

# Pupil premium strategy – Northgate High School

1. Summary information					
<b>School</b>	Northgate High School				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£191k – FSM/6 + Srv £16415 LAC (funding lagged so figs below will not tally until 2021)	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	721	<b>Number of pupils eligible for PP</b>	See table below 30% FSM/6 5% Srv 1% LAC	<b>Date for next internal review of this strategy</b>	Jan 2021

Year group	FSM £995 per pupil	FSM6 £995 per pupil	SRV £310 per pupil	LAC £2345
7	35	15	7	0
8	29	18	10	1
9	26	10	7	1
10	27	17	9	4
11	22	15	2	1
<b>Total students (Sept 2020)</b>	139	75	35	7
<b>Total budget</b>	£138305.00	£74625.00	£10850.00	£16415.00

2. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	<p><b>Literacy/numeracy skills</b> - PP students have historically entered Y7 with lower reading ages and literacy/numeracy skills below their peers. Due to the coronavirus lockdown we did not get KS2 scores and so we have measured reading ages using STAR reading tests and numeracy abilities using a baseline test.</p> <p>Weaker basic literacy and numeracy needs addressing in Y7 to ensure that PP students make more progress to close the gaps and so attention is focused here, however there are PP students in Y8 and 11 that also need support to close the gaps.</p>	
<b>B.</b>	<p><b>Attitudes to learning</b> can be a significant barrier to achievement for some of our PP students. Our own internal data on A2L sanctions and merits shows that there are proportionally more students in receipt of PPG that display behaviours that result in sanctions, together with a lower number of merits.</p>	
<b>C.</b>	<p><b>Aspiration</b> and uptake of facilitating subjects – fewer PP students than non are on the AG+T record and fewer PP students take facilitating subjects</p>	
<b>D.</b>	<p>The completion of regular, high quality <b>homework</b> is lower overall in our PPG students compared to non-PPG</p>	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	<p><b>Attendance</b> of PP students has historically been lower than that of their non-PP peers and below the 96% target for the school. Poor attendance reduces the time spent in school and causes them to fall behind in comparison to their peers.</p>	
<b>E.</b>	<p>Lack of exposure to <b>cultural capital</b> and <b>enrichment activities</b> outside of school due to financial circumstances and rural locations.</p>	
<b>F.</b>	<p>Many service children that arrived on the neighbouring base were previously educated overseas. Parents are in active service and are currently posted overseas, leading to long episodes of parental absence.</p>	
<b>G.</b>	<p><b>Coronavirus lockdown</b> in 2020 has impacted on the progress made by some PP students. Whilst steps were taken to ensure access to laptops and devices there were students who did not access the support due, in part, to lack of parental engagement.</p>	
3. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Sustained improvements to outcomes at KS4 for PP students.	Higher percentage of PP students achieving grade 5 in English and Maths and continue to narrow the gap (gap is closing and showed marked reductions from 2018 onwards) Progress 8 to continue to be above non-PP students.

		Increased use of revision tools by PP students Effective preparation for exams by PP students Reduction in NEET figures for PP students
<b>B.</b>	Improved attendance for all PP students.	Reduction in gap between PP and non-PP students attendance (2% in recent years). Increase in PP attendance in all year groups. Reduction in persistent absence figures for PP students.
<b>C.</b>	Improved attitude to learning for all PP students.	Fewer incidences of poor behaviour resulting in C2's, C3's and C4's and a reduction of revolving PP students in referral room. Increase in the number of merits achieved by PP students.
<b>D.</b>	PP students play a full, inclusive role in the life of the school.	Increase in uptake of PP students in clubs and leadership roles. Increase in the number of PP students attending external trips and uptake of peripatetic music lessons.
<b>E.</b>	High levels of progress of Y7 PP students in literacy and numeracy to close the gap.	End of Y7 achievement data shows the gap has closed for PP students. Accelerated reader to show improved progress in reading age scores for PP students in comparison with non-PP students to close the gap. Lexia to demonstrate impact on lower attaining PP students.
<b>F.</b>	Improve tracking of interventions/barriers to learning and provision across PP and SEND students	Secure provision mapping across the whole school in aspects of attendance, behaviour and curriculum based interventions to avoid cross over and missed opportunities
<b>G.</b>	Improvement in bespoke support for service children	All new arriving service children allocated to a peer mentor for a term and support whilst parents are in active service.
<b>H.</b>	Careers advice and mentoring	All PP students to be prioritised for careers advice and outreach programmes. Y11 PP students prioritised for academic mentoring + individual mentoring programmes running in other year groups.
<b>I.</b>	Closing of progress gap in students impacted by coronavirus lockdown. Also discussed in covid catch up plan 2020/2021.	End of year achievement data to show gaps closed for PP students in all year groups.

### Summary of planned spend 2020/2021:

Staffing	£156,000.00
CPD for staff	£1,500
Show my homework	£1,680
Accelerated reader	£3,820
Sam Learning	£2,250
Mathletics	£223
Brilliant Club - Y9 and Y8	£5,000
GCSE Pod	£3,888
Additional revision (easter/may half term)	£1,000
Learning materials for PPG students (pens, pencils, calculators, reading rulers)	£200
ELSA and SEMH support for PPG students	£500
E learning	£750
Cookery club - PPG only	£100
Additional licenses for Accelerated reader	£150
Oxford university Y10 disadvantaged project	£250
Revision programme of support in KS4 (generic guides and events)	£1,000
Paired reading - peer tutoring costs	£150
Uniform	£1,000
Revision guides to KS4 + course materials	£1,500
Trip subsidy	£1,000
Music lessons	£2,000
Transition projects Y6 2021	£1,000
Summer school Y6 2021	£1,000
Peer tutoring and mentoring	£150
HOY team building projects	£500
ICT in LSC for Lexia and Mathletics	£2,175
School provided breakfast for targetted students	£1,000
Attendance re-engagement projects/rewards	£1,000
KED - peer tutoring costs	£150
<b>To be accounted for separately</b>	
LAC only provision (£2345 per student)	

**Total planned spend**

£190,936.00

#### 4. Planned expenditure

Academic year

2020/2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve outcomes of KS4 pupils</p> <p>E. Improve Y7 literacy and numeracy</p> <p>C. Improve attitude to learning</p> <p>I. Closing of progress gaps in students impacted by coronavirus lockdown</p>	<p>Staffing allocations</p> <p>Budgeted cost £156000</p> <p>Lessons learned system of monitoring quality of teaching and Performance management</p> <p>CPD</p> <p>Budgeted cost £1500</p>	<p>Sutton Trust research shows that quality of teaching is by far the biggest factor within schools that impacts on the achievement of children from poorer backgrounds. High quality CPD is essential in supporting the development of teachers skills in teaching all children, all will benefit but disadvantaged students stand to gain the most! CPD delivered as part of wider programme of performance management and whole school developmental need.</p> <p>Lessons learned provides a package for monitoring teaching and learning across the school and specific focus is on the progress made by disadvantaged pupils.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2015/01/DEVELOPING_TEACHERS-FINAL.pdf">https://www.suttontrust.com/wp-content/uploads/2015/01/DEVELOPING_TEACHERS-FINAL.pdf</a></p>	<p>CPD is organised and monitored by AH i/c T+L and T+L associate leader through T+L weekly briefings and inset days.</p> <p>Lessons learned is monitored by SLT, HODs and overseen by AH i/c of T+L</p>	HOS	<p>October 2020</p> <p>January 2021</p> <p>June 2021</p>
<p>A. Improve outcomes of KS4 pupils</p> <p>I. Closing of progress gaps in students impacted by coronavirus lockdown</p>	<p>Provision of access to GCSE pod (online revision resources)</p> <p>Budgeted cost £3888</p>	<p>Use of digital technologies is proven to enhance and support learning. The Sutton Trust research shows that access to digital technologies can enhance progress by 4 months and thus has a moderate impact on learning. GCSE pod allows students to access revision material directly through an app, impact is proven for regular usage.</p>	<p>Usage of GCSE pod is monitored by staff. All staff have access to usage records by year group, subject and individual. In Y11 usage is closely monitored by Heads of school, Assistant Head (PPG) and HOY and usage data fed back to HOY and tutors.</p>	HOS AH i/c PPG HOY y11	<p>December 2020</p> <p>April 2021</p> <p>August 2021 (outcome analysis)</p>
<p>A. Improve outcomes of KS4 pupils</p> <p>I. Closing of progress gaps in students impacted by coronavirus lockdown</p>	<p>Satchel one online package</p> <p>Budgeted cost £1680</p>	<p>Homework is shown by Sutton Trust research to have a positive impact on disadvantaged students, provided it is within the students zone of proximal development. Regular homework develops and consolidates knowledge. Satchel one ensures access for resources for homework and is a portal for parents to monitor homework set.</p>	<p>Satchel one is monitored by HODs and associate Satchel one coordinator.</p>	HODs + Satchel one coordinator	<p>January 2021</p> <p>July 2021</p>

<p>A. Improve outcomes of KS4 pupils C. Improve attitude to learning E. Improve Y7 literacy and numeracy  I. Closing of progress gaps in students impacted by</p>	<p>Easter revision school Summer school – ‘A flying start’  Budgeted cost £2000</p>	<p>Easter revision school provides Y11 students with effective revision support in the run up to their exams. Summer school is provided to enhance transition, which although the EEF says is low impact, we have found beneficial in enhancing provision at transition from Y6/7 in previous years.</p>	<p>Easter school is planned in advance, with departments allocated to days and students targeted.  Summer school is led by the Literacy Librarian with a specific focus on literacy, numeracy and enrichment.</p>	<p>HOS HOY Y11 AH  Literacy librarian HOY Y7</p>	<p>April 2021 August 2021 (outcome analysis)  September 2021</p>
<p>B. Improved attendance C Improved attitude to learning D. PP students inclusive role E. Improve Y7 literacy and numeracy.</p>	<p>3 day transition for Y6/7 + transition projects  Budgeted cost £1000</p>	<p>Research shows that the transition from primary to secondary education is stressful for children and their parents (Evangelou, 2008) and (Sutherland, 2010). A 3 day transition period in the summer term allows for students to become familiar with the school and its demands and for parents to meet key members of staff. Parents of PP students are invited to meet with assistant head (PPG) prior to September to begin triage process and vulnerable students will be getting an enhanced induction period, with extra support in the run up to the whole cohort transition.</p>	<p>HOY 7 is a fixed role and transition is monitored within this role. The HOY7 visits primaries to collect information and meet students and plans the transition period. This allows for information to be shared with staff prior to Y7’s arrival. Transition days are monitored by HOY 7 and assistant head (pastoral) .</p>	<p>HOY Y7 AH i/c pastoral</p>	<p>July 2021  September 2021</p>
<p>A. Improve outcomes of KS4 pupils E. Improve Y7 literacy and numeracy C. Improve attitude to learning</p>	<p>Development of learning hub  No specific cost</p>	<p>The learning hub provides an extra facility for students to access support both during and out of hours. It is open until 5pm for 3 nights per week and at lunchtime. The focus is on developing a greater learning ethos, nurture and the development of literacy and numeracy skills.</p>	<p>The learning hub is implemented by the Literacy Librarian and is monitored via the Head of literacy, Head of English and Heads of school.</p>	<p>Literacy librarian HOD – English</p>	<p>Termly breakdown of usage figures</p>
<p>A. Improve outcomes of KS4 pupils B. Improved attendance C Improved attitude to learning D. PP students inclusive role E. Improve Y7 literacy and numeracy.</p>	<p>PACE workshops (parents as co-educators)  No specific cost from PP budget</p>	<p>Parental involvement has been shown by the EEF as giving +3 months progress and having a moderate impact for a relatively low cost. The school is pursuing ways to involve parents in their childrens learning at school. This includes programmes focussed on general approaches to supporting reading and maths and workshops on revision skills.</p>	<p>Parental support events are put on the parent calendar in July, although this year will be via TEAMS/Zoom as no attendance in school.  Attendance to events are monitored and personalised invitations are issued for PP parents, when their involvement is paramount.</p>	<p>SLT + HODs + HOY</p>	<p>July 2021</p>

E. Improve Y7 literacy and numeracy	Peer tutoring  Budgeted cost £300	Peer tutoring is proven by EEF to have a moderate impact for a very low cost. Y12/13 students provided support for targeted Y7 students with low literacy skills last year and it had a positive impact on the development of Y7's reading ability. We are looking to widen the peer tutoring programme to include wider English skills, Science revision and numeracy. The primary focus remains improving the reading ability of our PP students.	The reading programme is monitored by the Literacy Librarian and Head of literacy and impact on PP students by Assistant Head.  Wider peer tutoring is planned and monitored by the relevant HOD.  KED programme peer tutoring	Literacy librarian SLT AH i/c pastoral AH i/c Support	December 2020  July 2021
E. Improve literacy and numeracy  A. Improve outcomes of KS4 pupils  I. Closing of progress gaps in students impacted by coronavirus lockdown	Numeracy e-learning support programme (mathletics)  Budgeted cost £223  Literacy e-learning support programme (Power Up – Lexia) No budgeted cost from PPG this year	My Maths is an interactive online teaching and homework tool which builds student engagement and consolidates maths knowledge. It provides bespoke support for learners. In house data shows that it has an impact on learner's achievement in Maths.  Power Up – Lexia is being invested in across both Y7 catch up funding and PPG, with a priority being those PPG students in Y7 and Y8 that have not made the expected progress in literacy development.	Use of My maths and mathletics is monitored by HOD – Maths and the Maths intervention coordinator.  This year is being used to target weaker areas post mocks. HOD to set tasks for support in Y11.  Literacy and numeracy intervention to be conducted in small groups by TAs and usage encouraged at home through parental engagement.	HOD – Maths AH i/c support  HOD – English AH i/c support	January 2021  July 2021
A. Improve outcomes of KS4 pupils	Provision of revision materials (Y11) and course materials for KS3/4  Budgeted cost £1500	All Y11 PP students provided with core and option subject revision materials including English revision guides, Maths workbooks, revision guides and Mathswatch DVD and Science revision guides to enable independent revision.  All PP students given option to apply for support with the cost of course materials.	All PP (LAC/FSM+6) issued with core revision packs by October 2021  Mentors and form tutors review revision skills with PP students.  HODs and teachers in E,M.S review the usage of revision guides in their subject areas.  Exit questionnaires	Y11 form tutors + HODs + HOY Y11 AH i/c support	Exit questionnaire in May 2021  July 20201
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>E. Improve Y7 literacy and numeracy progress</p> <p>I. Closing of progress gaps in students impacted by coronavirus lockdown</p>	<p>Accelerated reader programme in Y7 + 8 for all students</p> <p>ERIN – everyone reading in Northgate)</p> <p>Budgeted cost £3820 + £150 on additional licenses</p>	<p>Current Y7 student reading scores on entry are lower for PP students than non-PP. Efficacy studies of the Accelerated reader programme by the EEF have found that it appears to be effective for weaker readers as a catch up intervention at the start of secondary school. All students in Y7 and 8 read for 20 minutes every day and progress is monitored via accelerated reader. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/</a></p>	<p>Head of literacy. Head of English and literacy librarian review the efficacy of the programme in school. The impact of the programme is reported back to the SLT</p>	<p>Literacy librarian HOD – English SLT</p>	<p>Half termly reviews of progress made.</p> <p>Feedback to SLT – Jan 2021</p> <p>Annual full review of impact in July 2021</p>
<p>A. Improve outcomes of KS4 pupils</p> <p>I. Closing of progress gaps in students impacted by coronavirus lockdown</p>	<p>Intervention teachers – English and Maths</p> <p>Budgeted cost £6000</p>	<p>Underachieving KS4 students supported through small group/one to one additional tuition in English and/or maths.</p>	<p>Baseline screening to identify students for additional support on roll on and off programme to address areas of weakness. Reviewed every screening.</p>	<p>HOD – English and Maths SLT</p>	<p>Termly cycle of review post screening data – Nov 2020; April 2021 Post results analysis - August 2021</p>
<p>A. Improve outcomes of KS4 pupils</p> <p>I. Closing of progress gaps in students impacted by coronavirus lockdown</p>	<p>Y11 Maths grade booster course</p> <p>Funded from covid catch up</p>	<p>Online short term Maths course to secure grade 5's. Pre-mocks booster programme to develop confidence in students by focusing on core skills needed to achieve a grade 5 in GCSE Maths.</p>	<p>Baseline assessments identified students in need of a boost. Short term programme run in addition to lessons.</p>	<p>HOD – maths AH i/c support</p>	<p>November 2021</p> <p>January 2021</p>
<p>E. Improve Y7 literacy and numeracy progress</p> <p>A. Improve outcomes of KS4 pupils</p> <p>I. Closing of progress gaps in students impacted by coronavirus lockdown</p>	<p>KS3 and 4 learning support programme</p> <p>Power up – lexia literacy intervention programme (3 year license)</p> <p>Budgeted cost £6800 – no cost this year as purchased in 2019/2020</p>	<p>Students who are both SEND and PP are particularly vulnerable to underperformance and evidence from our outcomes has shown this to be an area of concern. Timely and effective intervention is necessary to ensure that underperformance is tackled early. Provision needs to be mapped and reviewed. Learning support provides targeted intervention in key literacy, numeracy and communication skills.</p>	<p>Students are triaged post screening to ensure students receive the most appropriate interventions. This directs the interventions through learning support assistants.</p>	<p>AH i/c support</p>	<p>January 2021</p> <p>July 2021</p>

A. Improving outcomes in KS4 – higher attainers	The Brilliant Club (scholastic programme for more able students)  Budgeted cost £5000	The Brilliant Club is run through funding directly from the Sutton Trust and provides an opportunity for disadvantaged students to spend time in a Russell Group University. The project is designed to encourage more disadvantaged students into Russell Group Universities. Tutoring and research is led by Postgraduate students and awards ceremonies are held at Cambridge University. This year will be done with Y8 and 9.	Students are selected in Y8 and Y9 and the selection process is targetted. It is only suitable for higher potential students. Students progress on the programme is carefully monitored and award ceremonies are held in June 2021, with classes of award being issued in line with degree awards.	AH i/c support	June 2021
A. Improving outcomes in KS4 – higher attainers	Oxford University disadvantaged project – Y10  £250	Oxford University outreach mentoring project to address study skills deficits in students from challenging backgrounds who display potential – FFT Grade 6 or above. Costs to cover transport.	Students selected in Y10 based on FFT and teacher identified high potential attainers. Online mentoring project to begin in January and culminate in a weeks residential at Oxford University.	AH i/c support	June 2021
A. Improving outcomes in KS4 C. Improved attitude to learning F. Improve tracking of interventions/barriers to learning and provision across PP and SEND students	Provision of learning support materials for disadvantaged students with visual stress disorders and dyslexia types.  Provision of full pencil cases for all disadvantaged students  Budgeted cost £200	Provision of materials including coloured exercise books for core subjects and overlays for all PPG students testing positive for visual stress or dyslexia. Coloured overlays and paper reduce the visual stress that students experience when reading on white backgrounds.  Provision of equipment in covid pandemic to avoid loaning issues	Following annual testing/review of students exhibiting visual stress exercise books and overlays will be issued to learners and learning profiles/seating plans updated.	AH i/c support HLTA	September 2020  Review December 2020
C.Improved attitude to learning	Emotional literacy sessions with TA  Anger management sessions with TA  Budgeted cost £500	Time created for one to one and small group support of children with emotional literacy difficulties (self esteem, confidence etc.) by TA's trained in supportive techniques – disadvantaged students first.	Self referral and teacher/parent referral to sessions. Each lasts around 5 sessions with a TA, based on need.	ELSA TA AH i/c support	Termly
<b>Total budgeted cost</b>					

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>C. Improving attitude to learning  D. PP students inclusive role  E. Improve Y7 literacy and numeracy progress</p>	<p>Appointment of Y9/10 'heroes' to be peer mentors and involved in peer reading programme with Y7 and 8 students</p> <p>No budgeted costs</p>	<p>The Y9/10 hero programme will be based around principles of improving student leadership in Y10 and Y10 disadvantaged students will be encouraged to take part. They will be paired with a younger student to mentor throughout the year. Effective peer mentoring has been proven to have positive impacts on both mentor and mentee.</p>	<p>Y9/10 heroes will be identified by their year head. Training will be through the ASDAN peer mentoring programme delivered by LB.</p> <p>They will be paired with a Y7/8 student, some as peer mentors and some as peer mentors and reading coaches.</p> <p>Mentoring will happen during PART sessions with frequent activities at lunchtime.</p> <p>Y9/10 heroes in 2020/2021 will train the new Y9 cohort in 2020/2021 if the programme is successful.</p>	<p>AH i/c support  HOY 9 + 10</p>	<p>Heroes allocated to Y7 and 8 students – January 2021 (providing we can do cross year group work at that time)  Initial review – March 2021</p>
<p>B. Improved attendance  C Improved attitude to learning  D. PP students inclusive role</p>	<p>External learning facility (ELF)</p> <p>Budgeted cost – no associated costs</p>	<p>The EEF shows that outdoor learning can have a real impact on students progress, achievement and well being in school. The ELF is an external learning environment where vulnerable disadvantaged students are supported in their development of social and emotional skills beyond the classroom. The ELF is also the base for our support programme at KS3 and 4, which gives time to students to develop confidence, literacy, numeracy, emotional health and life skills.</p>	<p>Targeting of students for ELF and partnership programmes is an ongoing process and there are short and long term programmes, although impacted by current regulations and not in use by students at this time.</p>	<p>ELF coordinator + AH i/c support and pastoral</p>	<p>December 2020 (currently not able to use ELF due to student movement restrictions)</p>
<p>B. Improving attendance  C. Improving attitude to learning</p>	<p>Student and family support</p> <p>Budgeted cost £32 600 (from staffing allocations)</p>	<p>Support for families and students through agencies such as CAMHS is becoming harder to access due to funding cuts. Interventions offered by our student and family support coordinator are invaluable in allowing us to offer intensive support to students and families who most require it, when they need it, thereby reducing a large barrier to learning in our most vulnerable</p>	<p>Safeguarding records and attendance records are regularly scrutinised to ensure effectiveness. Students are targeted on basis of current need and progress is carefully monitored.</p>	<p>SLO  AH i/c pastoral</p>	<p>January 2021</p> <p>July 2021</p>

		students. Provision supports our most vulnerable students pastorally and through attendance and the coordinating of external support where appropriate.			
D. PP students play a full and inclusive role in the school	Peripatetic music lessons  Budgeted cost £2000	Students are encouraged to participate in one to one and small group tuition to learn instruments or to develop their singing ability. This helps to develop confidence and self esteem and is something that without support, disadvantaged students would not have access to.	Students are identified at the start of each term by the HOD music and are offered music lessons. This is a short term course in the first instance, which can be extended.	HOD – music AH i/c support	December 2020  July 2021
A. Improving outcomes C. Improving attitude to learning D. PP students play a full and inclusive role in the school	Support for trips and educational visits + bespoke uniform support  Budgeted cost £2000	The benefits of outdoor learning are identified by the EEF in their report and it is essential that disadvantaged students can access the same cultural experiences as their more advantaged peers. The visits and trips fund enables students to access beneficial visits, trips and enrichment activities that would be hindered by financial constraints in the family. Uniform support stops lack of uniform being a barrier to learning/attendance.	Support provided is mapped to each child and impact is assessed at an individual level.	AH i/c support	July 2021
A. Improving outcomes I. Closing of progress gaps in students impacted by coronavirus lockdown	E-Learning  Budgeted cost £750	E-learning is provided for those vulnerable students who cannot access school for medical or other reasons.	Monitored by School Liason officer.	SLO AH i/c pastoral	July 2021
C. Improving attitude to learning	HOY projects  Budgeted cost £500	HOY can bid for financial support for projects in their year group that will benefit disadvantaged learners. This gives pastoral staff a facility for being able to run team building or confidence building activities linked to needs within their year groups.	Financial support can be applied for via an application system, within which success criteria and impact data are shared.	HOY AH i/c pastoral	July 2021
C. Improving attitude to learning	Cookery club  Budgeted cost £100	Vulnerable, disadvantaged KS3 students attend a lunchtime cookery club in small groups, which gives them time with a caring adult and develops their cookery skills. This has a direct impact on self esteem and confidence.	Students are identified through learning support and are allocated to the programme for half a term at a time.	HLTA AH i/c support	July 2021
A. Improve outcomes of KS4 pupils	Provision of ICT in LSC for small group intervention	Use of digital technologies is proven to enhance and support learning. The Sutton Trust research shows that access to digital technologies can enhance	Students identified for small group intervention following screening.	AH i/c support	July 2021

E. Improve Y7 literacy and numeracy progress	Provision of bookable ICT resources Budgeted cost £2175	progress by 4 months and thus has a moderate impact on learning.	Bookable IT available to complement teaching	AH i/c curriculum and ICT	
B. Improving attendance C. Improving attitude to learning	Breakfast club Budgeted cost £1000	Students are arriving in school without having had breakfast or a settled start to the day. This adversely affects their learning.	Targeted students to receive additional food allocation for breakfast provision in canteen.		July 2021
B. Improving attendance	Attendance reengagement projects Budgeted cost £1000		Attendance re-engagement mentoring projects	AH i/c pastoral HOY	December 2020
<b>Total budgeted cost</b>					