

Pupil premium strategy statement 2017/18 Woodbrook Vale

1. Summary information					
School	Woodbrook Vale				
Academic Year	2017/18	Total PP budget	£154,000	Date of most recent external PP Review	Sep 15
Total number of pupils	800	Number of pupils eligible for PP	170	Date for next internal review of this strategy	Sep 17

2. Current attainment			
Attainment for Year 11 students	Pupils eligible for PP 2015/16	Pupils eligible for PP 2016/17	Pupils not eligible for PP (national average 2016)
English and Maths (4 and above)	39% (A*-C)	50%	70%(A*-C)
Progress 8 score average	-0.67	To be added	0.12
Attainment 8 score average	35.9	38.9	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Key Stage 3 PP students do not have the same Literacy and Numeracy skills and non-PP students. This prevents them from accessing the wider curriculum.
B.	A number of PP students do not have the resilience, aspirations and engagement to achieve highly as they progress through the school.
C.	A number of KS4 PP students do not understand the importance of their education linked with future careers. This prevents them from working towards achieving what is needed for post 16 destinations.
D.	Low prior attaining students do not achieve in line with low prior attaining non PP students at GCSE.
E.	There is a post transitional dip for PP students between Year 9 and 10 this results in their progress decreasing and ultimately lower achievement.

External barriers		
A.	A number of families of PP students do not engage with school and need support in how to help their child with their studies at home.	
4. Desired outcomes of In-school barriers		Success criteria
A.	Progress is made by all PP students in literacy and numeracy. Focusing on the weaker students	The 2017 data indicates that the Pupil Premium students predicted attainment in English and maths is lower than the national average across Key Stage 3. Students will be given the support to ensure that this gap is narrowed by the end of the school year. Smaller group sizes for both English and Maths in Year 7 focusing on PP at the bottom end supported by the “catch up premium” will allow students to be given the support they need.
B.	Students including PP students are showing resilience in their learning and achieving high ATL grades in their lessons	Pupil Premium Champions to monitor the ATL grades of the PP students to ensure that they are in line with their peers. If they reduce, the PP Champion will intervene and mentor individuals so this improves.
C.	All PP students in Year 10 and 11 not only have a careers interview, but are given individualised careers guidance.	No Year 11 students are NEET post 16. Students feel they are given accurate and helpful guidance to make informed decisions about their future. Year 10 students are able to participate at careers events such as Skills Show and Loughborough College open days. Internal careers events are held and the Pupil Premium Champion will work towards ensuring that all PP students attend.
D.	Low prior attaining PP students to attain in line with the non PP students at WBV.	Data indicates that the low prior attaining PP students are predicted to attain below non-PP low prior attaining students. The Pupil Premium Champion will ensure that all students are given help and intervention to achieve their target grades.
E.	Ensuring there is no dip in the progress made by PP students between Year 9 and 10.	The data indicates that PP students, more than non PP students have a dip in their progress at the start of GCSE’s. The support will be in place to ensure that this does not happen. Improved data assessments will help to support this along with individual student monitoring.
Desired outcome of External Barriers		
A.	Families engage with school to ensure that all PP students are supported at home and at school	Increase the attendance at parents’ evenings. Hold sessions for parents informing them how they could best support their child at home with studying and revision. Use the PP Champion to phone and arrange appointments prior to other non-PP students. Using the new online booking system to aid book process to put the ownership on the parent, not the student.

Academic year 2017/2018			
i. PP funding allocated to improving the quality of teaching for PP students			
Desired outcome	Chosen action / approach	What is the evidence (E)and rationale (R) for this choice?	How will you ensure it is implemented well?
Pupil Premium progress of students with low prior English and Maths levels make above expected progress. The gap between the Progress 8 score (PP WBVS) compared with national non-PP will be reduced.	Literacy and Numeracy HLTAs to deliver Fresh Start (literacy) and Maths (numeracy) to low ability students	(R)The progress made in previous years by students in the Fresh Start programme has been above average. We are expanding this to apply for Maths as well. (E)The research by the EFF into small group work has also aided our decisions.	Observations of both of the HLTAs who deliver the courses. Regular data checking exercises by PP Champions and Assistant Head teacher.
Year 7 and 8 Numeracy and Literacy courses fully funded and equipment to ensure students are able to make progress.	Year 7 and 8 Literacy and Numeracy funding. Resources for both Maths and Fresh Start. Small support groups of mainly PP students.	(R)The progress made in previous years by students in the Fresh Start programme has been above average. We are expanding this to apply for Maths as well. (E)The research by the EFF into small group work has also aided our decisions. Resources to support JM and MH in the delivery of these sessions are important.	Regular resources checks, book scrutiny and observations will allow us to monitor the courses.
PP students have the appropriate books and access to relevant software. PP students have access within and outside of school in increase progress above national average.	Students to be provided with revision guides, text books and revision software inc GCSE Pod, SAM learning, Comic Life.	(R)PP students may be unable to afford revision tools such as revision guides. We also encourage them to use online tools such as Sam Learning and GCSE Pod both of which have research evidence that they impact student’s grades. (E) EFF suggests that one to one tuition can have a big impact on students’ learning. Using a lot of the software we provide allows students to work on their own with support of a programme.	Analyses the use of revision guides and software by students. Ensure that students have the resources they need and through questionnaires find out if they are using it.
PP students have same access to specialist equipment as other non-PP students	Purchase specialist equipment e.g. art and design resources	Students studying art and design and other practical based subjects have historically struggled to provide the materials needed to access the course. This will allow them to have ingredients for cooking and other resources to fully access the same as their non-disadvantaged peers.	Observe PP students using equipment to find out if it is helping them. Make sure that all students have the correct equipment needed to access the curriculum no matter of their background.

PP achievement is in line with national average. The attainment gap is narrowed. HLTA's working with predominantly Years 10 and 11.	Support Staff – 2 x HLTA's to support students in small group/ one to one work.	(R)Dedicated two support staff to work across the years but focusing more on Year 10 and 11 students. (E)Small group work and one to one work have both been identified by the Sutton Trust in improving the progress made by students.	HLTA's observed regularly and the progress of the students they are working with is monitored to ensure they are having an impact. Teachers will also report on the effectiveness of the support.
Students using technology to increase progress and assist learning.	Purchase technology (including mobile devices) for the use of PP students to improve teaching and learning	(R)Using Mobile devices as a one to one device or in group work helps to re-engage students. We also use the ipads to support PP EAL students with language barriers they may have.	PP Champions and Assistant Headteacher (T&L) will ensure that students are supported by technology in their learning.
Total budgeted cost		£79,000	
ii. PP funding allocated to target individual students			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
PP achievement in each year group is in line with national average. The attainment gap is narrowed.	Teaching Staff x3 (PP Champions) Monitor intervention and spending for students in each year group.	(R)Funding is received for individual students. The champions will monitor that each student receives support where appropriate. They will monitor individual's attendance, behaviour and progress.	Each PP Champion will have regular meetings with the Assistant Head Teacher. Each Champion will monitor each PP student and recording how the funding is spent on each student.
Funding used to support projects for the PP underachieving boys through the year. A group of underachieving PP boys will raise both attainment and ATL.	Supporting underachieving boys projects	(R) The gender gap is a concern and a member of the Extended Senior Leadership Team is working with 10 Year 10 boys (6 PP) to raise their achievement. We want to combine this additional provision with some 'aspiration' interventions such as talks and visits. (E) Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students.	Extended Senior Leadership Team member will be in charge of Underachieving Boys in the school. They will be mentored by a member of the Senior Leadership Team on the impact that they are having on a defined group of boys.

The attainment gap is narrowed. Behaviour and attendance improved. Social and emotional aspects of PP students are improved.	Additional PP staffing to support students e.g. concessions/Social and emotional support – e.g. Counsellors/ Motivational speakers/ Educational Psychologist	(R) We are concerned with some students regarding social and emotional behaviour. This allows us to support our most vulnerable. (E) Evidence supports the fact that students need to be emotionally healthy to support academic progress.	Students who are vulnerable and need additional support will be monitored closely through PP Champions and SEN department. Impact will be measured of the additional support given.
The attainment gap is narrowed between WBV PP students and National non PP students.	Strategic Year 11 Intervention to support student's attainment. Including small group sessions, one to one sessions and after school/holiday sessions.	(E) EFF research regarding one to one and small group work indicate they will benefit the students. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.(R) Holiday time before the exams is a time when students may struggle to retain information without additional support.	PP Champions and teaching staff will ask for specific support to be given to students to ensure that they are making expected progress.
PP progress is in line with national average. The progress gap is narrowed.	Intensive intervention support for Y7-10 PP students including small group sessions and one to one work.	As above.	As above
Improved esteem and confidence of PP students. ATL scores increase	Celebrating Achievement. To be used by Champions/HLTA to celebrate the achievement of PP students. Builds confidence and self-esteem.	(E)Our internal research has shown that rewards motivate students. This budget will allow the PP champions, HLTA's and Year heads to provide incentives and rewards for student's effort and attendance.	PP Champion and Heads of Year to monitor the ATL scores of individuals and the goals achieved.
Students accurately screened to reduce barriers to learning	Some PP students to be screened for exam concessions	(R)Students who are eligible for exam concessions may receive extra time or support through a reader. This will aid the students in their exams.	SEND faculty to apply for screening of PP students.
Students given the opportunity to work in the library after school in the Hub where staff are available to help.	PP students will not be charged for the use of the Hub	(E)Homework is an area that EFF identifies may lead to gains in progress. This funding provides Pp students with an opportunity to do their homework before leaving school with staff and technology available.	Hub analysis by PP Champion to ensure that students are using the hub to complete homework. Go4Schools used by PP Champion to check students are completing homework. Specific students invited by Champions to attend the hubs to improve homework.
Total budgeted cost		£40,000	

iii. PP funding allocated to support PP students in non-academic terms.			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Students supported for future career pathways. Students receive tailored guidance regarding their career aspirations.	Careers Support for PP students in Years 9, 10 and 11	(R)Some of our PP students lack aspiration. By giving them all careers interviews and allowing them to go on careers events. (E) Although the research by the EFF says that aspiration interventions have little impact, we as a school want to ensure that our PP students are fully supported into making the correct for Post 16 options. Recent research suggests that we should target Year 9 students as well as KS4 students.	Careers adviser and PP Champions work together ensuring that all PP students have the guidance they need. PP Champion will be monitored by the Assistant Head teacher to ensure that no NEET students at the end of Year 11.
Attendance continues to improve Students given breakfast to improve attendance, punctuality and focus in classes.	Breakfast Club to be offered to PP students	(R)The breakfast club will allow students to have a good start to the day. They will be able to come into school at 8am and have breakfast leading to them being more attentive in the morning lessons.	PP HLTAs will run the breakfast club and with the support of the PP champions will make sure that targeted students attend the breakfast club to help keep attendance at the high level from 2016/17.
All PP students will be given the same opportunities as non PP students without financial	Financial support for cultural visits, university trips and transport when required	(R)PP students will be able to have all educational visits paid for and the enhancement trips contributed towards. This will allow them to attend and not miss out due to financial reasons.	The PP Champions will ensure that students are not financially disadvantaged and that the funding supports those who will benefit from attending trips and visits. This may be both curriculum based trips or extracurricular.
PP students are monitored and any students who are underachieving can be supported.	Tracking system for PP students.	As a school we need to know which students need extra intervention and when. The introduction of Go4Schools last academic year has allowed both the PP Champions and other staff members to access up to date reliable data on PP students.	The Assistant Headteacher (Achievement) will supply data for the PP Champions, teachers and SLT regarding the progress of PP students.
Improved communication with parents/carers of PP students.	Improve communication with parents of PP (esp FSM) students.	(R)We have a core of parents that previously we have found difficult to engage with. We are planning on some parental sessions to encourage them to support their child with their education. Attendance for parents evening is a targeted area for improvement and the PP Champions will be working towards this. (E) The EFF suggests a +3 months impact where parental engagement is strong.	Events throughout the year will be held to encourage the families of PP students to attend the school to aid supporting their child. The Assistant Headteacher and PP Champions will aim to increase the percentage of parents attending parents' evenings.
All PP students have the correct uniform for School.	Uniform will be purchased for PP students	(R)Students should have access to correct uniform. The PP funding is used to ensure that PP student shave the correct uniform. This will ensure that students are not inhibited in their education by having the incorrect clothing. (E) Although the wearing of a uniform doesn't directly	The student office will ensure that all students have access to the uniform they require.

		relate to improvements in learning (EFF toolkit) 'when combined with the development of the school ethos and the improvement of behaviour and discipline, the introduction or enforcement of a school uniform can be successfully included as part of this process.'	
Attendance of students including PP will be monitored through purchasing Access Education solutions. The attendance of FSM and PP students is in line or better than 2016/17	Attendance solutions aids with monitoring the attendance of the PP students. Attendance will	(E)We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. (R)The Raise online dashboard indicates that Attendance for FSM students is low.	The attendance office and PP Champions will monitor the attendance of PP students throughout the year.
The attainment gap is narrowed. Behaviour and attendance improved. Social and emotional aspects of PP students are improved.	Individual student needs	(R)Throughout the year individual students have needs to help them achieve in line with non-disadvantaged students. This could be used for anything from encouraging with extracurricular activities by supply equipment to the gym memberships. (E) EFF toolkit suggests sports performance and extracurricular activities can have a positive effect on students' progress.	PP Champions and Assistant Headteacher will closely monitor each individual entitled for PP funding.
Total budgeted cost			£35,000

Code	5. Review of expenditure				
	Previous Academic Year		2016/17		
	i. Quality of teaching for all				
	Desired outcome	Description	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
PA	PP achievement in each year group is in line with national average. The attainment gap is narrowed.	PP Champions working with every student who receives PP funding.	The role of the PP Champion is to ensure that all PP students receive the support needed to able to achieve in school. Individual case studies have been produced which shows how the funding has been used on every student and how individuals have not only improved in their academic performance but also their behaviour and attendance. The attendance of FSM students improved from 91.7% for 2015/16 to 94.9% in 2016/17. For all PP students it increased from 92.8% to 94.4%. PP Champions have monitored attendance all year and have supported students who may have needed it including meeting with parents and offering incentives for periods of attendance.	We have reduced the amount of PP Champions from 5 to 3 for academic year 2017/18. The reasoning is to make the role a larger role with more responsibility. There will be one focused Year 11 Champion as well as a Year 7 and 8 and a Year 9 and 10. Their roles will be slightly altered based upon findings from 2016/17.	£12,000

PB	A group of underachieving boys are supported in school both academically and non-academically.	Supporting underachieving boys	80% of boys had improved their ATL from the end of Year 9 to the end of Year 10. 60% of boys had made some improvement in their academic performance in either English, maths or science since Year 9. When the scheme started boys were chosen who were underachieving in English, maths and science. 50% are now on target in at least one of these subjects.	Continue the target group support but need to include groups from other years to ensure they are targeted earlier in KS3.	£675
PC	PP progress of students with low prior English and Maths levels make above expected progress.	Literacy and Numeracy HLTAs	The students who studied Freshstart and numeracy in Year 7 and 8 in the smaller classes made above average progress. The students came into the school with very low SAT scores and many could not read or understand basic numeracy. With the support from the HLTAs in small groups of 8 or 9 students they have all made significant progress. In maths the HLTA has split his time between challenging the higher Year 10 and Year 11 PP students. He also supported the low prior attaining PP students and saw an improved attainment score from 3.67 in 2016 to 5.69 in 2017 for this group of students.	In Freshstart the school will be looking at introducing extra sessions for those in Year 7 who need it most. This will mean that they continue with their normal English classes and do extra Freshstart to enable them to access the wider curriculum.	£31,000
PE	Year 7 and 8 Literacy and Numeracy funding. Resources for both basic numeracy and Freshstart leading to progress for students in those groups.	Literacy and Numeracy support Years 7 and 8	As above	As above	£1700
PY	PP achievement is in line with national average. The attainment gap is narrowed. HLTA's working with predominantly Years 10 and 11.	PP HLTA support Year 10 and 11	Attainment 8 score of PP students has increased from last year from 35.8 to 38.9. The two HLTAs supported all PP students in year 11 during the year. The progress from Year 10 to Year 11 of these students increased. When observed during the year the HLTAs were found to be challenging the students whilst supporting them in their learning. Students reported that the help and support they received impacted in their grades.	At the start of the Year we decided that one HLTA would focus predominately on Year 11 and one on Year 10. This has been successful as we feel more students have been helped and starting earlier with the Year 10s will lead to improved progress scores for Year 11 in 2017/18.	£36,500
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
PD	The attainment gap is narrowed. Behaviour and attendance improved.	Additional Staffing costs	The relate councillor conducted 50 sessions to students eligible for PP funding during the course of the academic year. The sessions are confidential sessions however some students have reported that this	The availability of the Relate councillor will remain in place. We will also have access to an Educational Psychologist	£3235

	Social and emotional aspects of PP students are improved.		has helped them with social and emotional needs. A motivational speaker held a workshop for Year 11 students at the start of the year. Feedback from the students was that it focused them in their studies at the start of a busy year.	who will be able to work with those PP students who need it for 2017/18.	
PF	PP achievement is in line with national average. The attainment gap is narrowed.	Strategic Year 11 intervention	Students in Year 11 were targeted with English, maths and science intervention throughout the year. All students who received the intervention improved their grades from predicted at the start of Year 11 to actual result in August 2017. The sessions were small group or one to one sessions run by external teachers and mainly completed not in their lesson time.	The science and English intervention needs to start earlier (Oct half term) to fall in line with the extra maths that the students did.	£4700
PG	PP progress is in line with national average. The progress gap is narrowed.	Intensive intervention Years 7-10	Students who have been below their target grade have received extra support in English, maths and science. The predicted attainment gap is narrowing however there are some areas that still need to be focused on in the next academic year.	PP Champions will look at other subjects to look where intervention is needed and not just English, maths and science.	£2500
PN	PP students have the appropriate books and access to relevant software. PP students have access within and outside of school in increase progress above national average.	Revision guides, text books and software support	Support has been given to a lot of students with revision guides and software to help them with their learning. Measuring the impact of revision guides is hard but students have reported that they have been useful and without them wouldn't have been able to achieve as well as they did. The usage figures for GCSE pod increased last academic year with over 7000 podcasts being viewed during the year (3500 in 2015/16) During Hub sessions students took part in SAM learning competitions. SAM learning was paid for by PP and used mainly by students who receive PP funding.	The PP Champion will set up specific defined user groups using GCSE pod to monitor the usage for those students closely. Not issue the revision guides without it being monitored how well the students use them.	£3625
PO	PP students have same access as other students	Specialist faculty equipment to aid PP learning	PP students in Art and design at KS3 and KS4 are given sketch books and pencils to ensure they have all they need to access the curriculum. Food PP students are supplied with the ingredients so are able to complete practical lessons without worry of not having ingredients	Continue to support students to have the same access to the curriculum as non PP students.	£2600
PR	Students accurately screened to reduce barriers to learning	Examination screening for PP students	10 students were given extra exam considerations including extra time and readers. Without the screening the achievement of these students may decrease.	Ensure that all PP students have access to exam screening.	£585
PV	Students given the opportunity to work in the library after school in the Hub where staff are available to help.	Homework club sessions (Hub)	During the course of the academic year 35 PP students from all year groups accessed the hub provision. They worked in the learning support centre for 2 hours after school. This intervention ensured that all homework was completed and that students didn't fall behind in their studies. It also gives more vulnerable students a place to go after school to complete work that they may find hard doing at home. The students are given support by two members of staff.	With the introduction of homework being set on Go4Schools the staff in the hub will be able to monitor the progress the students are making on their homework.	£3750
PW	The attainment gap is narrowed. Behaviour and	Individual students needs	The PP Champions supported students with a variety of different things throughout the year. Examples include music lessons (10 students)	This cost centre is extremely important and used well by the PP Champions.	£2300

	attendance improved. Social and emotional aspects of PP students are improved		football kit for PE lessons and extracurricular clubs (4 students) Bike repairs for a student who was persistently late for school and an offsite behavioural programme for a student who was struggling with anger issues.	Individual students have individual needs. This allows the Champions to support each student both academically and non-academically.	
	iii. Other approaches				
	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
PH	Students supported for future career pathways. Students receive tailored guidance regarding their career aspirations.	Careers support	All PP students in Year 10 and Year 11 were given at least one careers interview last year. Year 9 PP students also had career workshops in small groups. Students were supported in filling in applications to colleges and to do apprenticeships. None of the PP students leaving were NEET.	Careers guidance needs to start earlier. More emphasis is being placed on careers across the school and the funding will ensure that the PP students are given the support they need.	£3350
PI	Attendance continues to improve for those students who attend. Students given breakfast to improve punctuality and focus in classes.	Breakfast club	30 different PP students accessed breakfast club during last academic year. The breakfast sessions proved valuable to a number of students helping to increase their attendance and teachers believe that they came to their classes ready to learn. The students' feedback suggested that they liked the chance to talk to staff in the mornings and get ready for a day at school with the support of staff.	PP Champions need to increase the number of students attending breakfast club from KS4. This should be a targeted intervention.	£2280
PJ	PP students have access to trips and visits the same as non PP students.	Trips and visits financial support	All PP students were given financial support for going on trips. The trips included curriculum related trips e.g. Geography coursework trip and theatre trip to see Blood brothers where the student would have gone free of charge as well as money off non-academic trips such as Alton Towers and Drayton manor.	Give greater opportunities to PP students that they may not otherwise have access to. An example of this will be funding towards Duke of Edinburgh for 2017/18	£3630
PL	PP students are accurately tracked. The PP Champions and Assistant Headteacher is given relevant and timely data.	Tracking PP progress	The tracking of students last academic year was greatly improved. A new online system – Go4Schools was used rather than Datasec. The data has allowed PP Champions, SLT and teachers to access the data a lot easier and live data allows staff to target students more effectively.	Continue to work with Go4Schools and teaching staff so everyone understands the data and how to use it effectively. A lot of work is done across the school to ensure the data is robust.	£852
PM	Improved esteem/ confidence of PP students. Increased numbers of goals and improved ATL scores.	Celebrating achievement of PP students	The students who achieved well were praised and awards were given to celebrate their achievements. Individual awards were given to students. One PP student who worked every morning in the science faculty to support the lab technician was given a gift as a reward. The ATL of PP students were improved throughout the year.	Continue to work closely with Heads of Year on ATL data to ensure students attitude is high.	£600

PP	Students using technology to increase progress and assist learning.	Technology for PP students to aid learning	Increased technology across the school has been helping PP students as well as non PP students. Art and Design purchased some ipads to help with drawing skills and Art projects. There were a large number of PP students in the fine art groups and the ipads not only helped with engagement but also to improve the standard of their work.	Look at other areas of the school where an increase in technology would help students eg MFL.	£4170
PQ	Students will use VLE to work from home and in school to aid progress Parent to be used to improve parent communication	Development of the VLE for PP students	The Frog VLE has been used for this academic year and has been found to be highly ineffective. The students and the staff found the system difficult to use and it was decided that we wouldn't carry on with it in 2017/18	Both students and staff found the VLE ineffective and we will not be investing in this in the future.	£2000
PS	Improved communication with parents/carers of PP students.	Parent engagement sessions	A well-attended parents' session targeted at 14 students in Year 11 was held. The parents were given information on how to support their child in the run up to the exams. The PP Champions worked hard to ensure that more parents attended parents' evenings. Year 7 increased from 65% in 2016 to 74% attendance in 2017. Year 8 increased from 74% in 2016 to 76% in 2017. Year 9 increased in 61% in 2016 to 75% in 2017 and Year 10 increased from 73% in 2016 to 80% in 2017.	Using the online booking system is a great tool for most of the parents of PP students. The PP Champions found it more effective when they targeted individuals with pre bookings and then phoning parents to ensure they are going to attend. Transport is offered to some parents who struggle to make their own way to school.	£300
PT	All PP students have the correct uniform for School.	Uniform for PP students	All Year 7 students eligible for PP funding received uniform at the start of the year. The PP Champions, tutors and Year heads have monitored the uniform of students throughout the year. Any student who had grown out of their uniform was also supported with new items of uniform. The money helped individuals who needed extra such as new shirts or trousers.	Some students will need more support than others. We also introduced a returns policy. If the child had grown out of uniform it needed to be returned before being given new items.	£3000
PU	Attendance solutions aids with monitoring the attendance of the PP students so that the attendance of FSM and all PP students improve.	Raising PP attendance	The attendance of FSM students improved from 91.7% for 2015/16 to 94.9% in 2016/17. For all PP students it increased from 92.8% to 94.4%. This is a very successful increase. The support from Access Education Solutions allowed us to monitor attendance and with their support help any students who may be struggling with attendance.	We held half termly meetings focusing on individuals which worked well. There was an increase in support from the PP Champions and we will continue to use Access Education Solutions to aim for 95% attendance for FSM students in academic year 2017/18	£5000

PZ	The gap between PP and Non PP Students nationally (P8) narrows to at least the national average. (National Average 2016 to be confirmed)	Assistant Head teacher costs	The DFE did not announce a National average for PP therefore I can't compare to National. However, the Attainment 8 score for Year 11 PP students has improve from 35.8 to 38.9 in 2017. Progress data will be added when it becomes available.	The work done by the Assistant Head teacher and linked with the PP Governor ensures that the PP achievement remains high on the school's agenda.	£7000
Total costs					£136,683 (Carry forward of £12,000)

6. Case Studies: 'Freshstart' course - Literacy

These are examples of students who have studied on the Fresh start course last academic year and have made accelerated progress because of it.

Fresh Start - Student X arrived as a very introverted, shy student. Freshstart provided the student with the level of support required to improve his confidence dramatically and release the undoubted ability he had. He thrived in the smaller group environment and progressed from Freshstart into set 2 due to his rapid progress in reading and comprehension. Student B arrived almost illiterate and with zero confidence. The nurturing environment of Freshstart has completely changed him and his whole outlook of school. His confidence has improved significantly and the improvement made in the programme has been seen across all subjects in the curriculum. He can now read out loud confidently.

Student Y struggles with processing and retaining information and as a result had zero confidence. She would not read in front of the class or from the board and refused to answer questions. Although still relatively shy, she has become resilient enough to now read in front of her peers and attempt to answer questions without fear of failure. Her SAT scores were below the bottom level on arrival but she now understands enough to register a 2C/2B. Student Z was another student who can become "lost" in a larger group and thrived on Freshstart. He is positive and has confidence to answer and attempt all questions and challenges. As a result, he has progressed significantly to a 4C which is where he needed to be when arriving in year 7.

Every student who the school receive PP funding for will have an individual case study. The case study will show how we have supported the child in both academic and non-academic terms.

