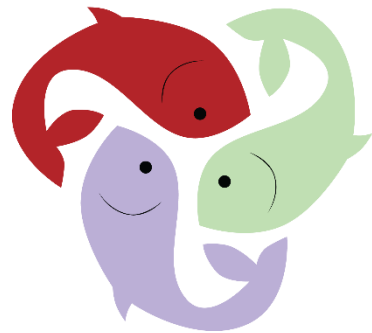


Burton Borough School

Pupil Premium Strategy

2021-2022



**BURTON
BOROUGH
SCHOOL**



| 1. Summary of School Information | | | | | |
|----------------------------------|-------------|---|----------|---|-------------------------|
| Academic Year: | 2021 – 2022 | Total Pupil Premium budget | £251,165 | Date of most recent PP Review | September 2021 |
| Total number of pupils: | 1170 | Number of pupils eligible for PP | 309 | Date for next review of strategy | January 2022 & May 2022 |

| 2. Cohort Information | | | | | | | |
|-----------------------|-------------|--------------------------------------|--------------------------|----------------------------|-------------------------------|-----------------------------|---------------------------------|
| | Cohort Size | Pupil Premium (Disadvantaged) Cohort | Proportion Of Year Group | Low Prior Attainment (LPA) | Middle Prior Attainment (MPA) | High Prior Attainment (HPA) | No KS2 Data |
| Year 7 | 243 | 76 | 31% | | | | No Prior KS2 Data Due to COVID. |
| Year 8 | 246 | 69 | 28% | | | | |
| Year 9 | 246 | 58 | 23% | 5 | 38 | 11 | 4 |
| Year 10 | 243 | 54 | 22% | 5 | 30 | 19 | 1 |
| Year 11 | 214 | 52 | 24% | 2 | 29 | 20 | 1 |

Contextual targets for BBS Pupil Premium students

1. Continue to win the hearts, minds, and trust of BBS PP community
2. Ensure that all PP students get access to Quality First Teaching in the classroom
3. Ensure that all PP students have the intervention they require to meet gaps in their knowledge
4. Ensure that PP students have the appropriate aspirations for when they leave BBS

In short: TRUST. TEACHING. INTERVENTION. ASPIRATION



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| 3. Key Barriers & Challenges To Overcome |
| a. Prior progress and entry level to KS3: Students are entering at higher prior attainment level from KS2 SATS, predicting them above ability at GCSE. |
| b. Historical poor progress from KS2-4: Students eligible for Pupil Premium funding, especially Higher Prior Attainers, identified from Key Stage 2 data results, have historically made less progress nationally and at Burton Borough School over Key Stage 3 and 4 than other students. |
| c. Attendance: Nationally, attendance rates for Pupil Premium students are generally lower than the attendance rates for others. This is reflected at Burton Borough. Persistent absence, although improved, still remains a concern. Last year this was close to being in line with the national PA level for all schools (PP BBS 13.2% NA 12.4%) |
| d. Aspirations and educational ambition: Students eligible for the Pupil Premium funding may lack in aspirations post 16 and not have access to the information necessary to make decisions on sixth form or university places. Aspirations towards education, especially boys within the cohort. Lack of cultural capital hinders learning experiences and starting points. |
| e. Literacy and numeracy skills: In general, Pupil Premium students enter Year 7 with the need to develop literacy and numeracy skills earlier within in KS3. At Burton Borough, we are experiencing a high level of KS3 students not meeting their chronological age with their reading age, thus impacting on performance across school. |
| f. Classroom culture: At times, where standards do not meet expectations, academic progress can be hindered. Also, if quality first teaching is not consistent then this can be a barrier to potential and learning. We know that self-esteem and self-regulation have been and continue to be issues affecting some Pupil Premium students at Burton Borough. |
| g. SEND needs: A number of students who are eligible for Pupil Premium, also come onto our SEND register and monitoring lists. This increase in needs can impact on their academic progress |
| h. Geographical location: Over half of the Pupil Premium cohort comes from outside of Newport, this makes accessing extra-curricular clubs, parent's evenings and information evenings difficult to attend. |
| i. Access to resources: Access to resources such as computers & printing, revision materials, study guides can be more challenging for PP students. |
| j. Teaching and learning: PP students need to have access to quality teaching in order to make progress. |



4. Pupil Premium Data Trends

Prior to COVID 19 school closures, the overall trend shows a positive improvement in the Progress 8 measure. Overall school P8 measure for 2019 was -0.43. Pupil Premium P8 measure was -0.19, FSM was -0.28. Meaning Pupil Premium students outperformed non-Pupil Premium and the overall school P8 measure. This is a first at Burton Borough since the Pupil Premium was introduced. The national like for like average was -0.35 for Pupil Premium students, FSM was -0.46.

We take pride following the challenges of school closures, in the year-on-year increase in students securing a Grade 4+ in English and Maths which went to 63.9%, the highest that it has been. We also pleased with the whole increase in 5 (9-4+) in English and Maths. During the school closures, we identify that our students didn't perform as well in terms of the Progress 8 measure and Attainment 8 score.

There are still improvements to be made with our higher prior attainers achieving higher grades, alongside our performance in EBACC subjects, which links to our barriers & challenges to overcome.

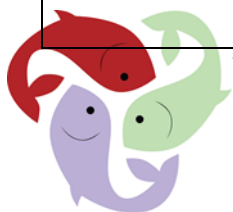
| 5A* - CEM (4+) | | | | | | English and Maths C+/4+ | | | | | | English and Maths B+/5+ | | | | | | Progress 8 | | | | | | Progress 8 (Provisional) | | Attainment 8 | | | | | | Ebacc | | | | | |
|----------------|-------|-------|-------|-------|-------|-------------------------|------|-------|-------|-------|-------|-------------------------|------|-------|------|------|------|------------|-------|--------|-------|-------|-------|-----------------------------|------|--------------|-------|-------|-------|------|------|-------|-------|------|------|------|------|
| 2016 | 2017 | 2018 | 2019 | 2021 | 2021 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2020 | 2021 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| 34.5% | 52.9% | 48.7% | 45.2% | 54.4% | 52.9% | 41% | 56% | 56.4% | 59.5% | 63.6% | 61.8% | 39% | 38% | 35.9% | 31% | 30% | 27% | -0.82 | -0.49 | -0.435 | -0.19 | -0.48 | -0.76 | 42.7 | 40.2 | 40.3 | 42.04 | 45.41 | 40.28 | 4% | 12% | 17.0% | 11.9% | 6.1% | 2.9% | | |



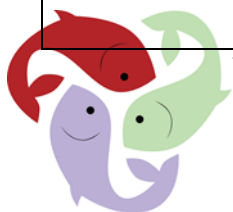
| 5. Teaching & Learning Strategies | | | | | | |
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| Action | Research | Lead | Timescale | Cost | Success Criteria | Monitoring |
| All staff to be aware of which students are eligible for the Pupil Premium and what their barriers to learning are. All staff to deliver quality first teaching strategies to PP students. | | BMO/BBE | Sept 2021- July 2022 | | All teachers and teaching assistants are aware of who the disadvantaged students are, what their role is and details are recorded clearly on seating plans/in mark books. All staff understand that being a disadvantaged student does not equate to 'lower ability' or 'SEN'. | Teaching Files, HOD evidence. Department Improvement Plan (DIP) meeting minutes. |
| All staff to have high expectations for eligible students in a 'no excuses' culture. | Feedback (EEF +8 months) | BMO/BBE/ EFO/LCO/ HOD | Sept 2021- July 2022 | | 100% of disadvantaged students' exercise books and assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non-disadvantaged students. | HOD evidence and DIP meeting minutes. Developmental book looks of PP cohort by BMO/BBE. |



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| <p>Bromcom homework package and seating plan package to ensure that staff at all levels are aware of all flagged groups, including PP students, in their classes and that up to date performance data is always available.</p> <p>Staff to set frequent and meaningful homework that builds on prior learning.</p> | <p>Homework (EEF +5 months)</p> <p>Digital Technology (EEF +4 months)</p> | <p>BMO/ HOD's</p> | <p>Sept 2021- July 2022</p> | | <p>The progress and achievement of all students, including disadvantaged students, is closely tracked, analysed and appropriate and timely support and intervention is implemented to ensure that students meet or exceed expected levels of progress.</p> <p>PP Parents having all log in's for subscribed sites and a parent pin for MCAS.</p> | <p>Bromcom Analytics.</p> <p>HOD Files and DIP meeting minutes.</p> |
| <p>Improve the progress of disadvantaged students through high quality teaching and learning.</p> | <p>Within Class Attainment Grouping (EEF +3 months)</p> | <p>BMO/ HOD's</p> | <p>Sept 2021- July 2022</p> | | <p>Raise levels of challenge for all disadvantaged students.</p> <ul style="list-style-type: none"> • Ensure PP students have target grades set to FFT50. • All staff have CPD on stretch & challenge. • PP students will be represented in the higher sets and move teaching groups where necessary; e.g. staff absence. • Ensure all staff have access to FFT50 target to effectively plan lessons | <p>Quality assurance of lessons through 'Talk 4 Teaching'.</p> <p>Developmental book looks.</p> |



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| | Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils. | DBO – T&L Lead | | | Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils. <ul style="list-style-type: none"> • Collaborate with T&L lead to develop strategies • Quality assure the strategies to see their effectiveness in lesson and hold staff to account | |
| Teachers are provided with high quality internal CPD programme to further develop pedagogy, allowing all students, especially disadvantaged students, to meet or exceed expected levels of progress. | Feedback (EEF + 8 months) | BMO/DBO | Sept 2021- July 2022 | | All staff receive the universal CPD offer and have a baseline knowledge of key pedagogy and initiatives linked to accelerating pupil progress. | CPD Thursday briefing sessions. |
| Facilitating the STAR NPQ programmes for MLT/SLT. | Top quality leaders in charge of PP students will result in the increased progress of students. | KCA | Sept 2021- July 2022 | | Improve the quality of leadership for PP students. All staff offered the opportunity to complete either the NPQSL training or NPQML training in house. | Completion of the course. Improvements in PP progress, attendance and behaviour. |



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| Develop and embed meta-cognitive strategies to help learners think about their own learning more explicitly. | Metacognition (EEF +8 months) | DBO | Sept 2021- July 2022 | | Staff to ensure the use of retrieval practice and interleaving is evident in the work of students – especially within Year 11 revision. | Quality assurance through developmental book looks & 'Talk For Teaching'. |
| Embed positive behaviour management techniques, which focus on building relationships with students, particularly those from disadvantaged backgrounds to maximise learning time for all students. | Behaviour Interventions (EEF +3 months) | BMO/BBE | Sept 2021- July 2022 | | Teachers to follow school behaviour pyramid. Positive rewards from the Learning Mentors – such as positive notes, postcards & phone calls home. Restorative conversations with students who are raising concerns with specific teachers or subjects, which gives opportunity to repair the relationship. Learning Mentor's to facilitate this. | Data analysis of Bromcom behaviour logs. Staff voice. |



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| | | | | | Learning Mentor report to be implemented after two weeks of ongoing poor behaviour choices and communicate this with parents. | |
| 2x TLRs to improve boys progress within school. | Social and Emotional learning (EEF +4 months) | BMO/IJO/ZGO | Sept 2021 – July 2022 | | Additional TLR's given to support the development of target groupings. Research group for boys progress, strategies implemented and shared with staff. Direct work completed with target group. | Boys progress reviews and assessment data. Student voice. |



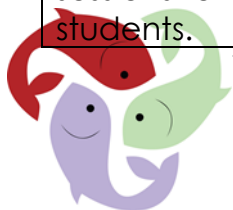
| 6. Targeted Academic Support | | | | | | |
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| Action | Research | Lead | Timescale | Cost | Success Criteria | Monitoring |
| Year 11 weekly, one to one in English or Maths, whereby students are working below their target grade. | One to one tuition (EEF +5 months) | BBE | Sept 2021 – July 2022 | £21300 | The attainment gap in English and Maths is reduced to zero or above by August 2021. | Progress reviews and assessment data. Student voice. |
| Small group intervention within English, Maths & Science during Period 1 (tutor time) | Small group tuition (EEF +4 months) | BBE HODs | Sept 2021 – July 2022 | £3500 | The attainment gap in Science, Maths and English is reduced to zero above by August 2021. | Progress reviews and assessment data. Student voice. |
| Weekly, 30 minute one to one reading intervention for students in KS3, with a reading age below a chronological age. | Reading comprehension strategies. (EEF +5 months) Oral language interventions (EEF +5 months) | LCO | Sept 2021 – July 2022 | £2000 | Improve reading & comprehension age in line or above chronological age. Support literacy across the curriculum. Partnership with Words For All. | Literacy assessment online. Words For All |



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| Year 11 Saturday School to focus on improving the attainment in Maths. | Reduced class size (EEF +3 months) Small group Tuition (EEF +4 months) | BBE/JPI | Nov 2021 – July 2022 | £2000 <i>Part funded through Catch Up Funding</i> | 6-8 weekly Saturday sessions focussed on raising attainment in Maths. Improved quality of intervention in a small group environment a Maths teacher. | Final GCSE grading's compared to mock data. Student voice. |
| MyTutor 3:1 tutoring in English, Maths or Science. | Small group Tuition (EEF +4 months) | BBE | Nov 2021 – July 2022 | £2000 <i>Part funded through Catch Up Funding</i> | 15 week program, 3:1 hour sessions through MyTutor outside of the school day. | Progress reviews and assessment data. Final GCSE grading's compared to mock data. Student voice. |
| 0.4 Maths teacher to reduce class sizes and deliver intervention groups. | Reduced class size (EEF +3 months) Small group Tuition (EEF +4 months) | BMO | Sept 2021 – July 2022 | £11670 | The attainment gap in Maths is reduced to zero above by August 2022. | Progress reviews and assessment data. |



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| Additional teaching capacity within Science, DT & Humanities. | Reduced class size (EEF +3 months) Small group Tuition (EEF +4 months) | BMO | Sept 2021 – July 2022 | £29762 | Closure of the attainment gap and increased performance in EBACC. Attainment gap within the subjects to be above zero by August 2022. | Progress reviews and assessment data. |
| Hiring of Pupil Premium TA to support within core subjects and GCSE option subjects. | Small group tuition (EEF + 4 months) Teaching assistants (EEF +1 month) | BBE AWO | Sept 2021 – July 2022 | £14568 | Intervention groups in English, Maths & Science for students in KS3 withdrawn from MFL. Focused on lower prior attainers to secure basic GCSE skills. Support of resources and revision for year 11 students. Introduction of Entry Level Science delivered by TA, for students who would not meet the pass mark for GCSE Science. | Progress reviews and assessment data. |
| Peer mentoring scheme launched with Newport Girls High School sixth form students, delivering weekly mentoring sessions to KS3 students. | Peer tutoring (EEF +5 months) | LCO | January 2021 – May 2022 | £1000 | Weekly 1-1 mentoring sessions, focussed on reading age data; to support with reading and comprehension to begin. Introduction of support across the curriculum and subjects and topics the students are struggling with. | Literacy assessment online and progress reviews. Student voice. |



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| Peer reading training offered for year 9 & 10 students through Beanstalk. | Peer tutoring (EEF +5 months) | BBE | Sept 2021 – July 2022 | £2000 | High prior attainers and high potential students are offered the place on the days training course, to then complete weekly reading intervention with a younger PP student below their reading age. | Literacy assessment online data. |
| Subject specific resources to support progress. | N/A | BBE EFO/LCO HOD's | Sept 2021 – July 2022 | £6500 | All students are given relevant study material linked to Exam Board specifications. All year 11 students are provided with past papers for all subjects. All KS4 students know how to use their guides to study effectively independently. | Progress reviews and assessment data. Proof of revision. |
| A homework club that runs twice a week with the support of a member of staff. | Reduced class size (EEF +3 months) Extending the school day (EEF +2 months) | HBL | Sept 2021 – July 2022 | £1000 | An opportunity for PP students to access the LRC, for printing & ICT. Support from the librarian for weaker students, who are struggling to access homework. Targeting students who frequently appear on the homework logs. | Attendance data. Bromcom analysis of homework logs. |
| | | | | £96300 | | |



| 7. Wider Support Strategies | | | | | | |
|---|---|----------------|-----------------------|--------|---|--|
| Action | Research | Lead | Timescale | Cost | Success Criteria | Monitoring |
| Each small school has a Learning Mentor, who are specifically in post to champion and support students in receipt of the Pupil Premium funding. | <p>Social and Emotional learning (EEF +4 months)</p> <p>Parental involvement (EEF +3 months)</p> <p>Behaviour Interventions (EEF +3 months)</p> <p>Feedback (EEF +8 months)</p> | BBE EFO/LCO | Sept 2021 – July 2022 | £67508 | <p>Learning mentors oversee the Pupil Premium students in every aspect of their school life.</p> <ul style="list-style-type: none"> Monitoring data: attendance, progress & behaviour. Putting in actions and intervention to support improvements. Building relationships with PP students and parents, to be a 'go to' in school and create the home school link over 5 years in school. Regular support and communications with parents. Parental engagement continues to be a success. | <p>Progress reviews and assessment data.</p> <p>Bromcom analysis of attendance and behaviour support.</p> <p>Attendance at parents evening for PP families. CPOMS data.</p> <p>Parent & student voice.</p> |



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| | | | | | <ul style="list-style-type: none"> • Working collaboratively within the pastoral structure and within academic departments. • Attendance at parents evening to be give an overview of students overall progress. • Using universal services, such as the leading on the Early Help Assessment, to support families in appropriate and necessary support. Signposting and referring into services to support the student and families. • Tracking attendance patterns and working closely with the EWO (See below) to improve attendance. • Implementing targeted and specific interventions based on need. • Working alongside Head of Departments in English, Maths and Science to ensure a co-ordinated approach within the core subjects | |
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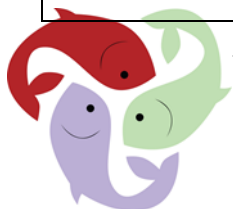
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| | | | | | <ul style="list-style-type: none"> • Full, formal Year 11 mentoring programme. • Co-ordinating 1-1 tutor teams and volunteer mentors. • Transition work (between both Key Stage 2 & 3 as well as Key Stage 3 & 4) <p><i>“Win the hearts and minds of parents and students”</i></p> | |
| Lead PP Learning Mentor to complete DSL training and sit within the safeguarding team. | <p>Social and Emotional learning (EEF +4 months)</p> <p>Parental involvement (EEF +3 months)</p> <p>Behaviour Interventions (EEF +3 months)</p> <p>Feedback (EEF +8 months)</p> | BBE | Sept 2021 – July 2022 | £300 | PP families to engage fully with safeguarding conversations, this is achieved by a stronger relationship with the Learning Mentor. | CPOMS Logs |



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| Targeted exam intervention for PP students who suffer with exam anxieties and worries. | Social and Emotional learning (EEF +4 months) | BBE/ KHE/DLA | Sept 2021 – July 2022 | £3000 | Small year 11 group exam intervention, 6-8 week one hour course run on exam strategies, stress/anxiety management, revision techniques. CBT approach used. | Improved confidence around exams. Comparative data on mock/GCSEs. |
| Parental fund to support the cost of trips, educational visits and EEL (Extended Enriched Learning) Days. | Increasing cultural capital through educational trips and opportunities. | BBE EFO/LCO | Sept 2021 – July 2022 | £10000 | £50 trip allowance per student, per academic year. Exceptional circumstances for our most disadvantaged students. An increase on last year, as we recognise the importance of extracurricular activities to improve Cultural Capital. | Attendance data of trips/EEL days. |
| Contribution towards the cost of the Duke of Edinburgh award and NCS. | Outdoor adventure learning. (EEF +4 months) Sports Participation (EEF +2 months) | BBE EFO/LCO CGA | Sept 2021 – July 2022 | £4000 | Funding available to support year 9 & 10 PP pupils for the Bronze Duke of Edinburgh award scheme. All year 11 PP students are encouraged to complete the NCS scheme once they leave BBS. | Completion of the award. |



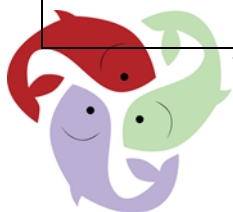
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| | | | | | Increasing opportunities, thus improving cultural capital through outdoor education. | |
| All families have access to a uniform or PE kit allowance throughout the year. | N/A | BBE EFO/LCO | Sept 2021 – July 2022 | £11000 | £50 allowance per student, per academic year, for PE kit or uniform. Exceptional circumstances for our most disadvantaged children. | Standards card signatures reduced for uniform. Internal isolation decreased from incorrect uniform. |
| Targeted Post 16 support and careers advice through T&W Future Focus. | Individualised Instruction (EEF +3 months) Feedback (EEF +8 months) | BBE EFO/LCO KPA RCH/LKA | Sept 2021 – July 2022 | £4500 | All year 11 PP students are seen as the first priority, they receive additional 1-1 careers guidance and Post 16 support, through Future Focus. Support with finding and applying for courses, attending interviews, advice. All year 11 students are pushed to attend the most appropriate and aspirational provider. All year 11 PP students attend the 'Your Future's Conference' | NEET data – target of 0% NEET's for 2021 cohort. Post 16 destinations data. |



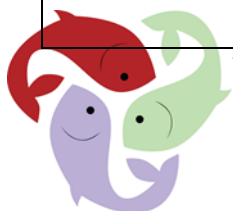
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| | | | | | <p>day at the local university; whereby they have a mock interview, study skills sessions, CV writing etc. PP students places for this are paid for.</p> <p>Year 9 & 10 are seen earlier than the rest of the cohort to increase lead in time.</p> <p>All year 10 PP students are supported to acquire a 2 week work experience placement, which will increase aspiration and ensure engagement.</p> | |
| High focus and priorities on PP attendance. | Parental involvement (EEF +3 months) | BBE EFO/LCO TEL/KPA | Sept 2021 – July 2022 | £18038 | <p>Learning Mentors to effectively track attendance on a daily basis.</p> <ul style="list-style-type: none"> • Create incentives, such as postcards home for prize draws for students & parents for improvements. • Short term PA incentives for improvements, such as skip the queue passes or Costa vouchers. • Regular communication and awareness around attendance figure. | Bromcom analysis of attendance data. |



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| | | | | | <ul style="list-style-type: none"> • Awareness of patterns of poor attendance and put support in place around this. <p>Regular monitoring of Pupil Premium attendance through the EWO reviews.</p> <ul style="list-style-type: none"> • EWO to complete home visits on most vulnerable students. • EWO to push through warning notices and letters home. EWO to attend EHA meetings for PP students below 90% attendance. • EWO salary part paid from PP budget. | |
| <p>Counselling for PP students to enable them to access the curriculum.</p> <p>For some pupils, their emotional needs are a barrier to them accessing their learning.</p> | <p>Social and Emotional learning (EEF +4 months)</p> <p>Behaviour interventions (EEF +3 months)</p> <p>Meta-cognition and self-regulation (EEF +8 months)</p> | <p>BBE EFO/LCO KPA</p> <p>LMc/CCL/S AL</p> | <p>Sept 2021 – July 2022</p> | <p>£22340</p> | <p>PP students take priority in the counselling and mental health & wellbeing services offered within school.</p> <p>We have a team of three counsellors and a mental health practitioner from BeeU. We also have a specialist anger management counsellor, previous BSAT. One counsellor is now fully trained to deliver art therapy.</p> | <p>CPOMS Data.</p> <p>Bromcom analysis of behaviour data.</p> <p>Student voice.</p> |



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| Year 6 – 7 transition work. | Parental involvement (EEF +3 months) | BBE EFO/LCO KPA BDA | July 2021 – Sept 2022 | £2500 | <p>Increased support in the transition from primary to secondary. Closer workings with the primary schools through the inclusion panel & family & school support worker, which opens up the opportunity for improved transition links for PP students. Earlier identification improves parental links and smooth start in September.</p> <p>2 day additional transition for PP students identified by primary – focus on ethos, study skills, relationships, parental engagement.</p> <p>Support in the transition from KS3 to KS4, working around GCSE options.</p> | Bromcom analysis of behaviour and attendance data within the first half term of year 7. |
| Opportunity for PP students to access paid sports clubs/recreational opportunities | Sports Participation (EEF +2 months) Arts participation (+2 months) | BBE KMA | Sept 2021 – July 2022 | £3500 | In school opportunities that require payment are paid for through PP, such as the boxing club, dance club or tennis club; whereby paid coaches are used. | Attendance data from clubs/extra-curricular. PP attendance to be in line with non PP. |



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| | | | | | <p>Enrolment of Bright Stars Boxing Academy for disengaged KS4 students. Gaining a boxing, first aid and leadership qualifications.</p> <p>Local links within the community groups, to ensure PP children can access sports & leisure in the community.</p> | <p>Completion of qualifications.</p> |
| Music Lessons | Arts participation (+2 months) | BBE ARU/LBU | Sept 2021 – July 2022 | £4500 | <p>Music lessons offered from year 9 for all students taking performing arts options.</p> <p>Exceptions are made for PP students in KS3 who show exceptional talent within the arts.</p> <p>Any CiC/adopted children can opt for Music lessons instead of 1-1. Forces children can also have an allocation of their funding towards Music lessons.</p> | <p>Take up of performing arts options at GCSEs.</p> |



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| Provision of equipment | N/A | BBE EFO/LCO | Sept 2021 – July 2022 | £4000 | Provision of equipment for all students who require it. Students will seek their LM for equipment and this will be given for free and not sanctioned. Year 11 exam pencil cases provided, along with Scientific calculators for all if required. | Bromcom analysis of prepared & equipped to decrease. Students are prepared to |
| | | | | £155686 | | |
| | | | | Total £251986 | | |

