Court Fields School
Pupil Premium Strategy 2018-19

Improving student outcomes through:

☑ **Teaching & Learning**   ☑ **Attendance**   ☑ **Literacy**

☑ **Cultural capital and enrichment**   ☑ **Holistic support**

Supporting students:

In class	In addition	Wider enrichment

Background

The Pupil Premium Grant (PPG) is additional national funding and it provides support for:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces.

The Pupil Premium Grant per pupil for 2018-2019 is as follows:

- Pupils in Year Groups 7 to 11 recorded as Ever 6 Free School Meals (FSM) are allocated £935.

- Looked after Children (LAC) are allocated £2,300.

- Post-Looked After Children (children adopted from care and children who have left care under a Special Guardianship or Residence Order) are allocated £2,300.

- Students from families who have a member of the family serving in the armed forces in Year Groups 7 to 11 or who are in receipt of a child pension from the Ministry of Defence are allocated £300.

- Funding for most elements of Pupil Premium grant is determined on a backdated basis from the January census each year (i.e. funding follows a year behind the actual student the funding is allocated to support).

Achieve | Belong | Participate

1. Summary information

School	Court Fields School	**Academic Year**	2018/19	**Total number of pupils**	774
Number of pupils eligible for PP	186	**Amount per PP student**	£935	**Total Pupil Premium funding**	£159,780
Number of Service family students	9	**Number of Looked After Children (LAC)**	2	**Number of Post-LAC students**	2
Amount per student	£300	**Amount per student**	£2,300	**Amount per student**	£2,300
Total Service family student funding	£3600	**Total LAC funding**	£4,600	**Total Post-LAC funding**	£4,600
Date of this review:	17/09/18	**Next internal review:**	January 2019	**Date of most recent PP Review**	

1a. Staff Involved in Monitoring & Supporting the Pupil Premium Action Plan

Governor	Carly Hatch (Quality Assurance)	Headteacher	Rachael Bennett (PP strategy and monitoring)
Deputy Headteacher	Polly Matthews (PP strategy and monitoring)	Designated Teacher for Looked After Children	Mike Smith (LAC strategy and monitoring)
Heads of Faculty	Monitor classroom standards and the progress of all students. In particular coordinate faculty interventions for pupil premium students where progress within any particular subject area is not sufficiently rapid.		
Heads of Year	Monitor the attainment and progress of pupil premium, service, post-LAC students, and those who have been identified as otherwise vulnerable/disadvantaged or having additional targeted support within individual year groups (Elevate students). In particular coordinate cross faculty interventions for pupil premium and Elevate students where progress across a number of subjects is not sufficiently rapid.		
All Teachers, Teaching Assistants & Support Staff	Awareness of students qualifying for support under the pupil premium and of the impact they can make in the classroom through carefully differentiated work and close monitoring. All are expected to make appropriate arrangements in the classroom to secure strong and rapid progress to close the gap between those eligible for the pupil premium and all other students. At Court Fields School our regular monitoring and progress checks enable our teachers and teaching assistants to identify and intervene to support any student at risk of underachieving.		

Summary of Reflections for 2018/19 Strategy Resulting from 2017/18 Review

- Use of new style review format to give clearer indications of progress/impact
- Clarify exact budgetary decisions based on evaluation of previous intervention and/or PP cohort
- Use of Pearson Pupil Premium Tracker to closely correlate specific interventions to individual student progress
- Launch of 'Elevate' programme to raise staff awareness and drive developments in PP support
- Work with the Beach Teaching School Alliance to access additional support, training and resources to improve outcomes for PP students

Key Issues to Note

- In line with whole school there is underachievement of the following groups reflected in PP:
  - Boys
  - High Ability Pupils
  - Free School Meal Pupils
- Attendance of Pupil Premium & FSM pupils is lower than their peers
- Exclusions of Pupil Premium students are higher than their peers

1b. Context information

	YEAR 7			YEAR 8			YEAR 9			YEAR 10			YEAR 11			Y7-11 PP Total	Year Avg.
	PP	Others	All	PP	Others	All	PP	Others	All	PP	Others	All	PP	Others	All		
NOR (774)	46 (28.4%)	116 (71.6%)	162 (100%)	42 (25.8%)	121 (74.2%)	163 (100%)	34 (25%)	102 (75%)	136 (100%)	38 (22.1%)	134 (77.9%)	172 (100%)	26 (18.4%)	115 (81.6%)	141 (100%)	**186 (24.0%)**	155
Male (384/49.6%)	21 (29.6%)	50 (70.4%)	71 (43.8%)	21 (23.9%)	67 (76.1%)	88 (53.9%)	15 (19.7%)	53 (80.3%)	66 (48.5%)	18 (20.9%)	68 (79.1%)	86 (50%)	13 (17.8%)	60 (82.2%)	73 (51.8%)	**88 (22.9%)**	77
Female (390/5041%)	25 (27.5%)	66 (72.5%)	91 (56.7%)	2 (28%)	54 (72%)	75 (46%)	21 (30%)	49 (70%)	70 (51.5%)	20 (23.3%)	66 (76.7%)	86 (50%)	13 (19.1%)	55 (80.9%)	68 (48.2%)	**141 (36.2%)**	78
HAP (197/25.6%)	5 (15.2%)	28 (84.9%)	33 (20.4%)	7 (25%)	21 (75%)	28 (17.2%)	2 (10.5%)	17 (89.5%)	19 (14%)	6 (11.1%)	48 (88.9%)	54 (31.4%)	13 (20.6%)	50 (79.4%)	63 (44.7%)	**33 (16.8%)**	39
MAP (395/51.3%)	31 (34.1%)	60 (65.9%)	91 (56.2%)	20 (25%)	60 (75%)	80 (49.1%)	6 (27.1%)	43 (72.9%)	59 (43.4%)	27 (26.5%)	75 (73.5%)	102 (59.3%)	9 (13.8%)	56 (86.2%)	65 (46.1%)	**103 (26.1%)**	79
LAP (167/21.7%)	9 (25%)	27 (75%)	36 (22.2%)	15 (30%)	35 (70%)	50 (30.7%)	16 (29.6%)	38 (70.4%)	54 (39.7%)	5 (33.3%)	10 (66.7%)	15 (8.7%)	4 (40%)	6 (60%)	10 (7.1%)	**49 (29.3%)**	33
SEN (98/12.7%)	8 (57.1%)	6 (42.9%)	14 (8.6%)	7 (36.8%)	13 (63.2%)	19 (11.7%)	10 (43.5%)	13 (56.5%)	23 (16.9%)	6 (28.6%)	15 (71.4%)	21 (12.2%)	4 (18.4%)	17 (81.6%)	21 (14.9%)	**35 (35.7%)**	20
EAL	0 (0%)	13 (100%)	13 (8%)	0 (0%)	6 (100%)	6 (3.7%)	0 (0%)	8 (100%)	8 (5.9%)	0 (0%)	5 (100%)	5 (2.9%)	0 (0%)	4 (100%)	4 (2.8%)	**0 (0%)**	7
Service	2 (100%)	0 (0%)	2 (1.2%)	1 (100%)	0 (0%)	1 (0.6%)	4 (100%)	0 (0%)	4 (2.9%)	3 (100%)	0 (0%)	3 (1.7%)	2 (100%)	0 (0%)	2 (1.42%)	**12 (100%)**	2
LAC	0	0	0	1 (100%)	0	1 (0.6%)	0	0	0	0	0	0	0	0	0	**1 (100%)**	<1

Abbreviations/Key Terms:
PP – Pupil Premium

2a. Current School Data – Key Stage 4 Outcomes

Year 11 2017/18 Results - Headlines:

Measure/Cohort	2017 Results	2018 Results	Comment
Progress 8 Whole Cohort	-0.3	-0.35	In line with 2017 Results (0.05 tolerance)
Progress 8 Pupil Premium	-0.99	-0.64	Improved by 0.35
Progress 8 SEN Students	-1.51	-0.98	Improved by + 0.54
English & Maths 4+ All	57%	63%	Improved 6%
English & Maths 5+ All	33%	37%	Improved 4%
English & Maths 4+ PP	44%	46%	Improved 2%
English & Maths 5+ PP	6%	19%	Improved 13%

Cohort	2017 Results		2018 Results		Comment
	All	DIS	All	DIS	
HAP	-0.56	-1.49	-0.3	-0.97	Improved by +0.6
MAP	-0.09	-0.21	-0.38	-0.39	Drop of -0.06
LAP	-0.26	N/A	-0.28	-0.56	No previous reference
BOYS	-0.63	-0.81	-0.69	-0.96	Drop of -0.3
GIRLS	+0.02	-0.53	-0.01	-0.26	Improved by +0.27

Year 11 (based on Year 10 Summer Term 2 Data) Leavers 2019

Measure/Cohort	2018 Results	2018 CWAG (Y10)	Comment
Progress 8 Whole Cohort	-0.35	-0.13	+0.2 improvement
Progress 8 Pupil Premium	-0.64	-0.33	+0.2 improvement
Progress 8 SEN Students	-0.98	-0.31	+0.67 improvement
English & Maths 4+ All	63%	58%	5% drop
English & Maths 5+ All	37%	35%	3% drop
English & Maths 4+ PP	46%	63%	17% improvement
English & Maths 5+ PP	19%	29%	10% improvement

Year 10 (based on Year 9 Summer Term 2 Data – BEFORE GCSE COURSES) Leavers 2020

Measure/Cohort	2018 Results	2018 CWAG (Y9)	2018/19 PFG
Progress 8 Whole Cohort	-0.35	-0.97	Awaiting Predicted Final Grade Data
Progress 8 Pupil Premium	-0.64	-0.87	Awaiting Predicted Final Grade Data
Progress 8 SEN Students	-0.98	-1.07	Awaiting Predicted Final Grade Data
English & Maths 4+ All	63%	29%	Awaiting Predicted Final Grade Data
English & Maths 5+ All	37%	8%	Awaiting Predicted Final Grade Data
English & Maths 4+ PP	46%	18%	Awaiting Predicted Final Grade Data
English & Maths 5+ PP	19%	0%	Awaiting Predicted Final Grade Data

Cohort	2018 Results		2018 CWAG		2019 PFG	
	All	DIS	All	DIS	All	DIS
HAP	-0.3	-0.97	-0.24	-0.51		
MAP	-0.38	-0.39	0.11	0.4		
LAP	-0.28	-0.56	-0.39	-1.24		
BOYS	-0.69	-1.03	-0.28	-0.92		
GIRLS	-0.01	-0.26	0.13	0.26		

Cohort All	2018 Results		2018 CWAG		2020 PFG	
	All	DIS	All	DIS	All	DIS
HAP	-0.3	-0.97	-0.24	-0.51		
MAP	-0.38	-0.39	0.11	0.4		
LAP	-0.28	-0.56	-0.39	-1.24		
BOYS	-0.69	-1.03	-1.06	-0.97		
GIRLS	-0.01	-0.26	-0.89	-0.77		

NB: data shows Current Working Grades, not Predicted Final Grades

Abbreviations/Key Terms:
PP – Pupil Premium, A8: Attainment 8, P8: Progress 8
GCSE Grade 4 = standard pass,   GCSE Grade 5= strong pass
CWAG – Current Working Grade, PFG – Predicted Final Grade

2b. Current School Data – Key Stage 3 Outcomes

Year 9 (based on Year 8 Summer Term 2 Data)

2017/18 Y8	English %			Maths %		
	% Below	% On	% Above	% Below	% On	% Above
Whole Cohort (136)	22.7	58.3	18.9	11.4	53.8	34.9
Boys (66)	28.6	65.1	6.4	14.5	56.5	29.0
Disadvantaged	13.3	73.3	13.3	6.7	73.3	20.0
HAPs	73.7	21.1	5.3	10.5	21.1	68.4
MAPs	20.7	67.2	12.1	10.3	56.9	32.8
LAPs	4.0	62.0	34.0	12.0	66.0	22.0
SEN	15.0	80.0	5.0	21.1	73.7	5.3

Year 8 (based on Year 7 Summer Term 2 Data)

2017/18 Y7	English %			Maths %		
	% Below	% On	% Above	% Below	% On	% Above
Whole Cohort (162)	3.87	70.3	25.81	16.13	57.4	26.45
Boys (87)	6.02	77.1	16.87	16.87	67.5	15.66
Disadvantaged (45)	8.89	64.4	26.67	15.56	57.8	26.67
HAPs (28)	7.14	46.4	46.43	0	50	50
MAPs (80)	1.27	78.5	20.25	12.66	60.8	26.58
LAPs (50)	6.82	70.5	22.73	29.55	58.6	13.64
SEN (19)	7.69	76.9	15.38	23.08	46.2	30.77

Cohort numbers in brackets. Groups RAG to whole cohort (amber = below but within 5%)

2016/17 Y7	English %			Maths %		
	% Below	% On	% Above	% Below	% On	% Above
Whole Cohort (128)	11.3	62.1	26.6	10.6	79.7	9.8
Boys (62)	20.3	64.4	15.3	10.3	86.2	3.5
Disadv (31)	13.3	56.7	30.0	20.0	76.7	3.3
HAPs (18)	11.1	83.3	5.6	0	77.8	22.2
MAPs (59)	14.3	50.0	35.7	14.3	78.6	7.1
LAPs (52)	8.2	67.4	24.5	10.4	83.3	6.3
SEN (27)	16.7	66.7	16.7	26.1	73.9	0

Cohort numbers in brackets. Groups RAG to whole cohort (amber = below but within 5%)

Abbreviations/Key Terms:
PP – Pupil Premium, A8: Attainment 8, P8: Progress 8
GCSE Grade 4 = standard pass,   GCSE Grade 5= strong pass

2c. Current School Data – Behaviour

	2015/16		2016/17		2017/18	
	ALL (723)	**PP (198) 27.4%**	**ALL (722)**	**PP (167) 23.1%**	**ALL (761)**	**PP (201) 26.4%**
FTE (pupils)	34 4.7%	7 3.5%	32 4.7%	14 8.3%	22 2.9%	11 5.5%
FTE repeats	24 3.3%	7 3.5%	9 1.2%	9 5.4%	17 2.2%	6 2.9%
Internal exclusions (pupils)	143 19.7%	12 6.0%	172 23%	11 6.5%	202 26%	61 30%
IE repeats	32 4.4%	12 6.0%	53 7.3%	7 4.1%	37 4.8%	54 26%
E-Praise reward points	5180	-	15132	-	19222	-
PEX	1 0.1%	0 0.0%	2 0.9%	0 0.0%	2 0.2%	0 0.0%

Abbreviations/Key Terms:
PP – Pupil Premium   F – Female   M – Male   SEN – Special Educational Needs
HAP – High Ability Pupils, MAP – Middle Ability Pupils, LAP – Low Ability Pupils

2f. Current School Data – Specific Interventions (2017/18)

INTERVENTION	STUDENT TOTAL	PROGRESS/IMPACT
Access Arrangement interventions	7	100% of students increased their typing speed (increased from an average of 75%-89%)
Handwriting Intervention	5	3 students showed significant improvement 1 has been granted a writer for access arrangements as a result of investigation 1 has been allocated a laptop
Bespoke Literacy Intervention	7 students	Students averaged the following progress: Reading 18 months progress in 12 months in
Corrective Reader	Corrective reading used to find and close gaps in a student's reading skills. 42 of our Year 7 were not at standard for reading on entry at Year 7.	Starting March 2018 Students made an average of 9 months reading age progress in 5 months. 100% students are on or above expected levels of progress in Maths and English.
Steps to Success Program	14 SEND students are dis-applied from MFL in Yr 7 to provide an additional 3 hours a week of literacy teaching to ensure success across the curriculum and particularly in English.	July update Students made an average of 9 months progress in 5 months. 100% students are on or above expected levels of progress in Maths and English. English books moderated by RC HOF and AHT
Accelerated Reader	Bespoke and targeted Literacy resource focusing on reading and comprehension – to support students achieve well in English and across the curriculum	NS readers 11/28 (39%) improved by 6 months or more, 9/28 improved by 11 months or more. 17/28 not improved 61%. Of the 6 below 1 improved by 11 months, 1 by 3 months, 4 not improved. Next steps students not making progress are identified 6 weeks of targeted reading in accelerated reader lessons.

2e. Current School Data – Attendance 2017/18 vs 2016/17

ATTENDANCE	NATIONAL AVERAGE	% ALL 2016/17	% ALL 2017/18	% PP 2016/17	% PP 2017/18	% SEN 2016/17	% SEN 2017/18	NAT. AVG (PA)
NAT. AVG (%)	N/A	94.6%	94.6%	92.2%	92.2%	92.3%	92.3%	N/A
WHOLE SCHOOL	94.6%	94.8%	94.8%	91.6%	91.7%	92.7%	93.6%	13.5%
YEAR 7	95.7%	95.0%	95.4%	92.6%	93.5%	93.5%	95.7%	9.4%
YEAR 8	94.9%	94.9%	94.6%	91.4%	91.6%	91.0%	93.4%	12.3%
YEAR 9	94.4%	95.0%	94.1%	91.7%	91.4%	93.6%	91.1%	14.5%
YEAR 10	94.0%	94.0%	95.0%	90.7%	90.3%	92.0%	94.3%	15.8%
YEAR 11	94.0%	96.2%	94.2%	95.1%	90.0%	93.5%	89.8%	15.4%
PERSISTENT ABSENCE (PA)	13.5%	10.1%	12.2%	24.3%	24.5%	21.3%	14.1%	13.5%
NAT. AVG (PA)	N/A	13.5%	13.5%	24.0%	24.0%	22.6%	22.6%	N/A

2016-17	NATIONAL AVERAGE	% ALL STUDENTS	% PUPIL PREMIUM	% SEN	PERSISTENT ABSENCE (PA)	NAT. AVERAGE (PA)
WHOLE SCHOOL	94.6%	94.8%	91.6%	92.7%	10.1%	13.5%
YEAR 7	95.7%	95.0%	92.6%	93.5%	13.5%	9.4%
YEAR 8	94.9%	94.9%	91.4%	91.0%	9.7%	12.3%
YEAR 9	94.4%	95.0%	91.7%	93.6%	11.0%	14.5%
YEAR 10	94.0%	94.4%	90.7%	92.0%	11.9%	15.8%
YEAR 11	94.0%	96.2%	95.1%	93.5%	3.3%	15.4%
NAT. AVERAGE (%)	N/A	94.6%	92.2%	92.3%	13.5%	N/A
PERSISTENT ABSENCE	13.5%	10.1%	24.3%	15.0%	N/A	13.5%
NAT. AVERAGE (PA)	N/A	13.5%	24.0%	22.6%	N/A	N/A

2017-18	NATIONAL AVERAGE	% ALL STUDENTS	% PUPIL PREMIUM	% SEN	PERSISTENT ABSENCE (PA)	NAT. AVERAGE (PA)
WHOLE SCHOOL	94.6%	94.8%	91.9%	93.6%	12.2%	13.5%
YEAR 7	95.7%	95.4%	93.5%	95.7%	10.5%	9.4%
YEAR 8	94.9%	94.6%	91.8%	93.4%	9.6%	12.3%
YEAR 9	94.4%	94.1%	91.4%	91.1%	13.4%	14.5%
YEAR 10	94.0%	95.0%	90.3%	94.3%	13.3%	15.8%
YEAR 11	94.0%	94.2%	90.0%	89.8%	14.1%	15.4%
NAT. AVERAGE (%)	N/A	94.6%	92.2%	92.3%	13.5%	N/A
PERSISTENT ABSENCE	13.5%	13.3%	24.5%	14.1%	N/A	13.5%
NAT. AVERAGE (PA)	N/A	13.5%	24.0%	22.6%	N/A	N/A

Abbreviations/Key Terms:
PP – Pupil Premium   F – Female / M – Male
HAP – High Ability Pupils   MAP – Middle Ability Pupils   LAP – Low Ability Pupils
SEN – Special Educational Needs

2e. Current School Data – Parental Engagement (2017/18)

2016/17	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
	ALL	PP	ALL	PP	ALL	PP	ALL	PP	ALL	PP
Academic Monitoring Day	97.1%	-	95.5%	-	91%	-	94%	-	96.6%	-
Parents' Evening	85.9%	56.3%	84.5%	50.0%	85.9%	56.3%	84.5%	50.0%	86%	42.4%
Curriculum Evening	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2017/18	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
	ALL	PP	ALL	PP	ALL	PP	ALL	PP	ALL	PP
Academic Monitoring Day	94.5%	-	92.7%	-	94.7%	-	95.7%	-	95.3%	-
Parents' Evening	75.0%	54.0%	67.0%	42.0%	79.0%	50.0%	81.0%	73.0%	89.0%	70.0%
Curriculum Evening	N/A	N/A	N/A	N/A	N/A	N/A	51.3%	38.7%	-	-

Abbreviations/Key Terms:
PP – Pupil Premium

NB: Parental engagement target figure = 80%

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

- Attendance and persistent absence for Disadvantaged students:
  - PA for 2017/18 was 24.5% compared to 13.3% for the whole school.
  - This is particularly the case for Free School Meals pupils

- Progress of Disadvantaged students at KS4 is still below 'others' and National average:
  - 2018 Progress 8 for PP -0.64, whole school -0.35
  - Year 11 (Leavers 2019) Progress 8 -0.33, whole school -0.13

- Basic skills of literacy and numeracy for some Disadvantaged students are below that of others
  - 2017 58% Disadvantaged students Met Standard - Reading (75% Others)
  - 63% Disadvantaged students Met Standard - Maths (72% Others)

- Disproportionally high internal and Fixed Term Exclusions for Disadvantaged students, particularly repeat internal exclusions

Successful Strategies

Research evidence suggests that:
- It is not simply a question of spending more to get better results.
- There is a link between spending and outcomes, but that it is a complex picture.
- Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).

Sutton Trust research suggests:

Low cost strategies offering high impact	Higher cost strategies with high impact	Other strategies offering high potential impact
Effective feedback - marking of books first Meta-cognitive and self-regulation strategies Homework Reading Comprehension strategies Peer tutoring / peer-assisted learning strategies Mastery learning	One-to-one tuition/ small group learning Social & Emotional Learning Early Intervention Behaviour Interventions Holiday/additional tuition	Parental engagement Adapted and flexible curriculum pathways Strong pastoral support Sports participation Arts participation

Bespoke Support
More personalised support for individuals can, for some students, address a range of wider needs. This might include the provision of equipment, uniform, electronic learning devices and resources, pencil cases, revision guides and materials etc. or financial support for participating in educational visits and enrichment activities, e.g. music lessons.

At Court Fields School we have a strong focus on securing the best possible intervention within every classroom and continue to utilise the following strategies widely regarded as having the greatest impact. We have carefully evaluated the impact of our Pupil Premium spend over the last year, cross-referenced with the extensive research from the Sutton Trust Education Endowment Foundation (EEF) Toolkit, and developed a targeted strategy across the following areas:

- **Teaching & Learning**
- **Attendance**
- **Literacy**
- **Cultural capital and enrichment**
- **Holistic support**

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	To improve rates of attainment/progress and for students to progress equally with others across year groups and subjects	· PP students make accelerated progress in line with students from similar starting points · % of students achieving grade 4 or above in English and mathematics at least in line with national average
B.	For Pupil Premium students attendance to meet national expectations.	· % absence - the national average is achieved · % Persistent Absence (PA) - the national average is achieved
C.	Literacy for Pupil Premium students to be improved so that they are better able to access the curriculum and wider learning	· PP students with lower literacy levels make accelerated progress to be in line with their age related expectations (ARE) · PP students make the same or greater progress in English than others within school · PP students make the same or greater progress than those nationally with the same starting points
D.	Increase the opportunities for PP students to engage with sports, the arts, cultures in the UK and abroad, and to be exposed to activities that enrich and widen their horizons	· PP attendance on trips and extra-curricular activities is in line with others · Increase in numbers of PP students in leadership roles in line with others · % of PP students staying in education or going into employment after key stage 4 (student destinations) at least in line with national average
E.	For students and families to be supported to work in partnership with TKAS, to deal with difficulties and build resilience	· Decrease in referrals and re-referrals for support · Reduction in BVPT score for PP students · Increase in parental engagement for PP students at school events · Reduction of number of PP students with fixed term exclusions

PUPIL PREMIUM BUDGET FINANCIAL YEAR 2018-19

	Services/Costs Budget 2018/19	Total Cost	% Allocated for PP	PP Allocation	EEF Research Base
1	English tuition	£3,861	100% [A]	£3,861	Metacognition and self-regulation, Small Group Tuition
2	Additional Maths set yr 9	£3,184	100% [A]	£3,184	Metacognition and self-regulation, Small Group Tuition
3	Additional Science set yr 11	£1,699	100% [A]	£1,699	Metacognition and self-regulation, Small Group Tuition
4	AHT with curriculum and achievement for key Disadvantaged students	£76,696	24% [A]	£19,169	Behaviour Interventions, Social & Emotional Learning, Parental Engagement
5	Attendance officer reducing PA for 36 Disadvantaged students	£9,711	100% [A]	£9,711	Behaviour Interventions, Social & Emotional Learning, Parental Engagement
6	PA tutor group	£8,473	100% [A]	£8,473	Behaviour Interventions, Social & Emotional Learning, Parental Engagement, Small Group Tuition
7	Revision and Study Skills	£915.60	100% [A]	£915.60	Metacognition and self-regulation, Small Group Tuition
8	Heads of Year time working with PP students	£27,748	24% [A]	£6,937	Behaviour Interventions, Social & Emotional Learning, Parental Engagement
9	Steps to Success Programme (PP students only – Y8)	£1,920	100% [A]	£1,920	Metacognition and self-regulation, Small Group Tuition, Social & Emotional Learning
10	Steps to Success Programme (Y9)	£1,378.64	100% [A]	£1,378.64	Metacognition and self-regulation, Small Group Tuition, Social & Emotional Learning
11	TA to work with SEN Disadvantaged students	£16,280	100% [A]	£16,280	Metacognition and self-regulation, Small Group Tuition, Social & Emotional Learning
12	Pastoral Support Assistant	£14,466	75% [E]	£10,850	Behaviour Interventions, Social & Emotional Learning, Parental Engagement
13	Teacher for Achievement for all base	£29,028	60% [E]	£17,417	Metacognition and self-regulation, Homework, Individualised Instruction
14	Maths Whizz	£1,437.50	24% [A]	£345	Metacognition and self-regulation, Homework
15	Hegarty Maths	£1,500	24% [A]	£360	Metacognition and self-regulation, Homework
16	Year 8 Accelerated Reader	£4,774.60	24% [A]	£1,145.90	Metacognition and self-regulation, Homework
17	Corrective Reader	£7,607.08	50% [E]	£3,803.54	Metacognition and self-regulation, Homework
18	Counselling service	£15,758.67	75% [E]	£11,819	Social & Emotional Learning
19	Careers adviser	£7,811	24% [A]	£1,874.64	Social & Emotional Learning
20	AFA extension	£9,050.67	75% [E]	£6,788	Metacognition and self-regulation, Small Group Tuition, Social & Emotional Learning
21	Alternative provision	£21,750	100% [A]	£21,750	Parental Engagement, Behaviour Interventions, Social & Emotional Learning
22	Uniform, books, revision guides and resources	£2,000	100% [A]	£2,000	Parental Engagement, Behaviour Interventions, Social & Emotional Learning, Digital Technology
23	Extra-curricular support funding and musical tuition	£2,500	100% [A]	£2,500	Parental Engagement, Behaviour Interventions, Social & Emotional Learning
24	Pearson Pupil Premium Tracker	£100	100% [E]	£100	Monitoring & Tracking
25	E-Praise Rewards Software	£7,869.57	24% [A]	£1,888.70	Parental Engagement, Behaviour Interventions, Social & Emotional Learning
26	MyConcern Licence	£900	75% [E]	£675	Safeguarding, Monitoring & Tracking
27	Maths 1:1/small group tuition for key Y11 students	£9350	100% [E]	£9350	Metacognition and self-regulation, Homework, Individualised Instruction
		£287,769		**£166,195**	
	[A] based on actual PP proportion, [E] based on evaluation of PP referral/allocation over previous 2 years			**£6,415**	**Deficit after deduction of 2018/19 PPG**