

Local Context

- Average income in Baird, Ore and Tressell wards is 9% lower than Hastings and 20% lower than East Sussex.
- 20.5% of families are on benefits (NA 13.5%)
- One-third of households in Baird, Ore and Tressell wards are in poverty.
- Baird and Tressell wards have areas amongst the most deprived 1% in England.
- Unemployment is over twice the rate of SE England.
- 1/3 third of adults have no qualifications (NA 22%).
- Significantly higher prevalence of obesity and adults in alcohol & drug treatment than East Sussex.
- 41% of families are lone parent families (NA 25%) with one parent families having twice the risk of relative poverty.

School Context

| Yr. | # PP | % PP | # nPP | # FSM | % FSM |
|------------|------|-----------|-------|-------|-----------|
| 7 | 99 | 54 | 85 | 56 | 30 |
| 8 | 90 | 50 | 90 | 47 | 26 |
| 9 | 88 | 50 | 88 | 53 | 30 |
| 10 | 82 | 47 | 92 | 45 | 26 |
| 11 | 82 | 48 | 89 | 47 | 27 |
| Avg | | 50 | | | 28 |

The Hastings Academy has roughly twice the national average proportion of PP and FSM students

Teaching and Learning

Expectations for teachers

1. Know which students are PP – in ClassCharts, all pupil premium students have a note with a comment about what works well for them.

Charlie B

Mr M Collett 9/5/2017 15:42 | Pupil Premium 5

He works well when given a leadership role

2. Mark PP students books first – Subtle indication on PP students books which are then marked first.

3. Put PP student first, e.g. questioning

External Evaluation

OfSTED (January 2018)

- Disadvantaged pupils are very well supported and so make the same or better progress than other pupils.
- Pupils who are disadvantaged have extra support and they read with pride.
- The difference between disadvantaged pupils and those of others is diminishing.

Pupil Premium Review (November 2017)

- The Principal and SLT clearly articulated their values and vision for PP students and staff echoed this in an authentic way talking confidently about their moral purpose and ambitions for the achievement of all.
- PP strategy is well considered and detailed, reporting and monitoring is both thorough and research/evidence referenced throughout.
- All staff are clearly able to articulate which students in their class are PP and every classroom visited evidenced focused strategies in place to support PP students making progress.

Disadvantaged Students



THE HASTINGS ACADEMY

'A good coastal school committed to tackling social deprivation'

Provision

Students who are disadvantaged will be given **MORE** opportunities and support than other students to give them **EQUAL OPPORTUNITY** to succeed.

The Academy's Pupil Premium Grant is £400,000

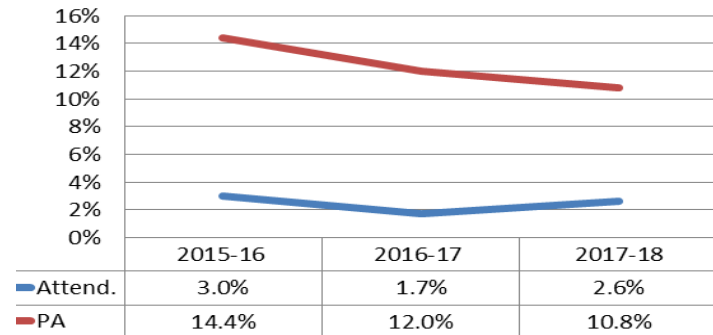
Expenditure examples:

- Forest School
- KS3 & KS4 Thrive staff
- Ivylands Farm KS4
- Action Tutoring
- My Future Starts Here
- Sound Training
- Hardship Fund
- Breakfast Club
- Funded Music Lessons
- Attendance Support Officer
- Aspire – PP tutor groups in Years 7,8 & 9
- Uniform and equipment for PP students



Attendance & Behaviour

The attendance and persistent absence gap between PP & nPP students has reduced from 2016



Year 11 Outcomes

Disadvantaged students continued their trajectory of improvement from 2016

| | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Basics | 26% | 33% | 39% |
| FSM Basics | 17% | 27% | 34% |
| FSM Gap | 37% | 19% | 16% |
| A8 | D- | D+ | D+ |

Future Outcomes

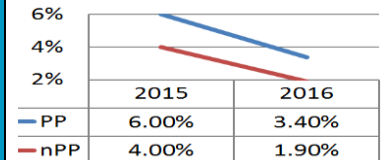
| | Attainment 8 | P8 | PP attainment predicted to improve |
|---------|------------------|-----|------------------------------------|
| Yr. | PP | nPP | Gap |
| 7 | Data unavailable | | |
| 8 | C+ | B+ | +0.04 |
| 9 | C | C+ | -0.03 |
| 10 | C | C+ | -0.16 |
| 11 | C- | C+ | -0.23 |
| 11(^18) | D+ | C | -0.34 |

PP attainment predicted to improve

P8 gap eliminated by year 8

NEETs: Proportion of disadvantaged NEETs now below national

NEETs: Gap between PP & nPP reduced (2017 data TBC)



| 1. Summary information | | | | | |
|-------------------------------|---|---|----------|---|----------|
| School | The Hastings Academy | | | | |
| Academic Year | 2018/19 | Total PP budget | £399,000 | Date of most recent PP Review | 17.11.17 |
| Total number of pupils | 886 | Number of pupils eligible for PP | 441 | Date for next external review of this strategy | Nov 2018 |
| Web link | http://www.thehastingsacademy.org.uk/about/pupil-premium | | | | |

| 2. Attainment | | | | |
|----------------------------|-----------|-----------|------------|--|
| Pupil Premium Students | 2016 | 2017 | 2018 | <i>Pupils not eligible for PP (national average)</i> |
| % achieving 4+ Basics | 26% | 34% | 39% | Not yet available |
| % achieving 5+ Basics | N/A | 17% | 19% | Not yet available |
| Attainment 8 score average | 35.6 (D-) | 32.7 (D+) | 33.46 (D+) | Not yet available |

| Barriers to future attainment (for pupils eligible for PP) and desired outcome | |
|--|--|
| Key: PP = Pupil Premium; nPP = non Pupil Premium; PA = Prior Attainment (M=Mid, H=High); KS2 = Key Stage 2; THA = The Hastings Academy; HoS = Head of School | |
| In-school barriers | Desired outcomes |
| A. Behaviour <ul style="list-style-type: none"> i. 64% of negative behaviour points are awarded to PP students ii. 24% of PP students recognise that their behaviour is not always good (compared to 16% of nPP students) | A. Behaviour <ul style="list-style-type: none"> i. Balance of negative behaviour points for PP students is equal to the balance of PP/nPP students in the school ii. PP students report that their behaviour has improved |
| B. Progress and Attainment <ul style="list-style-type: none"> i. KS2 APS is around 1/3 grade below nPP students ii. On average MPA PP males are making the least progress all years iii. PP basics measure is below school nPP average in all years iv. Year 7, 8 and 9 PP reading age is, on average, 11 months below their chronological age (compared to nPP who are 3 months behind) v. 32% of PP do not stick at challenges (compared to 16% of nPP students) | B. Progress and Attainment <ul style="list-style-type: none"> i. Progress 8 of PP students is 0 in all years ii. MPA PP males, make on average, the same progress as MPA nPP males iii. The gap between PP and nPP basics is 0% in 2018 iv. PP reading age is at chronological age v. PP students are more confident at sticking to challenges |
| External barriers | Desired outcomes |
| C. Attendance <ul style="list-style-type: none"> i. PP student attendance was 2% below nPP in 2017/18. | C. Attendance <ul style="list-style-type: none"> i. PP attendance >=95% |
| D. Equality of chance <ul style="list-style-type: none"> i. Some students not eating breakfast in the morning ii. 12% of PP students have not attended all trips that they have been invited on (compared | D. Equality of Chance <ul style="list-style-type: none"> i. Income is not a barrier to PP students eating breakfast ii. Equal amount of PP and nPP attending trips |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> iii. to 6% of nPP students) iii. PP students lack access to stationary iv. 21% of FSM allocations are unused per week (this effects 100 students) v. 14% of PP students do not have access to the Internet at home (compared to 2% of nPP students) vi. 28% of PP students do not complete their homework (compared to 14% of PP students) vii. All staff understanding barriers to PP students success viii. Families ability to pay for uniform, stationary, trips and music lessons ix. Research shows that the biggest factors affecting attainment at school is parental education and occupation level, then eligibility for FSM | <ul style="list-style-type: none"> iii. PP students fully equipped with stationary to access their learning iv. No unused FSM allocations v. All students know how to access the school WiFi vi. All students are aware of Homework Hub & all PP students complete their homework vii. All staff understand the barriers to success for PP students viii. Families are supported to pay for uniform, stationary, trips and music lessons. ix. Support services are focussed on providing PP students with an understanding of career possibilities and how they can achieve their ambitions |
|--|---|--|

3. Planned expenditure

Academic year **2018/19**

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 Teaching for All

| Desired outcome | Chosen action/approach | Description of expenditure and how it address the students' main barriers to educational achievement | Staff lead | Review date | Cost |
|---|--|---|------------|-----------------------------|-------------------------|
| B. Progress and Attainment i. Progress 8 of PP students is 0 in all years ii. MPA PP males, make on average, the same progress as MPA nPP males iii. The gap between PP and nPP basics is 0% in 2018 iv. PP reading age is at chronological age v. PP students are more confident at sticking to challenges | T&L PP expectations | These are the expectation when it comes to supporting PP students in class: Teachers should: 1. Know who their pupil premium students are – in ClassCharts, all pupil premium students have a note with a comment about What Works Well for them 2. Mark pupil premium students books first – Subtlety indicate on their books who the pupil premium students are and then mark their books first 3. Put pupil premium students first, e.g. questioning An analysis of all staff comments on ClassCharts has highlighted the following strategies that work well for PP students at our school: <ul style="list-style-type: none"> ▪ Praise (1-2-1 is best) ▪ Clear instructions ▪ Clear expectations ▪ Sit at the front | GBE | March 2019 November 2019 | Nil |
| | 'Nine Essentials' Teaching and Learning CPD | 'Nine Essentials' Teaching and Learning CPD. Research show that good teaching can improve disadvantaged student s progress by up to a year (Sutton Trust, 2011). Cost involve the Teaching and Learning CPD resources, staff time, TEEP licence, teaching and learning resources, Level 3 TEEP CPD, cover and travel costs. | GBE | March 2019 November 2019 | Allocated to CPD budget |
| | Knowing students and their barriers to success | ClassCharts – Use of online seating plan software to record details on individual barriers to success for PP students. Teachers will be expected to add to these comments with successful strategies for individual students. Staff CPD will also be dedicated for this task with the focus on specific groups of students. Year 7 PP boys with high behaviour points. These notes, as well as the seating plan, will be printed as part of the teachers grab folder. These should be available to view in every lesson. We will also be looking to use this software to record students career aspirations, access to the internet (at home), parental education and occupation. Cost account for the use of staff CPD time and Class Charts licence. | GBE | March 2019 November 2019 | Allocated to CPD budget |
| | Review of setting | Research suggests that overall, setting or streaming appears to benefit higher attaining pupils and be detrimental to the learning of mid-range and lower attaining learners. On average, it does not appear to be an effective strategy for raising the attainment of disadvantaged pupils, who are more likely to be assigned to lower | PSN | March 2019 November 2019 | Nil |

groups (Sutton Trust, 2011). In light of the above, we will dedicated staff time to reviewing setting and the impact of this at THA.

Total budgeted cost

Nil

ii. Targeted support

| Desired outcome | Chosen action/approach | Description of expenditure and how it address the students' main barriers to educational achievement | Staff lead | Review date | Cost |
|--|--|---|------------|-----------------------------|---------|
| <p>A. Behaviour</p> <p>i. Balance of negative behaviour points for PP students is equal to the balance of PP/nPP students in the school</p> <p>ii. PP students report that their behaviour has improved</p> <p>B. Progress and Attainment</p> <p>v. PP students are more confident at sticking to challenges</p> | Thrive Forest School (KS3) two Inclusion Support Workers and staff leader & printing | <p>The THA Forest School is our provision for KS3 students who have been Thrive assessed.</p> <p>During the Forest School, students work on their Thrive targets and towards their Passport to Success skills and attributes with the eventual aim of returning all students to mainstream lessons. Students are supported in mainstream lessons by Forest School practitioners and TAs during periods 1 and 2. The then work within the Forest School for the remainder of the day. This occurs 3 days a week for Year 7 students and two days a week for Year 8 students. Within their Forest School provision, students are supported to address their underlying emotional, social and behavioural issues allowing them to eventually return to mainstream lessons full-time.</p> | NWI | March 2019 November 2019 | £53,000 |
| <p>A. Behaviour</p> <p>i. Balance of negative behaviour points for PP students is equal to the balance of PP/nPP students in the school</p> <p>ii. PP students report that their behaviour has improved</p> <p>B. Progress and Attainment</p> <p>v. PP students are more confident at sticking to challenges</p> | Thrive Support (KS3) | <p>Thrive helps adults prepare children and young people for life's emotional ups and downs. The Thrive Approach teaches adults how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.</p> <p>Based on neuroscience and attachment research, Thrive training provides a targeted intervention. All practice is underpinned by Thrive-Online, an assessment tool and extensive action planning resource that charts progress and measures outcomes. Students will work with their linked Thrive practitioner on a daily basis. They will support the students in meeting their individual Thrive targets through lesson support and work in Thrive.</p> <p>Funding will pay for one Thrive Coordinators and one TA Thrive practitioners and for staff training including, cover for training; and resources.</p> | KS3 HAT | March 2019 November 2019 | £65,000 |
| <p>A. Behaviour</p> <p>i. Balance of negative behaviour points for PP students is equal to the balance of PP/nPP students in the school</p> <p>ii. PP students report that their behaviour has improved</p> <p>B. Progress and Attainment</p> <p>v. PP students are more</p> | Thrive Support (KS4) | <p>Thrive helps adults prepare children and young people for life's emotional ups and downs. The Thrive Approach teaches adults how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.</p> <p>Based on neuroscience and attachment research, Thrive training provides a targeted intervention. All practice is underpinned by Thrive-Online, an assessment tool and extensive action planning resource that charts progress and measures outcomes. Students will work with their linked Thrive practitioner on a daily basis. They will support the students in meeting their individual Thrive targets through</p> | KS3 HAT | March 2019 November 2019 | £65,000 |

| | | | | | |
|---|--------------------------------------|--|-----|-----------------------------|-------------------------|
| confident at sticking to challenges | | <p>lesson support and work in Thrive.</p> <p>Funding will pay for one Thrive Coordinators and one TA Thrive practitioners and for staff training including, cover for training; and resources.</p> | | | |
| <p>A. Behaviour</p> <p>i. Balance of negative behaviour points for PP students is equal to the balance of PP/nPP students in the school</p> <p>ii. PP students report that their behaviour has improved</p> <p>B. Progress and Attainment</p> <p>v. PP students are more confident at sticking to challenges</p> | Ivylands Farm (Plumpton College) KS4 | <p>Plumpton Explorer: Ivyland Farm - EDEXCEL BTEC Level 1 Certificate in Vocational Studies</p> <p>This is a one year programme at level 1 which gives an introduction to either animal care or alternatively a range of other areas within horticulture, small animals and farm livestock. Students will have the opportunity to take part in practical activities as well as academic study of knowledge. Emphasis is placed on the development of core repeatable skills and developing a culture of safe working. Students in year 10 may work towards the level 2 qualification after consideration by the Inclusion Manager.</p> | CBA | March 2019 November 2019 | Allocated to SEN budget |
| <p>A. Behaviour</p> <p>ii. PP students report that their behaviour has improved</p> <p>B. Progress and Attainment</p> <p>v. PP students are more confident at sticking to challenges</p> <p>D. Equality of Chance</p> <p>ix. Support services are focussed on providing PP students with an understanding of career possibilities and how they can achieve their ambitions</p> | PFL GCSE courses | Bespoke courses for our most vulnerable students, the majority of whom are PP. These courses are provided off site. | CBA | March 2019 November 2019 | Allocated to SEN budget |
| <p>A. Behaviour</p> <p>i. Balance of negative behaviour points for PP students is equal to the balance of PP/nPP students in the school</p> <p>ii. PP students report that their behaviour has improved</p> <p>B. Progress and Attainment</p> <p>v. PP students are more confident at sticking to challenges</p> | C4 (isolation) Conversations | In addition to the usual processes outlined in the school behaviour policy including the pastoral BTA system, THRIVE, Forest School, parental meetings, reports and learning plans, when a pupil premium student receives a C4 (isolation) this will trigger a face to face meeting with the students' parents. This should be led by the teacher who issued the C4 but they may be accompanied by the Pupil Premium Subject Lead. | PSN | March 2019 November 2019 | Nil |
| <p>B. Progress and Attainment</p> <p>i. Progress 8 of PP students is 0</p> | Action Tutoring | Action Tutoring is a programme designed specifically for disadvantaged students. The programme can support either year 10 or year 11. Action tutoring works 1-2-1 | PSN | March 2019 November 2019 | £3,500 |

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|---|---|--|------------|-------------------------------------|-------------------------------------|
| <ul style="list-style-type: none"> ii. in all years MPA PP males, make on average, the same progress as MPA nPP males iii. The gap between PP and nPP basics is 0% in 2018 v. PP students are more confident at sticking to challenges | | <p>or 1-2-2 once a week over 3 terms students understanding of English and Maths GCSEs. The programme specially targets students to support them achieve a grade 4+ in their GCSEs.</p> | | | |
| <p>B. Progress and Attainment</p> <ul style="list-style-type: none"> i. Progress 8 of PP students is 0 in all years ii. MPA PP males, make on average, the same progress as MPA nPP males iii. The gap between PP and nPP basics is 0% in 2018 v. PP students are more confident at sticking to challenges | <p>Holiday revision & intervention – Year 11</p> | <p>Year 11 teaching staff paid to run revision sessions during the holiday & interventions from external companies. Revision sessions offered in all subject areas. Starting February half term. Focus on PP students.</p> <p>Areas of focus included: revision guidance, examination tips & in-depth teaching of higher level topics.</p> | <p>PSN</p> | <p>March 2019 November 2019</p> | <p>Allocated to staffing budget</p> |
| <p>A. Behaviour All outcomes</p> <p>B. Progress and Attainment All outcomes</p> | <p>Pupil Premium Champion</p> | <p>After each data capture, the Pupil Premium Champion will compare the progress of pupil premium and non-pupil premium students in all year groups. They will identify areas of underperformance and the reason behind this for pupil premium students in comparison to non-pupil premium students. Once these areas have been identified they will work with subject leaders to plan necessary intervention to support rapid progress; including after school intervention targeted at pupil premium students.</p> | <p>PSN</p> | <p>March 2019 November 2019</p> | <p>£78,000</p> |
| <p>B. Progress and Attainment</p> <ul style="list-style-type: none"> iv. PP reading age is at chronological age v. PP students are more confident at sticking to challenges | <p>Aspire – PP tutor groups in Year 7,8 & 9 & English books</p> | <p>These tutor groups will focus on reading skills but will take a holistic approach to improving their resilience, self-confidence and aspirations through work with the students and parents. Students are selected who have; a) a reading age significantly below their chronological ages, and; b) low self-esteem.</p> <p>We have four tutors group with around 25 students in each.</p> <p>Costs include trip to Waterstones to purchase a book and hot chocolate. Also, cover costs.</p> | <p>PSN</p> | <p>March 2019 November 2019</p> | <p>£ 1,100</p> |
| <p>A. Behaviour</p> <ul style="list-style-type: none"> iii. Balance of negative behaviour points for PP students is equal to the balance of PP/nPP students in the school iv. PP students report that their behaviour has improved <p>B. Progress and Attainment</p> | <p>Transition and Forest School Lead</p> | <p>Refer to Forest school section.</p> <p>Transition lead works with our most vulnerable Year 6 students to ensure a smooth entry to Year 7. Targeted support is offered to these students through Thrive and Forest School.</p> | <p>NWI</p> | <p>March 2019 November 2019</p> | <p>£65,000</p> |

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|--|--|---|-----|-----------------------------|----------------------------|
| vi. PP students are more confident at sticking to challenges | | | | | |
| C. Attendance i. PP student attendance was 2% below nPP in 2017/18. | | | | | |
| B. Progress and Attainment i. Progress 8 of PP students is 0 in all years v. PP students are more confident at sticking to challenges | TEALS (Traveller and English as an Additional Language Service) | TEALS is a peripatetic support service. TEALS supports students through specialist, tailored 1:1, small group and in-class support from qualified experienced teachers, including English language tuition, curriculum support and pastoral support. | CBA | March 2019 November 2019 | Allocated to SEN budget |
| B. Progress and Attainment iii. The gap between PP and nPP basics is 0% in 2018 | Jekyll and Hyde performance & author visit | Visit to see the performance of Jekyll and Hyde. This trip was focused on PP students who could achieve the Basics measure. | LFX | March 2019 November 2019 | £280 |
| A. Behaviour All outcomes B. Progress and Attainment All outcomes C. Attendance All outcomes D. Equality of Chance All outcomes | Pupil Premium bid funding | In addition to the money set aside for PP interventions, led by the PP subject lead. Staff can apply for PP funding for specific intervention. Staff need to be able to demonstrate what the impact of this funding would be to improve the progress and attainment of PP students. | PSN | March 2019 November 2019 | £4,000 |
| D. Equality of Chance vii. All staff understand the barriers to success for PP students | Maters in Education dissertation - An exploration of the views of students eligible for the Pupil Premium Grant on their education at a secondary school | As part of the Pupil Premium Champions professional development he has undertaken in depth interview with PP students. The purpose of these interviews were to understand PP students views on their education at THA. The results of this will be used to find additional areas in which to investigate so that we might understand better the barriers to success for all of our PP students. Costs include cover costs for the student interviews. | PSN | November 2019 | Allocated to supply budget |
| D. Equality of Chance iii. PP students fully equipped with stationary to access their learning | Uniform and equipment for PP students | Assistant Heads of School will be responsible for the provision of 'basics' for pupil premium students in their school. They will order and allocate uniform and equipment (pencil cases with a ruler, pen, pencil and rubber) to students that are identified as needing support with these items | PSN | March 2019 November 2019 | £ 1,900 |
| D. Equality of Chance vii. Families are supported to pay for uniform, stationary, trips and music lessons. | Hardship Fund | Access to the fund is available to all pupil premium students. A decision on whether to grant funding will be made on a case-by-case basis depending on the area of need identified. Items funded include uniforms, stationary & trip subsidies. | PSN | March 2019 November 2019 | £ 2,700 |

| | | | | | |
|--|---|---|-----|-----------------------------|---------|
| D. Equality of Chance i. Income is not a barrier to PP students eating breakfast | Breakfast Club | 30 FSM students and those that are PP (as suggested by the HoS) are funded to receive a free breakfast each day. | PSN | March 2019 November 2019 | £ 2,000 |
| D. Equality of Chance ii. Income is not a barrier to PP students eating breakfast | Exams catering | Provide food and drinks for Year 11 students prior to taking their exams. | PSN | March 2019 November 2019 | £ 2,420 |
| D. Equality of Chance iv. No unused FSM allocations | Unused FSM allocations | 21% of FSM allocations are unused per week (this effects 100 students). Bespoke letters will be sent home to these families explaining this and highlighting the importance of eating a healthy meal at lunch time. | PSN | Termly | Nil |
| D. Equality of Chance vii. Families are supported to pay for uniform, stationary, trips and music lessons. | Funded Music Lessons | Research into music and mind has revealed that 'over time, it has been noted that there has been a consistent relationship between active engagement in music and general attainment. All students in Year 9,10 and 11 who as eligible for FSM will be able to receive free music lessons. Students in Year 7 ad 8 and Ever 6 students will need to apply through our Hardship Fund and these applications will be judged on a case by case basis. | EMS | March 2019 November 2019 | £9,000 |
| C. Attendance i. PP attendance >=95% | Student Support Managers – non-attendance of PP students. | We have four Student Support Mangers who work with their Head of School to support the pastoral needs of the students in their school (house). On a daily basis they will ensure that pupil premium students are the first students to be called for non-attendance. | HoS | March 2019 November 2019 | Nil |
| D. Equality of Chance All outcomes | Student Support Managers – Equality of chance | We have four Student Support Mangers who work with their Head of School to support the pastoral needs of the students in their school (house). They will ensure that pupil premium students' parents are contacted repeatedly to improve awareness and knowledge of Academic Review Days, special event, examinations and any other issues as directed by their Head of School to give all PP students equality of chance. | HoS | March 2019 November 2019 | Nil |
| C. Attendance i. PP attendance >=95% | Attendance Support Officer | The Attendance Intervention Officer will be responsible for making home visits to students who are persistently absent to engage parents in their child's education. The majority of students this involves are PP students. | HMO | March 2019 November 2019 | £46,000 |
| A. Behaviour All outcomes B. Progress and Attainment All outcomes C. Attendance All outcomes D. Equality of Chance All outcomes | Understanding PP students barriers survey | Annual survey of students to understand their views on education, their behaviour, effort, mindset (growth or fixed) and aspirations. Students that are PP are then filtered in this survey and this information is used to inform the whole school PP strategy. | PSN | March 2019 November 2019 | Nil |

| | | | | | Total budgeted cost | £399,000 |
|--|--|---|-------------------|-----------------------------|------------------------------|----------|
| iii. Other Approaches | | | | | | |
| Desired outcome | Chosen action/approach | Description of expenditure and how it address the students' main barriers to educational achievement | Staff lead | Review date | Cost | |
| A. Behaviour All outcomes B. Progress and Attainment All outcomes C. Attendance All outcomes D. Equality of Chance All outcomes | School Counsellor | School Counsellor. Support and advice to vulnerable students. Focus on PP students. | CBA | March 2019 November 2019 | Allocated to staffing budget | |
| D. Equality of Chance ix. Support services are focussed on providing PP students with an understanding of career possibilities and how they can achieve their ambitions | Independent Careers Advice service - My Future Starts Here | Impartial career advise with all students but concentrating on those with disadvantaged background. | CMA | March 2019 November 2019 | Allocated to careers budget | |
| D. Equality of Chance ix. Support services are focussed on providing PP students with an understanding of career possibilities and how they can achieve their ambitions | Raising Aspirations Programme | As part the programme students will go on trips and have experiences to raise their aspirations for the future. They will experience events such as University trips, visits from STEM and talks about careers. This is linked to tutor programme & work on career pathways. Costs include allocation of money to fund trips. | CMA | March 2019 November 2019 | Allocated to careers budget | |
| B. Progress and Attainment iv. PP reading age is at chronological age | Whole school reading focus | Whole school reading focus in tutor time once per week. Peer reading between Years 7, 8, 9 and 10 students during tutor time. | SSC | March 2019 November 2019 | Nil | |
| D. Equality of Chance v. All students know how to access the school WiFi vi. All students are aware of Homework Hub & all PP students complete their homework | Homework Hub | After school homework club. Open to all students until 5pm Monday to Friday. Students can also use the computer suites. Costs includes resources and paying staff support Homework Hub, as well as refreshments for the students. | PSN | March 2019 November 2019 | Allocated to staffing budget | |
| | | | | | Total budgeted cost | £398,900 |