

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Fullbrook School				
Academic Year	2020/21	Total PP budget	£161,860	Date of most recent PP Review	07/20
Total number of pupils	1395	Number of pupils eligible for PP	172	Date for next internal review of this strategy	07/21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.28	
Attainment 8 score average	41.63	

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.	PP students will have a bigger gap in knowledge than peers as a result of the lockdown period affecting their progress and attainment
B.	PP students receive more FTE sanctions than peers which impacts their time in lessons learning and accessing the curriculum
C.	<p>PP students are more likely to experience mental health difficulties leading to disengagement from attending/learning</p> <p><i>Barnardos - 74% of respondents agreed that schools being closed to most students over the period of lockdown has had a negative impact on the mental health of young people.</i></p> <p><i>88% of respondents agreed that a lack of structure and routine has had an effect on student wellbeing, while 79% thought that increased anxiety stemming from the pandemic has had an effect.</i></p> <p><i>The health foundation - If the lockdown creates barriers for disadvantaged young people through its impact on education, there will be consequences for their future chances of living healthier lives</i></p> <p><i>Children and young people who are living in poverty are more likely to suffer from mental health problems, as illustrated by the UK Millennium Cohort Study of 11-year-olds (Iris Elliott et al, 2016)</i></p>

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Attendance of PP students is lower than peers	
E.	PP students are likely to have less resilience as a result of the lockdown period impacting on their attendance/learning	
F.	PP students are likely to experience a higher level of financial difficulty as a result of the lockdown period moving forward (especially regarding technology use to support remote learning)	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Progress for PP students to be in line with peers	The Progress 8 score for PP students will be 0.23. The progress gap will not be greater than 0.35. (based on FFT 20 targets)
B.	PP students behaviour will be tracked to identify patterns/trends and provide early intervention to reduce behaviour incidents leading to FTEs	% of PP students receiving FTEs will be less than 10% % of individual PP students receiving more than 1 FTE will be less than 5%
C.	SEHM support to be available to students within school. Interventions to be tracked to measure the positive impact on students' mental health.	Interventions will positively impact on student's mental health and as a result will not disengage. 60% of PP students with poor mental health attendance will be higher than 95% 60% of PP students with poor mental health will attend 100% of lessons 60% of PP students with poor mental health will feel more positive about themselves following their interventions
D.	PP attendance to improve for PP students to be in line with peers	PP students attendance will not be less than 92%
E.	Students to become more resilient and able to manage their emotions	Resilience Report data to show an increase in resilience in PP students throughout the year

F.	PP students to have access to tutoring/catch up program and uniform/equipment	Evidence of progress between pre and post tutoring assessments
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5. Planned expenditure

Academic year

2020-21

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

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
A. Bonus groups in Yr9-11 in core subjects	The Progress gap between PP and non PP to be reduced to: - English Lang: 0.25 - English Lit: 0.39 - Maths: 0.36 85% of PP students will receive 5 or more GCSEs	The EEF Teaching and Learning Toolkit shows collaborative learning has an impact of +5 months progress. The groups also enable teachers to provide deeper feedback. EEF toolkit shows an impact of +8.	Supported Review and Reflection (QA) programme. Regular meetings with HoFs to assess progress Use the data drops/assessments to implement strategies	Core HOFs/EZW	July 2020	£85,000
A./D. Alternative to EBACC: Option Support lessons/iAchieve GCSE/English Functional skills	Improved aspirations and self-belief at GCSE Students to have a tailored curriculum All PP students taking an iAchieve GCSE will pass. All PP students taking Functional skills will pass	EEF Teaching and Learning toolkit shows meta cognition and self-regulation have high impact on progress and learning. EEF Teaching and Learning Toolkit shows that small group teaching adds learning value (+ 4 months pa) and that self-regulation strategies/ projects are particularly beneficial to low income families.	Appraisal Objective for Inclusion manager Investment in training for all facilitators Allocated time on timetable	EZW/HJE	July 2022	£895

<p>A. Teaching and Learning group to raise quality of T&L in faculties</p>	<p>Ensure students with purely economic disadvantage achieve at least as well as their peers. No gap in achievement at GCSE for students in this sub group. Data drops show no difference.</p>	<p>The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' (2011) Shows that the impact of good T&L on disadvantaged students is disproportionality advantageous to PP students compared to their non-disadvantaged peers. Investment in T&L to improve the quality of teaching for all will enable the difference in achievement to be diminished.</p>	<p>Assign SLT member to sponsor the T&L group Pay a bursary to a T&L representative, and an additional free period, from each faculty and include appraisal objective.</p>	<p>SHM</p>	<p>July 2021</p>	<p>£11,398 £4,550</p>
<p>A. Targeted CPD program</p>	<p>Ensure students with purely economic disadvantage achieve at least as well as their peers. No gap in achievement at GCSE for students in this sub group</p>	<p>The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' (2011) shows that investment in high quality teaching and learning for all has high impact on achievement of disadvantaged students</p>	<p>Staff INSET/CPD sessions GEP CPD training opportunities</p>	<p>DAH/SHM GEP</p>	<p>July 2020</p>	<p>£7,500 (in school training)</p>

<p>B./C./E. Resilience Doughnut program</p>	<p>Improved resilience contributing to good mental health Students able to independently problem solve Resilience Report data to show students have increased their resilience</p>	<p>Research from Lynn Worsley, Clinical Psychologist, based on a body of research from The Australian Institute of family studies 'The Secret of Strong Kids' 2006</p>	<p>Staff/parent training Students will have their own Resilience Doughnut through the Resilience Report Staff to use Solution Focused Approach questioning techniques HOLs to deliver targeted intervention to students</p>	<p>EZW</p>	<p>July 2021</p>	<p>£1,000 Resilience report</p>
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<p>C./E. The Hub (new SEMH provision)</p>	<p>Improved mental health leading to improved resilience therefore improved attendance/learning</p> <p>The progress gap between PP and non PP students will not be greater than 0.35. % of PP students with mental health attendance will be higher than 95% % of PP students with mental health will attend 100% of lessons</p>	<p>EEF Teaching and Learning toolkit shows meta cognition and self-regulation have high impact on progress and learning. SEN support: A rapid evidence assessment, provides evidence for targeted interventions supports improvement for emotion outbursts, conduct, hyperactive/inattentive behaviour and pro-social behaviour.</p> <p>SEN support: A rapid evidence assessment, shows evidence to support interventions targeted at students who have been identified as having SEMH difficulties may be more effective than universal interventions</p>	<p>LSAs/Eikon have been trained to deliver high quality interventions. Targeted interventions to be delivered which are tracked and monitored to show effectiveness.</p>	<p>EZW</p>	<p>July 2021</p>	<p>£3504.40</p>
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<p>F./A. National Tutoring program COVID Catch up fund</p> <p>Literacy Catch-up program</p>	<p>PP students will be able to close their knowledge gap as a result of lockdown PP students who have been effected by financial hardship as a result of COVID will not experience barriers to learning.</p>	<p>EEF teaching & learning toolkit shows small group tuition has an impact of +4 months progress.</p>	<p>Use of surveys/internal data to establish the gaps in students learning. Access to national tutoring programs to facilitate catching up on missed learning. 'Back on track' curriculum</p> <p>LSAs will be trained in delivering the program. Progress will be tracked/monitored through the online program</p>	<p>EZW/TYS</p>	<p>July 2021</p>	<p>Not shown here as part of central COVID catch-up fund.</p> <p>£1150</p>
<p>A. Annual licence for 4Matrix</p>	<p>Improving T&L for all</p>	<p>Data analysis enables targeted intervention and differentiation in lessons.</p>	<p>Through RAF meetings with middle leaders</p>	<p>JAB/AW</p>	<p>July 2021</p>	<p>£5000</p>
<p>A. Literacy skills program in Yr7/8 delivered through LS</p> <p>Reading for pleasure</p>	<p>Improved literacy skills for PP students Reading ages to increase</p> <p>Virtual books reading for pleasure</p>	<p>EEF teaching & learning toolkit shows on average, reading comprehension approaches deliver an additional six months' progress</p>	<p>Targeted small groups of students dis-applied from MFL Students to be retested after intervention</p> <p>Students will demonstrate reading for pleasure</p>	<p>KMR/RSL</p>	<p>July 2020</p>	<p>Within salary</p> <p>£700</p>

Total budgeted cost	£120,697.90
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ii. Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
<p>NB. Will only be implemented if COVID H&S allows C./D./F.</p> <p>Academy stream tutor groups 2x 3 week session with disadvantaged student in Years 7 & 8 focussed on developing skills of metacognition, learning to learn</p>	<p>Improved aspiration and self-belief at KS3 through developing self-regulation and metacognition</p> <p>Students to complete a questionnaire before and after the intervention to show improvement in self-belief</p>	<p>Improved aspiration and self-belief at KS3 through developing self-regulation and metacognition</p>	<p>Identify individuals eligible for PP funding in year 7&8 who would benefit from this intervention.</p> <p>Use the established academy stream tutor group model to have short period of time in smaller tutor group for AM reg to use the 20 minutes to learn and practice metacognitive skills.</p>	KJM	July 2020	£333.36 (6x tutor sessions)
<p>A.</p> <p>Identified individuals to have specific support to meet particular need</p> <ul style="list-style-type: none"> • 1:1 maths • 1:1 English 	<p>Ensure students with purely economic disadvantage achieve at least as well as their peers.</p> <p>No gap in achievement at GCSE for students in this sub group.</p>	<p>EEF toolkit shows 1:1 tuition though expensive has high impact with students who receive it.</p>	<p>1:1 tuition for maths and English – students identified by HOF based on progress results and views of their subject teachers</p>	RSL	July 2021	£22,290

<p>C./D./F. Aim Higher interviews with all PP students Monitoring of students using new ANR</p>	<p>Raise aspirations of PP students Use the data gathered to implement targeted strategies to support PP students learning</p>	<p>Questionnaires aimed to get a deeper understanding of what motivates each individual and how they learn best. The data is to be shared with teachers so that they can use it to better orientate their lessons to meet individual student need enabling differentiation for these students to be based on sound evidence of what supports them best. The Sutton Trust report ‘Improving the impact of teachers on pupil achievement in the UK’ (2011)</p>	<p>All SLT/HOLs allocated a set of students to interview T&L group to broker results with faculties All teachers to use new disadvantaged ANR to support their planning</p>	<p>EZW</p>	<p>July 2021</p>	<p>£3,185 (SLT) £1,086 (HOL)</p>
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<p>B. PP students behaviour will be tracked to identify patterns/trends and provide early intervention to reduce behaviour incidents leading to FTEs</p>	<p>% of PP students receiving FTEs will be less than 10% % of individual PP students receiving more than 1 FTE will be less than 5%</p>	<p>The data shows an increase in figures over the last 2 years regarding our PP students receiving behaviour sanctions.</p> <p>19/20 data shows that 43.7% of students receiving Inclusions are PP which is an increase of 0.8% compared to 18/19 data (due to COVID-19, this is based on partial data)</p> <p>19/20 data shows that 13.4% of PP students are receiving FTEs compared with 4.8% of non-PP which is an increase of 1.1% and 1.4% respectively compared to 18/19 (due to COVID-19, this is based on partial data)</p>	<p>Review Inclusion policy and procedures HOLs to track PP students behaviour to identify early intervention to prevent escalation in behaviour</p>	<p>EZW/DS</p>	<p>July 2021</p>	<p>(within salary)</p>
Total budgeted cost					<p>£26,894.36</p>	
<p>iii. Other approaches</p>						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<p>D. Attendance Officer (DS) employed to monitor and follow up quickly in</p>	<p>Attendance of PP students to increase to 92%</p>	<p>NFER briefing for school leaders (2015) identifies addressing attendance a key in the improvement of achievement</p>	<p>Appraisal objective for Attendance Officer.</p>	<p>KJM/DS</p>	<p>July 2021</p>	<p>£18,000</p>

absences and hold meetings with parents to agree attendance strategies on a granular level as each student's needs are different. (% of salary cost)			Attendance of PP students an objective in while school development plan. HOL meetings with Attendance Officer on cyclical basis to monitor attendance.			
B. Attendance rewards Transport costs Uniform costs Educational resources	Attendance of PP students to increase to 92%	EEF toolkit indicates no clear impact of introducing uniform. However, Fullbrook has a uniform, it is part of the school ethos and every student is required to wear it, therefor if a student who is eligible for PP needs financial support to purchase uniform this is provided from the PP funding. New bus service to transport students to and from school.	Appraisal objective for Attendance Officer. Attendance of PP students an objective in while school development plan. HOL meetings with Attendance Officer on cyclical basis to monitor attendance.	DS	July 2020	£150 £7,528.86 £752.74 £4,565.15
A. Technology costs	PP students attainment to be in line with peers	This enables students to fully participate in the technology curriculum through, for example, provision of ingredients in Food tech.	Management within Technology faculty	HZW	July 2020	£500
A. Books revision guides and other academic supplies.	KS4 PP students attainment to be in line with peers	Equal access to revision material	Targeted students identified by HOFs	HOFs	July 2020	£2500

Total budgeted cost	£33,996.75
This amount is higher than the received PP fund. Other school resources have been used to meet this cost Grand Total	£181,589.01

6. Review of expenditure																
Previous Academic Year		2019/20														
i. Quality of teaching for all																
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).		Lessons learned (and whether you will continue with this approach)	Cost											
Bonus groups in Yr9-11 in core subjects	The progress gap between PP students and peers to be less than 0.35. 80% of PP students will receive 4 or more GCSEs	<table border="0"> <tr> <td></td> <td>19/20 diff</td> <td>18/19 diff</td> </tr> <tr> <td>P8 English language:</td> <td>0.37</td> <td>0.23</td> </tr> <tr> <td>P8 English literature:</td> <td>0.41</td> <td>0.47</td> </tr> <tr> <td>P8 maths:</td> <td>0.51</td> <td>0.37</td> </tr> </table> <p>The results show that the gap between PP and non PP students has increased. However, due to lockdown and no GCSE exams, the data is likely to not be an accurate reflection of the difference this year.</p>		19/20 diff	18/19 diff	P8 English language:	0.37	0.23	P8 English literature:	0.41	0.47	P8 maths:	0.51	0.37	The gap has been decreasing since 17/18 despite this year showing different. This provision will continue as historically it shows as having a positive impact on our PP students.	£95000
	19/20 diff	18/19 diff														
P8 English language:	0.37	0.23														
P8 English literature:	0.41	0.47														
P8 maths:	0.51	0.37														
Alternative to EBACC: Option Support lessons/iAchieve GCSE	Improved aspirations and self-belief at GCSE Students to have a tailored curriculum All PP students taking an iAchieve GCSE will pass.	iAchieve GCSE started in 19/20 but due to lockdown, minimal content has been taught therefore progress is limited.		iAchieve course will continue to be provided for targeted students who have been dis-applied from MFL in year 10.	£700											

<p>Teaching and Learning group to raise quality of T&L in faculties</p>	<p>Ensure students with purely economic disadvantage achieve at least as well as their peers. No gap in achievement at GCSE for students in this sub group. Data drops show no difference.</p>	<p>The progress gap (P8) between students with economic disadvantage and their peers this year (19/20) was 0.66 with a GCSE point score attainment gap of 11.83, compared with a gap of 0.14 and 3.1 respectively the previous year (18/19). This shows that the gap has widened but due to lockdown and no GCSE exams, the data is likely to not be an accurate reflection of the difference this year.</p>	<p>Programs run by the T&L group were not able to be embedded due to lockdown so it is impossible to draw conclusions on this year. However, based on historical data, evidence shows that the Teaching and Learning group are having a positive impact on our pure PP students. This provision will continue.</p>	<p>£8069 £5000</p>
<p>Targeted CPD programme</p>	<p>Ensure students with purely economic disadvantage achieve at least as well as their peers. No gap in achievement at GCSE for students in this sub group.</p>	<p>Previous surveys show that staff rate the CPD program highly and gain effective skills, knowledge and understanding of strategies to implement in the classroom for their PP students</p>	<p>The CPD program was not completed this year due to lockdown. However, based on historical data, the program will continue.</p>	<p>£550 (in school training) £3000 (Paid to MAT for joint CPD)</p>

Resilience doughnut program	Improved resilience contributing to good mental health Students able to independently problem solve Resilience Report data	Due to lockdown, the program was put on hold in 19/20. Data was collected at the beginning of the year but due to not being in school, interventions were not completed and comparison data was not able to be collected as no retesting could be carried out.	The program will continue next year dependant on COVID measures being in place.	£ 3950 Resilience report £1,000
Annual licence for 4Matrix	Improved progress for PP students	Moving to 2 data drops this year has proved effective as it has enabled better tracking of all students. It has allowed staff time in between data drops to implement strategies/changes and show impact, thus supporting better differentiation to meet needs in the classroom and improved progress of disadvantaged students.	Having just 2 data drops per year will continue next year. 4Matrix licence to continue.	£5000
Literacy skills program in Yr7/8 'DEAR' program to be implemented in Yr7/8	Improved literacy skills for PP students Reading ages to increase	The DEAR program was put on hold this year due to the program not being ready to launch. However, the books to support this program were bought and distributed to PP students so they had access to these during lockdown.	Due to COVID measures being in place, it is unlikely to start next year. This provision will be placed on hold until it is able to run successfully.	£700

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Academy stream tutor groups 2x 3 week session with disadvantaged student in Years 7 & 8 focussed on developing skills of metacognition, learning to learn	Improved aspiration and self-belief at KS3 through developing self-regulation and metacognition Students to complete a questionnaire before and after the intervention to show improvement in self-belief	The intervention only went ahead in Autumn term due to lockdown. As a new program was followed, impact data was only collected at the end of the intervention via an evaluation form. 80% of students agree or strongly agree that the program has helped them think about going to university in the future. 70% of students agree or strongly agree that they feel confident they could study at university in the future. 75% of students agree or strongly agree they feel confident that they know where to find further information about university.	Due to COVID measures in place, it is unsure if this intervention will be able to continue next year. Impact will be measured via a 'SEAL' survey taken at the beginning and the end of the intervention if it is able to go ahead, as well as through the evaluation form.	£1000

<p>Identified individuals to have specific support to meet particular need</p> <ul style="list-style-type: none"> • 1:1 maths support • 1:1 English 	<p>Ensure students with purely economic disadvantage achieve at least as well as their peers.</p> <p>No gap in achievement at GCSE for students in this sub group.</p>	<p>In KS3, 3 of the 10 students receiving 1:1 English were PP with 0 students making expected progress due to there being no data. In KS4, 4 of the 11 students were PP of which 2 made expected progress.</p> <p>In KS3, 4 of the 7 students receiving 1:1 Maths were PP with 1 student making expected progress. In KS4, 3 of the 13 students were PP of which 2 made expected progress.</p> <p>The 1:1 programs being delivered have historically not been linked with faculty curriculum plans to ensure the specific learning needs of students are being met. Entry and exit data has not been consistent to accurately measure progress.</p> <p>In addition, due to lockdown, data was not able to be collected and the data that was is skewed due to some students not completing assessments during the lockdown period.</p>	<p>English and maths programs being delivered 1:1 will be linked with faculty curriculum plans and targeted students will identified through SENDCo and HoFs.</p> <p>Clear entry and exit testing will be carried out at the beginning and end of each program to establish progress.</p>	<p>£10530</p>
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<p>Aim Higher interviews with Yr7 PP students Monitoring of students by SLT members</p>	<p>Raise aspirations of PP students Use the data gathered to implement targeted strategies to support PP students learning Students to complete a SEAL survey alongside the Aim Higher questionnaire and again towards the end of the year to show improvement to their attitude to self and their learning</p>	<p>Aim Higher questionnaire was rewritten to better establish strategies to help PP students in lessons. Due to lockdown, the questionnaires were not able to be completed.</p>	<p>The new Aim Higher questionnaire will be delivered to all PP students next year (with additional questions around lockdown). Information and strategies gained will be recorded on the new Disadvantaged ANR for staff to use when teaching students.</p>	<p>£1000</p>
<p>PP students behaviour will be tracked to identify patterns/trends and provide early intervention to reduce behaviour incidents leading to Inclusions and FTEs</p>	<p>The percentage of PP students receiving Inclusions will be lower than 30% The percentage of PP students receiving FTEs will be lower than 12%</p>	<p>This year's autumn data shows that of the total amount of Inclusion days, 50% were for PP students compared to the previous year which was 47%. The autumn data shows that of the total amount of FTE days, 46.8% were for PP students compared to 52% the previous year. Although the FTE data shows a decrease for PP students, this is only for Autumn term.</p>	<p>Only Autumn data was tracked due to lockdown during Spring term, so annual data cannot be compared. It is therefore not possible to analyse this behaviour data accurately. This provision will continue next year to enable tracking of PP student's behaviour and provide early intervention.</p>	<p>£1000</p>

iii. Other approaches																						
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).		Lessons learned (and whether you will continue with this approach)	Cost																	
Attendance Officer (DS) employed to monitor and follow up quickly in absences and hold meetings with parents to agree attendance strategies on a granular level as each student's needs are different. (% of salary cost)	Attendance of PP students to increase to 92%	<table border="1"> <thead> <tr> <th></th> <th>19/20 (Aut)</th> <th>18/19 (Aut)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>95.84</td> <td>94.97%</td> </tr> <tr> <td>8</td> <td>92.73</td> <td>95.84%</td> </tr> <tr> <td>9</td> <td>93.13</td> <td>91.76%</td> </tr> <tr> <td>10</td> <td>86.96</td> <td>88.81%</td> </tr> <tr> <td>11</td> <td>89.06</td> <td>92.28%</td> </tr> </tbody> </table> <p>Whole school 18/19: 94.92% Whole school 19/20: 96.3% PP attendance can only be compared for Autumn term in 19/20 due to the lockdown period so these figures have been compared to Autumn term from 18/19 Attendance is increasing across the whole school.</p>		19/20 (Aut)	18/19 (Aut)	7	95.84	94.97%	8	92.73	95.84%	9	93.13	91.76%	10	86.96	88.81%	11	89.06	92.28%	Due to lockdown, the attendance figures for this year are skewed therefore not an accurate representation of PP attendance. Provision to continue next year.	£18000
	19/20 (Aut)	18/19 (Aut)																				
7	95.84	94.97%																				
8	92.73	95.84%																				
9	93.13	91.76%																				
10	86.96	88.81%																				
11	89.06	92.28%																				
Attendance rewards Transport costs Uniform costs	Attendance of PP students to increase to 92%	PP attendance has increased in 19/20 resulting in the end of year figure being 90.84%, compared to the previous year (18/19) which was 90.60%.		Attendance for PP students continues to increase (although data will be slightly skewed as a result of lockdown). This provision proves invaluable to Fullbrook students so it will continue.	£150 £10,500 £6,000																	

Technology costs	PP students' progress to be in line with peers	The progress gap between PP students and peers this year is 0.62 which is an increase of 0.21 compared to 18/19. However, lockdown may have influenced this result as PP students were unable to access equipment.	Although the gap shows an increase, this could have been as a result of the lockdown period where PP students were unable to access equipment. The provision will continue next year, however the expenditure will increase due to the cost of resources increasing.	£500												
Books revision guides and other academic supplies.	KS4 PP students attainment to be in line with peers	The attainment gap between PP and non PP students has decreased to 2.33, compared with a gap of 11.11 the previous year (18/19) showing that attainment is increasing for PP students to be in line with peers. More equipment was sent home for PP students during lockdown such as art materials.	The attainment gap between PP students and peers is decreasing showing that providing resources for our PP students is having a positive impact. This provision will continue next year dependant on the COVID-19 restrictions in place with regards to handling/providing equipment.	£2400												
Providing wider opportunities for PP students: - Trips - Music lessons - Sports clubs - Duke of Edinburgh - Other extra-curricular activities	Raise aspirations and self-belief of all PP students A minimum of 60% of students engaging with at least 1 extra-curricular activity to be PP	<table border="1"> <thead> <tr> <th></th> <th>18/19</th> <th>19/20</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>5.6%</td> <td>71%</td> </tr> <tr> <td>Spring</td> <td>55%</td> <td>69%</td> </tr> <tr> <td>Summer</td> <td>62.7%</td> <td>N/A</td> </tr> </tbody> </table> Data shows that the percentage of PP students participating in at least 1 extra-curricular activity has increased (due to lockdown, Spring data is incomplete and there is no summer data).		18/19	19/20	Autumn	5.6%	71%	Spring	55%	69%	Summer	62.7%	N/A	The data shows that PP student engagement has increased therefore widening their cultural capital. Although this will not be a main priority next year, it will be closely monitored. NB. Participation to extra-curricular activities will be dependent on COVID-19 restrictions being in place in schools.	£17000
	18/19	19/20														
Autumn	5.6%	71%														
Spring	55%	69%														
Summer	62.7%	N/A														

7. Additional detail