this type of support. Information shared at Inclusion meetings and pupils referred to external support if necessary Relevant information sharing with Safeguarding lead</p>	<p>HOD £15,714.75 HAS £41,963.25</p>
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<p>Support PP pupils in accessing work experience placements, arts events, including enrichment activities</p>	<p>Completion of a week-long work experience placement in Yr10; Improved experiences of arts and other events thus developing pupils' cultural capital</p>	<p>All PP students successfully completed a one or two-work experience placement during Y10 which is a huge success and continued improvement since 2016. This has been achieved.</p> <p>Individual PP students have been supported in accessing theatre visits for GCSE courses, rewards trips and musical events.</p> <p>Y8 PP students undertook a media project and entered work into a national competition as part of 'Let's Pitch It' which focused on developing team-working skills and confidence.</p>	<p>Pupils value the opportunity to undertake work experience and employer feedback was overwhelmingly positive about the pupils who completed the placements with them. The focus on gaining a positive placement for every PP student with a particular focus on those who high numbers of behaviour incidents will continue, with information about pupils' individual success shared across the school and with parents.</p> <p>Pupils from less affluent families will be supported to access events which build on their existing cultural capital; students need to be encouraged to attend these events.</p> <p>Positive experience for pupils as they were given opportunities to work in teams and develop 'soft' skills which are crucial in pupils' development.</p> <p>Further activities designed to develop these will be researched and delivered</p>	<p>£5,000.00 for events, transport and staffing</p> <p>TOTAL £9,770.24</p>
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6. Additional detail

Case study: Attendance

JS Yr11 leaver: CiN, living with private fostering arrangement. Attendance at 100.00

Support given by inclusion team

EW Yr11 leaver: medical issues affecting attendance and severe anxiety; home/school partnership established; parent diagnosed with cancer during Y11; student supported by members of the inclusion team. Attendance at 95.7% by end Y11.

