

Tamworth Enterprise College: Pupil Premium Strategy

1. Summary information					
School	Tamworth Enterprise College, an AET academy				
Academic Year	2016/17	Total PP budget	£242,165	Date of most recent PP Review	1/04/15
Total number of pupils	713	Number of pupils eligible for PP	259 (144 FSM)	Date for next internal review of this strategy	Jan 17

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	37%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	79% / 48%	75.8% / 73.4%
Progress 8 score average	-0.27	0.12
Attainment 8 score average	43	52

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Literacy levels of students (poor on entry and lagging in other years)
B.	Underachievement of high attaining (HAT) disadvantaged students against HAT non-disadvantaged students
C.	Behaviour for learning of our disadvantaged students- positive, ambitious mindset and resilience

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Poor attendance and parental engagement with school
----	---

4. Desired outcomes (desired outcomes and how they will be measured)

	Success criteria
A.	<ul style="list-style-type: none"> To accelerate the literacy progress of all students from year 7 onwards, below
	<ul style="list-style-type: none"> Data entries show gaps closing for

	<p>expectation on entry; for all disadvantaged students to close their literacy gap and achieve beyond expectation; for all disadvantaged students to close the gap in literacy between them and their peers and achieve beyond expectation; for all disadvantaged students to become proficient readers.</p>	<p>disadvantaged students working below expectation (based on starting points) in all year groups: each termly data collection will show PP v non-PP gap diminishes in English.</p> <ul style="list-style-type: none"> • That all disadvantaged students have daily access to books to enable reading for pleasure: Accelerated Reader Reading Champions assigned to work with disadvantaged students and log reading evidence. • That all disadvantaged students have access to literacy resources: Google Classroom to provide all disadvantaged with resources, populated by teaching PP Champions. • That underachieving disadvantaged students in KS3 have received small group teaching (outside of lessons) and their gap is closing as a result: those below L4 on entry attend learning support run Reading Recovery, Phonics and literacy sessions.
<p>B.</p>	<ul style="list-style-type: none"> • That groups within our 'disadvantaged cohort' in all years make as good, if not better progress than non-disadvantaged groups (HATS/MATS/LATS/GIRLS/BOYS/SEN/NON-SEN). • That disadvantaged students in Maths (particularly HATS) close the gap with non-disadvantaged: the gap for the Basics measure predicted in September for July '17 is -24%. Our aim is to reduce this to at least -5% (in line with the English prediction). • That the gap between disadvantaged students and their peer diminishes to meet or 	<ul style="list-style-type: none"> • All staff can identify their disadvantaged students and have strategies in place to differentiate the learning accordingly, learning walks/observations evidences this. • That progress is accelerated for those underachieving within key

	better than seen nationally for Year 11 in 2017.	groups: faculty data collections show progress gaps diminishing at key milestones (Dec '16 and March '17) so that the school's progress 8 score for disadvantaged students reduces by at least 10% from 2016's -0.27.
C.	<ul style="list-style-type: none"> That disadvantaged students are resilient and positive about their learning journey; they feel supported and are able to take risks because their mental health and well-being is secure. They go on to become ambitious, successful life-long learners. 	<ul style="list-style-type: none"> Students are observed to demonstrate good behaviour for learning. Students regularly access out-of-school opportunities for independent study. Students regularly report back positively on their own behaviour for learning and wellbeing. Behaviour for disadvantaged students is as good, if not better than non-disadvantaged students (as evidenced by behaviour and reward logs). That careers advice and guidance prioritises disadvantaged students and destinations are discussed early in years 10 & 11, ensuring that every disadvantaged student leaves with a clear post-16 destination that is appropriate to their ability.
D.	<ul style="list-style-type: none"> That the attendance of our disadvantaged students is in line with whole school targets and matches, or better than that of non-disadvantaged students. That parents of disadvantaged students are more engaged with the school, their children and the role they have to play in improving the success of their child. 	<ul style="list-style-type: none"> The attendance of disadvantaged students improves from 93% for 2015/16 to 96% (our whole school target).

		<ul style="list-style-type: none">• Attendance at parents' evening for disadvantaged students increases: Y11 parents' evening data in September '16 shows that 50.9% of parents of disadvantaged students attended against 75% of non-disadvantaged parents. The aim is for the disadvantaged group to achieve 75% attendance in January's Parents' Evening.• Parents access resources to support their child's learning at home (evidenced by Google Classroom use).
--	--	--

5. Planned expenditure

Academic year

2016/17

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?
<ul style="list-style-type: none">To accelerate the literacy progress of all students working below expectations (based on entry data). For all disadvantaged students to close their literacy gap and achieve beyond expectation.	To provide additional learning opportunities (beyond Y7 catch-up) for students who have not yet closed the gap. These will run as 3-week blocks of 20 mins (PM reg) for KS3 and after school on Tuesdays for KS4 (HT 2). English leadership and SLT will run the KS3 sessions with all English staff running the others. From May this strategy can be adapted to target Y6 transition students who are disadvantaged and working below age related expectations (identified by feeder schools).	Our extra English classes last year helped to achieve our best-ever English results (79% A*-C) this was particularly effective when completed in short bursts with a clear focus. We will complete this in accordance with advice from the EEF: the EEF suggests that this works when done for short periods of time and with different approaches to the norm.	Extra sessions will be communicated clearly to students, parents and (English/SEN) staff and will use feedback from lessons to personalise the learning. Sessions will see different year groups throughout the year and will be measured by regularly assessing progress via an initial needs analysis, baseline assessment and clear SMART targets to support a rapid pace of progress. Half-termly data trawls will allow close monitoring of these students.	JS	Dec '16 and March '17.

<ul style="list-style-type: none"> For all disadvantaged students to become competent and confident readers. 	<p>To develop peer tutoring intervention for weaker readers using the accelerated reader programme to monitor progress, to provide disadvantaged students with opportunities to read a wider range of books and access them at home</p>	<p>As part of our whole KS3 reading programme there have been gains for the disadvantaged students, we believe that by streamlining our approach to intervention, rewards and resourcing the programme to prioritise disadvantaged students we can accelerate these gains and inculcate a love of reading in our disadvantaged students. The EEF suggest a 5+ month gain for peer tutoring.</p>	<p>Two staff members will liaise with school prefects and literacy leaders to develop a reading-mentoring programme. The students will offer extra support to tutors and enable those in need of intervention to develop.</p>	<p>JS/JFB</p>	<p>During DIRT week of each half-term: starting Dec 5th 2016.</p>
Total budgeted cost					
ii. Targeted support					
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?

<ul style="list-style-type: none"> • That groups within our disadvantaged cohort make as good, if not better progress than non-disadvantaged groups (HATS/MATS/LATS/GIRLS/BOYS/SEN/NON-SEN). • That disadvantaged students in Maths (particularly HATS) close the gap with non-disadvantaged: the gap for the Basics measure predicted in September for July '17 is -24%. Our aim is to reduce this to at least -5% (in line with the English prediction). • That the gap between disadvantaged students and their peer diminishes to meet or better that seen nationally for Year 11 in 2017. 	<p>To develop non-negotiable, whole-school teaching and learning strategies that prioritise disadvantaged students. To provide all staff with data/information to enable them to prioritise the disadvantaged students in their classes.</p> <p>Create a 'disadvantaged only' Google Classroom to offer cross-curricular support and resources. Focus on maths to ensure our core gap for the Basics measure diminishes.</p>	<p>We have improved teaching and learning at TEC through better approaches for all students (seeing us hit our 'best ever result' year on year); we now recognise that our disadvantaged students need specific classroom strategies that prioritises their learning to close the gaps. Staff already have access to data that identifies who their disadvantaged students are but we will develop this with more nuanced information, expecting clear differentiation to meet students' needs.</p>	<p>One member of SLT will oversee the disadvantaged cohort (JS); staff will evidence that they can identify disadvantaged students and that they have differentiated their lesson via several key non-negotiables such as seating plans available showing positive pairings to support disadvantaged students. Faculty evidence folders will include the disadvantaged photo file and a list of faculty actions and specific spends used to support disadvantaged students. Learning walks and observations will support an improving picture seen through data collections.</p>	<p>BW (T, L & A)</p>	<p>Following each calendared QA week: to be a standing item on both SLT and Governor Scrutiny Committee meeting agendas.</p>
---	--	---	--	--------------------------	--

<ul style="list-style-type: none"> That disadvantaged students are resilient and positive about their learning journey; they feel supported and are able to take risks because their mental health and wellbeing is secure. 	<p>To target specific individuals for external programmes to support social and emotional wellbeing: y10 girls have already been through a programme with Young Minds. Disadvantaged students will also be invited to a G&T style Arts Participation event using Wellbeing as a theme.</p> <p>Ensure Google Classroom provides 24hr wellbeing advice/guidance.</p>	<p>EEF: Social and emotional learning suggests 4+ months improvement. Our students completed exit surveys following our summer Wellbeing Day that clearly showed they value the support we offer. The EEF suggested only a 2+ months gain for arts participation but this is a common thread that runs through schools in receipt of pupil premium awards and the 100% success rate of our performing arts dept. at GCSE suggests this could support students well.</p>	<p>Each group will complete entry and exit surveys to ensure the programmes are fit for purpose. Given the personal nature of mental health and wellbeing this will be our clearest indicator of success. We will also monitor behaviour, attendance and rewards of participants for gains in these areas.</p>	<p>JC</p>	<p>Following each activity throughout the year.</p>
Total budgeted cost					
iii. Other approaches					
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?
<ul style="list-style-type: none"> That the attendance of our disadvantaged students is in line with whole school targets and matches, or better than that of non-disadvantaged students. 	<p>Targeted mentoring of disadvantaged girls in Y11: academic mentoring from AW, JC & JS; targeted support from external agencies to meet individual needs (e.g. XL Mentoring). Greater contact with</p>	<p>For 2015/16 the attendance for our disadvantaged students was as follows: Y7 95%, Y8 94%, Y9 93%, Y10 90% & Y11 94%. The year 10 figure reflects a core group of disadvantaged girls (88% attendance) and this needs specific intervention. EEF:</p>	<p>We will also monitor behaviour, attendance and rewards of participants for gains in these areas. Each group will complete entry and exit surveys</p>	<p>JC</p>	<p>Oct '16, Dec '16, Feb '17.</p>

	parents for support (regular mail shots outlining attendance concerns).	Social and emotional learning suggests 4+ months improvement.			
<ul style="list-style-type: none"> That parents are more engaged with the school, our students and the role they have to play in improving the success of their child. 	<p>Liaise/communicate more with parents to target specific students: offer access to Google Classroom for all disadvantaged students and parents (giving 24hr access to resources). Invite parents to arts show following Arts Event.</p> <p>Create incentive driven open event for parents to attend school (removing their own barriers) and offering support resources for literacy and numeracy.</p>	<p>EEF offers 3+ month gain for parental involvement. The lack of parental involvement is often cited by staff as a barrier to learning and this is supported by our attendance at parents' evening for this key group: Attendance at parents' evening for disadvantaged students increases: Y11 parents' evening data in September '16 shows that 50.9% of parents of disadvantaged students attended against 75% of non-disadvantaged parents. The aim is for the disadvantaged group to achieve 75% attendance in January's Parents' Evening.</p>	<p>JS will enlist faculty reps to become PP Champions- they will help to populate the Google Classroom. JS will quality assure this process (and students feedback considered). Attendance will be recorded for all parents' evenings in terms of PP and non-PP with HOH recording contact with disadvantaged families before and after parents' evenings.</p>	JS	<p>At each calendared parents' evening.</p> <p>Google Classroom review by staff Dec '16, by students: Jan '17.</p>
Total budgeted cost					
<ul style="list-style-type: none"> That the governing body will have close oversight of the impact of pupil premium resourcing on raising attainment and closing the gap in achievement between disadvantaged students and their peers. 	<p>Allocate lead responsibility for PP improvement strategy to Assistant Principal (also a member of the governing body)</p> <p>To nominate vice chair of governors as governor PP link</p>	<p>Previous Ofsted reports have flagged weaknesses in the governing body's check on how effectively the PP spend is on reducing inequalities/closing the gap.</p>	<p>By keeping the implementation of this strategy under review</p> <p>Receiving staff feedback on how things are going- celebrating successes along the journey</p> <p>Close scrutiny of Assessment data</p> <p>Checks on Target setting and getting (or not)</p> <p>Undertaking collaborative Student</p>	JS	<p>Oct 2016 and then at each Scrutiny committee and/or vice chair visit to meet with JS/visit the academy</p>

			work sampling Carrying out joint Lesson Observations etc		
--	--	--	---	--	--

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve literacy and numeracy skills for all students (with emphasis on PP students)	Extend school day to include a taught lesson 7 for maths and English.	Mixed: English results increased from 63% A-C in 2015 to 79% A-C in 2016; those eligible for PP improved from 55- 68% A-C and the PP gap for progress went from -0.36 to -0.27. In maths A-C figures went from 70%-60% and the PP gap increased from -0.15 to -0.25. Whilst maths figures do not compare favourably with the previous year, other factors did impact upon this and not doing the extra sessions could have increased the gap.	Short intensive intervention sessions worked better than longer sessions (as evidenced by Eng improvement against Maths). This approach will be continued but with greater focus on PP students (switch to PP only groups after first half term) and is to be mirrored by other faculties. By making sessions compulsory to all students, and not focusing purely on PP, the gaps were not closed sufficiently (not PP accelerated whilst PP began to catch-up).	£1000

<p>Ensuring PP students in English and Maths meet at least expected progress</p>	<p>Intensive Maths/ English support/ resources: Data driven lists identified students who needed additional support for Maths and English. Additional coaching during Tutor time/ lunchtime was provided by specialist SLT.</p>	<p>Students' attendance was good and feedback (via exit cards at end of lessons) suggested students found the extra sessions helpful. The use of senior staff, who were not the usual classroom, teacher gave a fresh, objective perspective to students who were already working intensively with their teacher in class. Progress in English for PP students was -0.01, in Maths it was -0.21. Maths focused on underachieving students whilst English focused on PP students and this seems to have made a difference.</p>	<p>The use of SLT members (who were subject specialists) ensured behaviour was not an issue and allowed both staff and students to benefit from a change of face, approach and focus. This will be used again at strategic points in the year and be broadened out to other subject areas so that the overall P8 figure for students is impacted upon and not just core. It will become a PP only strategy for 2016/17</p>	<p>£150,312</p>
<p>To enable pastoral intervention. To give each student a personal mentor with an overview of all subjects. To improve progress for all.</p>	<p>Tutor mentoring during 20 min registration (while KS3 read) via form tutor/ HOH</p>	<p>This created a better network of communication between stakeholders and ensured students felt they were valued by all. The tutor was able to understand the personal, social health and emotional needs of the learner as a context for academic achievement. Learners very quickly developed into more independent students. The academy's GCSE results saw in year improvement and our final headline figures (54% A*-C, 58% Basics, P8 -0.06) are the academy's best results to date.</p>	<p>Whilst PP data shows progress gaps similar to last year (-0.36 in 2015 and -0.35 in 2016) it is worth noting that gaps on entry were much bigger (2015 cohort entered with a gap of -0.11 and 2016 at -0.26) meaning progress made with this cohort was an improvement on last year. This year we will alter the process so that every member of staff mentors an individual PP student (with evidenced paper trail).</p>	<p>£7169</p>
<p>To inculcate a love of reading; to develop students' reading skills, to accelerate reading ability</p>	<p>Accelerated Reader during 20 min registration blocks</p>	<p>Of the 114 PP students participating in the AR programme, 79% made reading progress since September. The remaining 21% received reading intervention during tutor time, supported by AR coordinator, Kiran Chauhan.</p>	<p>AR benefits all students but the organisation and running of the programme needs work to further support our PP students.</p>	<p>£3628</p>
<p>To make more resilient learners. To support, nurture and nourish students mentally in order to improve attendance and achievement.</p>	<p>Mental Health and Wellbeing support: Wellbeing day 15th June</p>	<p>We completed individual needs analysis both across subjects and in terms of pastoral needs (with results showing a need for greater emphasis on mental health and wellbeing- particularly for PP students). Several assemblies have addressed MH&W with students, a MH&W day was arranged for July 15th and saw upwards of 20 external agencies made available to students in a 'marketplace'. Our PP students (in all years) received bespoke MH&W input from Younger Mind charity on June 29th.</p>	<p>Exit surveys of all stakeholders gave positive feedback suggesting students felt safer and supported. Formal evaluation of events supports all external evidence (DFE document Mental Health and wellbeing March 2016, EEF etc) that we will see positive gains from this work. Our 2016 cohort had been very difficult in terms of negative mindset, poor mental health and wellbeing and poor attainment at the start of the year. They ended the year with our best ever results. We will continue to support all students in this area but have already begun to tailor bespoke events to meet the needs of the PP students.</p>	<p>£2000 (Plus we were successful with a local grant application for £900)</p>
<p>Provide in-school services to ensure intervention is available throughout the day (both academic and</p>	<p>Staffing of PLC SENCO HoH PLC Coordinator</p>	<p>Support with all aspects of school life in a secure environment with access to teaching staff. Identified and referred PP students.</p>	<p>These stakeholders are vital in supporting the myriad of issues presented by our disadvantaged students, going forward we will prioritise the most vulnerable for early pastoral intervention.</p>	<p>£92892</p>

To ensure the PSHE needs of our students are coordinated and opportunities to develop them are sought.	Student Support Manager	Facilitates access to a range of services for some of our more vulnerable PP students to ensure that they gained more stability and strategies for coping. Provided a valuable service to students who needed help and support. Having access to these services in school cuts down the waiting time that many students have to face with the NHS service.	These services will continue but with priority given to PP students.	£6861
To boost English grades via aural literacy focus.	Speaking and Listening/Aural Coaching	Students are assessed regularly to ensure that they are meeting their target grades. Regular standardisation procedures are in place Many students are able to secure much higher marks with support and guidance through the examination process Raises their confidence and self esteem when they feel supported	Not to be continued as this element of the English GCSE is no longer contributing to student outcomes. Any student impinged by their aural ability is offered speech and language therapy via our SENCO.	£5417
GME – Gifted and Talented Coordinator and student responses.	Independent Study Skills Workshops	External trainers to deliver workshops to support essential study skills and techniques. Students are shown how they can organise themselves with revision, manage stress levels and use various techniques to retain and recall essential information. Help students through stressful situations and to support their preparation for examinations. Students are better prepared to cope with the demands of the summer examinations and the management of coursework.	The impact was not sufficient to continue with this project. In house workshops have replaced it.	£1260
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
KS3 students with specific literacy needs	One-to-one literacy support	Accelerated improvement for students in these groups. Students received extra English tuition across both Key Stages in 2014-15.The majority of Y11 PP students achieved their target grade or higher in their iGCSE this year.	This will not continue in the same way, as we can no longer staff this as an additional role.	£2911

Mind The Gap – raising the profile of PP	Staff training	<p>Faculties have been asked to identify strategies for individual PP students, allocating funds from capitation to meet needs. This has been collated centrally and shared so that best practice can be shared and developed and leaders can monitor and assess PP spending/impact at middle leader level much more. Pastoral needs identify that mental health and wellbeing is a key priority for our disadvantaged students. For example, in one house we have 14 disadvantaged Y11 students (insert data)</p> <p>Staff are now not only aware of who students are but the circumstances that lead to them being classified as disadvantaged, the individual needs of students and the 'back story' that leads to students presenting challenging behaviour/poor attendance. However, this awareness is in its early stages and has not impacted upon outcomes as desired.</p>	This needs to be carried forward to embed the quality teaching of disadvantaged students and ensure consistency. Staff training in October will help to secure staff knowledge and understanding of how to meet the needs of individuals and diminish the gap.	£1000
Academic mentoring	Academic mentoring	Intervention Coordinators/Mentors responsible for PP identified all PP students in KS4 & KS3 to set challenging targets and discuss how spending could support improved attainment. Progress continued to be monitored through RAT, House and SL meetings. Whilst the monitoring raised the profile of PP students and helped individual cases, it was not sufficient in improving outcomes and closing the gap.	With a reduced body of staff we can no longer timetable raising attainment meetings in the same way. Our move to schools of learning will enable us to empower middle leaders more in terms of academic mentoring. The way we measure impact needs improving in order to adapt to meet the needs of individuals.	£2204
Mental health and wellbeing	Young Minds charity 29 th June Wellbeing Day 15 th July	Several assemblies have addressed MH&W with students, a MH&W day was arranged for July 15 th and saw upwards of 20 external agencies made available to students in a 'marketplace'. All PP students left with a resource pack to support them over the summer. Our PP students (in all years) received bespoke MH&W input from Younger Mind charity on June 29 th . Initially positive feedback from students re MH&W focus and Mindset training. Formal evaluation of future events pending but all external evidence (DFE document Mental Health and wellbeing March 2016, EEF etc) suggest we will see positive gains.	Of 349 evaluation of our wellbeing event (July 15 th) 74% of students said they feel the event would have a positive impact on their wellbeing, 69% said they would probably use the bag of resources we provided to support them over the summer holidays. We will look to grow our work on mental health and wellbeing to ensure all disadvantaged students feel happy, safe and healthy at TEC.	FOC
Students access resources	Study guides for PP	Whole school focus on literacy – PP students provided with literacy and numeracy guide book in September (and Y10 PP given GCSE SPaG book to use in lesson). This is an extra resource to support whole school literacy push. There is an improving P8 gap for English from Y10-KS3, with Y10 predicted to be -0.05. The strong English GCSE results (79% A*-C) supports the idea that these resources have helped students.	We will continue to ensure disadvantaged students have access to support materials but grow this strategy in terms of breadth of subject and access (with online resource tool being developed).	£2,300

Provision of Musical Instruments	Provision of Musical Instruments	A selection of instruments were purchased to support students who were unable to purchase/hire an instrument to enable them to access music lessons in 14/15. More students were able to access music lessons or 'time on' instruments within the Music Department.	This enrichment of the school curriculum is important in ensuring our disadvantaged students have access to culture and the arts in the same way as our non-disadvantaged and students involved in arts provision are more likely to succeed at TEC in other subject areas too.	NIL
School Trips General	School Trips General	All Pupil Premium students were offered the opportunity to take part in school trips. Faculties aware to offer funding for all enrichment activities/trips offered to other students to ensure participation.	We will continue to offer this enrichment opportunity for trips related to the curriculum and those that take place during school time. The way we approach students and ensure they feel able to attend trips without the worry of money/costs and embarrassment will be adapted.	£1000
Raising Self -Esteem courses for Girls	Raising Self -Esteem courses for Girls	Y9, 10 and 11 girls who suffer with low self esteem were given access to a course that worked on their confidence and well being. Selected girls were given opportunities to talk about how they feel and build friendships with like-minded individuals. Overall the students felt it was a very worthwhile	We will continue to develop such courses within our Mental health and wellbeing strand. Of particular focus will be our new Y11 disadvantaged girls who currently have the poorest attendance in the school (88%).	£500
English Support	English early entry- 52 students were entered for early English and 99 were entered for early Literature. Students were carefully selected to help support PP students and vulnerable non-PP students make progress and succeed in the summer exams.	Our data shows that on first entry (insert data) Our data for the summer exam shows that the PP students improved. This closed the early entry gap of -0.39 to -0.27. Whilst this is not rapid enough improvement it does see the 2016 English results complete a developing picture of narrowing PP gaps from -0.36 in 2015. Students have developed a growth mindset and have responded positively to their early success in English, this has led to a marked improvement in terms of their exam preparation and attendance.	We no longer have this as an option so will not be able to continue it. We will, however, repeat some of the classroom strategies that worked in developing resilient, ambitious learners.	£3473
Literacy Support	Targeted PP catch up students receive literacy teaching with a focus on SPAG. Accelerated improvement for students in these groups.	Accelerated improvement for students in these groups.	We will continue to support individuals through focused, targeted literacy catch-up sessions.	£2000

I.T. Provision	Additional laptops	Identified PP students who do not have access to laptops/ computers at home. Providing laptops to students who have no facility or access to a computer at home so that they can finish their coursework/homework and so they are not penalised by their socio/economic situation at home Several students were able to finish off work at home as well as using the laptop to revise for their examinations.	We will continue to assess student need on an individual basis and ensure that disadvantaged students are not 'held back' in terms of academic progress due to lack of access to I.T. equipment.	£1000
Student Pursuits	Student Pursuits	Selected students are put onto the Student Pursuits programme depending on their current data and expected outcomes to ensure that they achieve those targets and to support them in any areas that they may be struggling with. Reports to the RAT and follow up of any issues that may have been identified by the Mentor. Students can share any issues that they may have with their mentor and processes can be put in place to ensure there is a resolution. Students can work at areas that are weaker with support and access the advice and guidance that they need. Also informs the rat of currents issues for students.	Whilst the pursuits enabled staff/student relationship to build and monitoring to take place, the outcomes for all of these students did not improve. Evaluation suggests that the scheme was not consistently followed by individuals. This is under review for next year.	£1000

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Pupil Premium Funding received 1st September 2015 – 31st August 2016 was £291482

