

Pupil Premium Spending | St. Katherine's School | Academic Year 2019-2021 | Sept 2019

Last Reviewed: November 2019

Next Review: September 2021

	2015-16	2016-17	2017-18	2018-19	2019-2020
Percentage Pupil Premium students	26%	33%	33%	29%	26%
Total number of students on roll in KS3&4 (October Census)	653	691	728	778	829
Number of pupils eligible for the Pupil Premium	170 @ £935	231 @ £935	239 @ £935	223 @ £935	219@£955
Number of Service Children pupils eligible for the Pupil Premium	-	1 @ £300	1 @ £300	2 @ £300	3@£310
Number of Looked After pupils eligible for the Pupil Premium		4 @ £1900	4 @ £2300	3 @ £2300	3@£2345
Number of Post Looked After pupils eligible for the Pupil Premium	-	-	4 @ 2300	4 @ 2300	6@2345
Total	£158,950	£223,885	£242,165	£238,585	£230,870

Pupil premium strategy / self- evaluation 2019-2021

1. Summary information					
School	St. Katherine's School				
Academic Year	2019/ 2021	Total PP budget	£244,865	Date of most recent PP Review	March 2019
Total number of pupils	783	Number of pupils eligible for PP	223	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.06	0.05
Attainment 8 score average	44.39	48.30

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	Literacy skills on entry are lower for disadvantaged pupils (cumulative over the five years)
B	Behavioural issues and Ready to Learn referrals of a small cohort of pupils (mostly eligible for PP) is having a detrimental effect on their academic progress.
C	Above national for fix-term and repeat exclusions for disadvantaged pupils.
D	Low aspiration of a small cohort of disadvantaged pupils pupils within KS3 and KS4.
E	Limited life experiences for the disadvantaged cohort.
F	The performance of disadvantaged pupils within the Ebacc.
G	The performance of disadvantaged pupils within languages at Key Stage 4.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
H	Absence and persistent absence is higher than national for disadvantaged in the school.

I	There is less parental engagement of pupils who are eligible for disadvantaged pupils.	
4. Intended outcomes		Success criteria
A.	Improve literacy for disadvantaged pupils (DP) so that they are more able to access the curriculum and wider learning.	Pupils eligible for Pupil premium funding will make progress at a faster rate than non-Pupil Premium pupils. This will be evidenced using the Y7 accelerated reader programme and through English assessments at progress checks chronologically through the year.
B/C	Decrease in % of DP Ready to Learn referrals, exclusions and repeat exclusion statistics compared to national.	The number of DP referrals to Ready to Learn declines termly. A reduction in % to shift towards national average for non-DP exclusions (% of pupils receiving 1 or more FTE national non-DP is 3.9%).
D	Increase % of DA students staying in education or going into employment after key stage 4 (student destinations) at least in line with national average	The positive to negative ratio for behaviour points is in line with non-DP students showing engagement in lessons. No DP students are NEET.
E	Increase the opportunities for DP students to engage with sports, the arts, cultures in the UK and abroad, and to be exposed to activities that enrich and widen their horizons	Register of participation in sports, the arts, cultures in the UK and abroad will show an increase in the % of disadvantaged pupils attending and no gap between non-disadvantaged.
F/G	Improve rates of attainment/progress and for students to progress equally with others across year groups and subjects.	The gap between the P8 and average attainment score of DA and non-DA pupils is reduced. This will be monitored at the three progress checks through chronologically throughout the year. The Ebacc and languages progress to be broadly in line (or better than) the national comparator and in Q3 as a minimum.
H	Increase DP students attendance to meet national expectations. Less DP represented Exclusion and repeat exclusion statistics compared to National ALL pupil.	By July 2019 the % of sessions missed to be broadly in line with the national average which is 5%.
I	Increase DP parental engagement at school events such as parents evening and information evenings through improved streams of communication.	Increased attendance % of DP parents to key events. Impact measures to be taken after each event.

5. Planned expenditure

Academic year

2019/2021

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

Intended outcome	Action	Contribution from DA funding	Description of Intervention	How impact is to be measured?	Evaluation
All	SLT leadership of DA progress and achievement	£7,000	Leadership and management of whole school improvement of progress and achievement through current grades comparison over time across subject areas and effectiveness of attendance procedures.	Current grade-analysis compared at each Progress Check. Pupil voice at CST subject reviews demonstrate improvements in teaching. Pupil voice at DA Passport interviews reveals improvements in teaching.	See below in KS3 and KS4 results analysis The PP Strategy has been readdressed in light of some of the continued RTL referrals for PP students when compared to non PP students and difference in attendance. The new three year strategy is completely aligned to the School Improvement plan with a greater focus on the teaching and learning areas of retrieval practice and questioning within the classroom. Please see the new strategy on the website here . A new tiered system to monitor individual students and what support they are receiving from the strategy. PP is a standing item at HOF meetings and faculties are now spotlighting students for monitoring. This is also a standing item in SLT progress check reports.
A, F, G	SLT leadership of teaching and learning	£7,000	Leadership and management of whole school improvement of teaching and learning through tailored CPL.	Current grade-analysis compared at each Progress Check. Pupil voice at CST subject reviews demonstrate improvements in teaching. Teacher evaluations of CPL.	Please see above and below for the progress data.
A, F, G	Part funding of ITT lead and coaches	£2,000	Support for early years careers teachers to support pedagogical development and ensure quality first teaching.	NQT observations reveal development in quality first teaching and targeted support for DA pupils.	Five out of seven successful in completing the NQT year with termly observations revealing targeted support for PP students as per whole school strategy and CPL.
All	Staff training & awareness	£800	DA outcomes to be Appraisal Objective for identified staff, supported through CPL provision to meet whole school and individual needs.	Success rate of Appraisal Cycle; individual staff evidence narrowing of gaps with underlying increase in overall attainment..	Please see data below

F, G	KS3 DP outcomes evaluation and action planning	£2500	'DH Outcomes' (AFB) supports and challenges core subjects to evaluate and action plan for improved DA outcomes.	Current grade-analysis compared at each Progress Check.	<table border="1"> <thead> <tr> <th></th> <th></th> <th>All</th> <th>PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Yr7</td> <td>Attainment</td> <td>1.22</td> <td>1.03</td> <td>-0.19</td> </tr> <tr> <td>Progress</td> <td>62%</td> <td>50%</td> <td>-2%</td> </tr> <tr> <td rowspan="2">Yr8</td> <td>Attainment</td> <td>2.08</td> <td>1.54</td> <td>-0.54</td> </tr> <tr> <td>Progress</td> <td>56%</td> <td>50%</td> <td>-6%</td> </tr> <tr> <td rowspan="2">Yr9</td> <td>Attainment</td> <td>2.74</td> <td>2.56</td> <td>-0.18</td> </tr> <tr> <td>Progress</td> <td>61%</td> <td>53%</td> <td>-8%</td> </tr> </tbody> </table>			All	PP	Gap	Yr7	Attainment	1.22	1.03	-0.19	Progress	62%	50%	-2%	Yr8	Attainment	2.08	1.54	-0.54	Progress	56%	50%	-6%	Yr9	Attainment	2.74	2.56	-0.18	Progress	61%	53%	-8%
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F, G	KS4 DA outcomes evaluation and action planning	£2300	'DP Outcomes' supports and challenges HOFs to evaluate and action plan for improved DA student outcomes, using summative Y11 data and ongoing Progress Check data throughout the year.	Current grade-analysis compared at each Progress Check. DA pupils make accelerated	<table> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>A8</td> <td>5.04</td> <td>4.43</td> <td>-0.61</td> </tr> <tr> <td>P8</td> <td>0.09</td> <td>-0.03</td> <td>-0.12</td> </tr> </tbody> </table> <p>This is above the disadvantaged national for A8 which is 36.7 and for P8 -0.45. The national gap between all and PP is 13.6 (A8) and -0.58 (P8).</p>		All	PP	Gap	A8	5.04	4.43	-0.61	P8	0.09	-0.03	-0.12																				
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F, G	Pupil passport interviews and part fund Provision Maps	£5,645	AHT DA' and Transition Manager hold meetings with all DA pupils in year 7 and 10. Explicit strategies pushed to staff via Class Charts to support quality first teaching and identify barriers to learning.	Learning walks to demonstrate passports are being used by staff. Student voice to assess staff use of passports. Less barriers for DA pupils in lessons.	This knowledge was used by the pastoral team to support home visits and weekly pastoral calls.																																
A, F, G, I	Part fund Class Charts	£1,500	To support tracking of homework. Software regularly reviewed and checked by the data manager. Staff to use to monitor those completing homework and support where there is consistent non-completion.	Positives & detentions for non completion analysis.	This allowed for RTL data to be tracked as discussed in effectiveness of RTL system and leadership. HW Completion All → 77% PP → 64% Gap → -13%																																

A, B, C, F, G, I	Homework club	£733	Staff supervision of lunchtime homework club in CR1 to support homework completion.	Positives & detentions for non completion analysis. Attendance records.	HW Completion All → 77% PP → 64% Gap → -13% Non-completion All 23% PP 36% Gap +13% This supports the fact that a number of PP students and their parents need more support to complete work outside of lessons. This data confers with the data from lockdown where a greater number of home visits were made to PP households to identify barriers to learning at home.
F, G	Hegarty Maths	£1,000	Hegarty Maths used as an independent learning tool. Maths teachers set weekly and monitor completion.	Student voice and staff monitoring (CST) show that Hegarty maths is being used independently outside of school to support the completion of homework.	Used across all year groups. Hegarty maths supported independent learning with specific links to Hegarty tutorials. Hegarty analysis shows over 5,000 hours of learning until March last year.
F, G	To part fund Method Maths	£500	Online past paper programme to develop key skills needed for terminal exams. Monitored by individual maths teachers and HOF.	Increase in the completion of Method Maths papers being completed by DA pupils. Improved scores per paper.	Leaderboard used by the maths team to encourage participation which increased until March 2020.
A, F, G	Accelerated Reader with Year 7 & 8 English groups	£4000	The librarian (LW) and 2nd in English (IW) monitor and track levels of reading to increase literacy levels and support the whole school reading culture.	STAR test analysis demonstrates improved levels of reading. DA pupils with lower literacy levels make accelerated progress to be in line with their age related expectations (ARE)	Year 7 data showed a minimal gap between non-PP and PP students - +0.06 months compared to +0.05 months Year 8 data suggested a much bigger gap non-PP +2 months with PP 0 months
A, F, G	NGRT tests completed	£1200	Screening of pupils to identify gaps in literacy and provide intervention and is compared to the data provided by Accelerated Reader.	Reading age progress, in months.	Only one test could be taken last year due to the national circumstances. However, comparing data from last year and September for year 8 suggests interventions have had some success. The average student improved their SAS by 2.3 The average non-PP student improved their SAS by 1.7 The average PP student improved their SAS by 4.1
D, F, G	School trips	£1361	Pupil participation in school trips (curricular enrichment) facilitated where necessary to remove the barrier of cost.	Increased participation rates of DA pupils; pupil voice; parent voice; progress in related subjects. DA attendance on trips and extra-curricular activities is in line with Non-DA.	Due to national circumstances many trips had to be cancelled.

D, F, G	Music tuition	£200	Musical instrument tuition subsidised	Increased participation rates; pupil voice; parent voice; progress in external music examinations.	Participation remains low with 3/36 students accessing instrumental lessons.
D, F, G	Duke of Edinburgh	£1020	Duke of Edinburgh costs subsidised in Year 10 and 11.	Course completion statistics; student voice; staff voice; parent voice.	Due to the national circumstances this could not be completed. However, the following made progress throughout the year Bronze Yr 9 - 5 PP Bronze Yr 10 - 3 PP Bronze Yr 11 - 2 PP Silver Yr 11 - 1 PP
Total budgeted cost					£38,759

ii. Targeted academic support

Action	Intended outcome	Contribution from DA funding	Description of Intervention	How impact is to be measured?	Evaluation
A, F, G	Additional small group tuition in English KS4	£5,000	Provide additional and tailored literacy provision for targeted DA pupils in KS4 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the HOF and the 'DH Outcomes.'	The English P8 score was -0.27 in 2019 and in 2020 was +0.19 for PP students..
A, F, G	Daily KS4 English intervention during AM registration	£2,000	Provide additional and tailored literacy provision for targeted DA pupils in KS4 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the HOF and the 'DH Outcomes.'	The English P8 score was -0.27 in 2019 and in 2020 was +0.19 for PP students..
F, G	Additional small group tuition in maths KS3	£5,000	Provide additional and tailored numeracy provision for targeted DA pupils in KS3 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the Numeracy Coordinator and the 'DH Outcomes.'	The KS3 intervention improved PP pupils confidence, as seen by the increase in participation in their main maths class, as well as filled gaps in their basic maths knowledge, which enabled them to access the class work more easily.
F, G	Daily KS4 maths intervention during AM registration	£2,000	Provide additional and tailored literacy provision for targeted DA pupils in KS4 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the HOF and the 'DH Outcomes.'	The maths P8 score was -0.15 in 2019 and in 2020 was +0.09. The score did not improve from last year and so there is an improvement needed in the provision for PP students in maths, particularly for the LPA PP students.
A, F, G	Additional small group tuition in science KS4	£2,000	Provide additional and tailored provision for targeted DA pupils in KS4 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the HOF and the 'DH Outcomes.'	The data over the last 2 years shows an improvement in the number of students achieving 2 x Sci 9-4 from 60% in 2019 to 72% in 2020. The Subject Progress Index for combined science saw progress as it was -0.22 in 2018/19 and -0.17 in 2019/20.

A, F, G	Daily KS4 science intervention during AM registration	£2,000	Provide additional and tailored literacy provision for targeted DA pupils in KS4 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the HOF and the 'DH Outcomes.'	The data over the last 2 years shows an improvement in the number of students achieving 2 x Sci 9-4 from 60% in 2019 to 72% in 2020. The Subject Progress Index for combined science saw progress as it was -0.22 in 2018/19 and -0.17 in 2019/20.
A, F, G	English, maths and science tuition for LAC students	£1,000	Additional tuition provided at after school hours to support progress in core subjects.	Current grade-analysis compared at each Progress Check.	Progress improved across KS4 in all areas. English was +0.28 and Maths was +0.09
A, F, G	To part-fund Learning Support Assistants	£15,000	Students extracted or supported in lessons at KS4 with literacy/numeracy supported monitored and altered if necessary. SENDCO in place to drive targeted interventions.	Current grade-analysis compared at each Progress Check. Interventions monitored on Provision maps.	New staff recruited: Numeracy Intervention Mentor (Term 1), 2 x new LSAs (Term 1) and Literacy Intervention Mentor (Term 2). All new staff have duties supporting SEND / PP students in lessons, delivering interventions in line with outcomes and provisions from EHCPs and as keyworkers. Intervention Mentors have timetabled sessions delivering lessons (Numeracy) and interventions (Literacy) for the bottom 20-30 scoring (NGRT / CATS) in Year 7 plus those who have this as a provision on their EHCP. SENCHAT review June 2020: In students' responses to the statement <i>I know who to talk to about any difficulties or problems</i> , students refer to a range of staff including teachers, LSAs, head of house, Engage, counsellor, keyworker.
A, F, G	ExamReader - scanning pens	£3,000	Allows pupils to read the exam questions themselves. Increase pupil confidence and access to exam scripts with low literacy.	Improved outcomes. Reduced anxiety during the exams and increased confidence. Pupil and parent voice.	Unable to put into use due to CAG process. Students have been trained to use the pens.
A, F, G	SENDCo intervention	£15,000	Vulnerability Tracker developed by SENDCO to ensure that interventions are tracked and linked to provision map.	Decrease in the number of pupils on the monitoring list. Increase in gaining EHCP.	Numbers of students with EHCPs have increased from 1 (Sept 2020) to 8 (Sept 21). Top Up Funding income currently at £34,378
A, F, G	Fund an Inclusion Manager and Engage Leader	£20,000	Support SENCO in carrying out the relevant interventions linked to Provision Maps. Bespoke timetables and mentoring for vulnerable pupils	Decrease in the number of pupils on the monitoring list. Increased engagement, attendance, reduced exclusions for individuals concerned.	Due to the changes in the SEND department and the pastoral team this provision was not completed. Two new LSA roles and deputy Heads of House were created for the academic year 2020/21. Data from SENCHAT Review June 2020: Most students were able to explain some of the things they find difficult and need help with and examples of effective provision to overcome their difficulties: <i>being able to have breaks during lesson times, noise cancelling headphones, extra time, being left alone and being able to calm down in Engage, word processor and extra time</i>

					<p><i>in exams, toilet card & skip the line card, chrome book, touch typing program.</i></p> <p>100% students stated that they <i>always/sometimes</i> knew who to talk to about any difficulties they experienced, referencing a range of adults - teachers/LSAs/keyworkers, counsellor and the Engage centre,</p> <p>The Reasonable adjustments for RTL document reflects a personalised approach for individual students. Personalised timetables are in place where appropriate for the 14 focus students.</p>
A, F, G	Part fund Literacy Coordinator	£4,000	DA students are supported in small group literacy intervention. These sessions are bespoke and they may incorporate Lexia, organisation support, spelling, handwriting, punctuation and homework support.	Decrease in the number of pupils not completing homework. Increase in reading ages and engagement with AR. Increase in progress at English Progress Check. Increase in the engagement with Lexia to improve spelling and reading skills.	Only one test could be taken last year due to the national circumstances. However, comparing data from last year and September for year 8 suggests interventions have had some success. The average student improved their SAS by 2.3 The average non-PP student improved their SAS by 1.7 The average PP student improved their SAS by 4.1
A, F, G	Lexia Programme	£3,667.50	Individual online intervention for DA pupils who struggle with English (Word study Grammar, Compression) or have a dyslexic profile.	Increased levels of progress through the online programme and using NGRT reading tests.	57% of the pupils on Lexia have improved their reading ages/standardised scores in Year 8.
D, A, F, G	Alternative provision	£19,175	DA pupils" curricula adapted to include alternative provision where necessary.	Number of alternative placements successfully completed; improvements in achievement and attitude/individual; reduction in NEETs over time; attendance rates.	There was one PP student that was NEET. There were 8 PP students registered for alternative provision last year. Four of these students were in year 11 and it allowed them to complete their post 14 courses.
Total budgeted cost					£98,842.50

iii. Wider strategies (pastoral)

Action	Intended outcome	Contribution from DA funding	Description of Intervention	How impact is to be measured?	Evaluation
H, I	Part fund the role of the attendance officer	£15,000	Action-planning, target setting, home visits and text message service for poor attenders (high absence/broken weeks).	Weekly attendance statistics. Attendance gap between DA and non-DA peers.	The data until the end of term 3 was at PP 90.37% Non PP – 94.15%. Therefore, suggesting that this would follow a similar pattern to last academic year. The national average for all in 2018/19 94.5% and PP was 91.8%. Whilst there is still a gap to close it is reducing compared to the data from 2018/2019 where all students were 92.2% and PP students had 90%.

					From March to the summer analysis of attendance was recorded through engagement in online learning. Data from the year 10 progress check showed a small gap between non-PP and PP students when their average engagement with learning at home was analysed (see below). All 1.59 Non-PP 1.51 PP 1.74 With 1=Excellent and 4=Concern
H	Attendance rewards	£300	Attendance rewards offered to targeted previously Persistently Absent students for improved attendance.	Weekly attendance statistics. Attendance gap between DA and non-DA peers.	See above
I	Supporting Parental Participation and Engagement	£450	Use of an online booking system (Parents Evening System) enables and supports engagement of DA parents with teachers and key school staff at events including: Induction, Open Evenings, Parents' Evenings.	Parental attendance records Parent voice surveys.	Due to the national circumstances this could not continue. However, resources were redeployed to weekly pastoral calls for the most vulnerable and home visits. The evidence from parent surveys states that this was a very positive experience.
A, B, C, E, F, G	Individual Learning Materials	£1500	Provision of revision packs/equipment/subject-specific consumables so that pupils are fully equipped for all lessons, and the necessity for consumable materials is not a barrier to opting for specific KS4 curriculum qualifications.	Current grade-analysis compared at each Progress Check. Tutor registration checks so a decreasing number of DA pupils without equipment.	SSO supported students on a daily basis and where families required this during lockdown it was provided through home visits and was prioritised for PP students.
F, G, H, I	Part fund a school counsellor	£2,300	Part Time Counsellor supports most vulnerable DA students to identify mental health needs and barriers to learning are self-managed/reduced.	Number of students seen and student voice on exit from counselling.	35 PP students (out of a total of 89 students) received counselling during academic year 19/20. "Being able to speak during the first lockdown made a massive difference to me at a time where everything felt really overwhelming. I loved being able to get things off my chest and have a chat (albeit virtually!) with someone who was so caring and supportive. I was able to discuss anything that was worrying me, whether it felt big or small, and I really valued the sessions."
B, C, F, G,	Part fund a Ready to Learn Coordinator	£8,800	Assess and monitor the number of Ready to Learn referrals for the DA pupils. Provide mentoring for DA repeat referrals.	Termly Ready to Learn analysis. A decrease in the gap between non DA and DA pupil referrals.	Data from the end of 2018-2019 compared to March 2020 shows that the number of referrals and RTL warnings increased for PP students by +0.18. The effectiveness of the system needs to be considered for 2020/21.
F, G, H, I	Part fund the Engage Centre	£20,000	Provide ELSA and Thrive strategies for DA pupils that have SEMH barriers to learning. Working with DA pupils by supporting 'right-time' learning and providing 'reparative' learning (where needed) of social and emotional skills, to optimise learning and life.	The emotional and social development is measured using the class screening, individual assessment and progress monitoring tools in Thrive-Online. Reduced negative points on ClassCharts for named pupils.	Due to the changes in the SEND department and the pastoral team this provision was not completed. Two new LSA roles and deputy Heads of House were created for the academic year 2020/21.

				Increased positive points on ClassCharts for named pupils..																																														
F, G, H, I	Non-teaching staff pastoral support	£30,000	Provision of pastoral support to DA cohort through Student Support Coordinators, and Inclusion Manager. Pupils' learning is monitored and individual barriers to learning removed, enhancing pupils' achievement.	Termly Ready to Learn analysis. A decrease in the gap between non DA and DA pupil Refocus referrals. A decrease in the gap between non DA and DA pupil Ready to Learn referrals.	Data from the end of 2018-2019 compared to March 2020 shows that the number of referrals and RTL warnings increased for PP students. The effectiveness of the system needs to be considered. As a result the pastoral staffing structure has been reshaped for 2020/21.																																													
B, C, D, E, F, G	Bristol Bears Bright Sparks Intervention	£1,500	Bright Sparks uses sport to engage with and educate some of the most disaffected young people in the most deprived areas of Bristol. These young people are identified as being at risk from issues such as permanent exclusion, anti-social behaviour and potential imprisonment. Bright Sparks equips these young people with the skills required to succeed.	Termly Ready to Learn analysis. A decrease in the gap between non DA and DA pupil Refocus referrals. A decrease in the gap between non DA and DA pupil Ready to Learn referrals. Current grade-analysis compared at each Progress Check.	Programme showing signs of progress with 11/16 students having an improved ratio of positive to negative behaviour since Christmas. However, due to the national circumstances this could not continue. 2020/21 behaviour data so far suggests a continued positive behaviour ratio for 12/16 students.																																													
F, G, H, I	Uniform and hardship	£1,150	Uniform and resources provided for DA pupils that need it. Blazers, ties and daps issued at SSO.	Decreased numbers of DA pupils without kit in PE. Decreased uniform concerns for DA pupils.	<p>Behaviour breakdown 1/9/2019 to 2/8/2020</p> <table border="1"> <thead> <tr> <th>CATEGORY</th> <th>SUBCATEGC</th> <th>POSITIVE</th> <th>NEGATIVE</th> <th>RATIO</th> </tr> </thead> <tbody> <tr> <td colspan="5">NO Pupil premium</td> </tr> <tr> <td>NO Pupil premium</td> <td>Year 8</td> <td>0</td> <td>-142</td> <td>0%</td> </tr> <tr> <td>NO Pupil premium</td> <td>Year 9</td> <td>0</td> <td>-74</td> <td>0%</td> </tr> <tr> <td>NO Pupil premium</td> <td>Year 10</td> <td>0</td> <td>-131</td> <td>0%</td> </tr> <tr> <td colspan="5">Pupil premium</td> </tr> <tr> <td>Pupil premium</td> <td>Year 8</td> <td>0</td> <td>-109</td> <td>0%</td> </tr> <tr> <td>Pupil premium</td> <td>Year 9</td> <td>0</td> <td>-47</td> <td>0%</td> </tr> <tr> <td>Pupil premium</td> <td>Year 10</td> <td>0</td> <td>-51</td> <td>0%</td> </tr> </tbody> </table> <p>There is a distinct difference for lack of kit in the lower school i.e. twice as many for PP students but this balances out as students get older. The PE faculty provide kit for students as part of the strategy and KS4 is more successful because students start to take more responsibility for themselves.</p> <p>SSO supported student uniform requests on a daily basis.</p>	CATEGORY	SUBCATEGC	POSITIVE	NEGATIVE	RATIO	NO Pupil premium					NO Pupil premium	Year 8	0	-142	0%	NO Pupil premium	Year 9	0	-74	0%	NO Pupil premium	Year 10	0	-131	0%	Pupil premium					Pupil premium	Year 8	0	-109	0%	Pupil premium	Year 9	0	-47	0%	Pupil premium	Year 10	0	-51	0%
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F, G, H, I	ICT Access including Chrome Trolley	£10,000	Chromebooks and IT access provided for use at home to support the completion of homework and revision.	Increased completion of homework for DA pupils. Increased completion of revision tasks (Seneca, Method Maths, Hegarty etc.).	Due to the national circumstances this resource was deployed to support families where IT was a barrier to learning at home and more Chromebooks had to be bought as a result. We have made 250 loans since March last year and we currently have 143 devices out on loan																																													

D, F, G	Year 11 future career pathways - work experience	£1,000	Vulnerable Year 11 DA students undertake work experience.	Pupil voice and work experience booklets.	Due to national circumstances it was not completed.
D, F, G	Year 11 future career pathways - CEIAG interviews	£4,000	Half hour 1:1 CEIAG interviews for all Year 11 DA pupils.	Records of meetings indicate pupils are enabled to make independent choices about their progression pathways. Numbers of DA NEET pupils decreases.	Due to national circumstances it was not completed.
D, F, G	Year 9 future career pathways - careers fair.	£2,000	Careers fair with south west employers.	Pupil voice indicates aspirations are raised, and they develop an increased understanding and motivation regarding potential KS4 pathways. Parent and employer voice.	This was made part of the year 9 options evening this year. Students and their families said they left feeling more informed about the options and pathways available to them and ready to make well-informed option choices.
D, F, G	Year 7 Aspiration Interviews	£500	All Y7 DA pupils interviewed and aspirations shared with school staff.	Pupils are able to articulate how their current progress is supporting their aspiration.	Interviews were carried out. Impact can not be assessed due to the national circumstances.
Total budgeted cost					£98,350