

Pupil Premium Strategy 2018/19 Impact Analysis

1. Summary information					
School	Little Ilford				
Academic Year	2018/19	Total Pupil Premium budget	£696,108	Date of most recent Pupil Premium Review	Oct 2018
Total number of pupils	1403	Number of pupils eligible for Pupil Premium	758	Date for next internal review of this strategy	Oct 2019

2. Summer 2019 GCSE Results			
	Pupils eligible for Pupil Premium at Little Ilford School	Pupils not eligible for Pupil Premium at Little Ilford School	National figures for all students
Total number of Pupil Premium students in 2019 GCSE exam cohort	132	134	-
% achieving English and Maths (Basics) 4+	57	63	-
% achieving English and Maths (Basics) 5+	39	49	(50)
% achieving EBACC 4+	29	37	-
% achieving EBACC 5+	19	29	-
EBACC Average Point Score	3.80	4.42	(4.39)
Progress 8 score average	0.05	0.34	(0.13)
Attainment 8 score average	42.58	46.84	(49.96)
Low attainers Progress 8 score average Overall	-0.24	-0.08	(-0.17)
Low attainers Progress 8 score average English	0.18	-0.01	(-0.21)

Low attainers Progress 8 score average Maths	-0.24	0.18	(-0.12)
Low attainers Attainment 8 score average Overall	20.63	21.06	(22.41)
Low attainers Attainment 8 score average English	5.81	5.13	(5.29)
Low attainers Attainment 8 score average Maths	3.25	3.88	(3.73)
3. Barriers to future attainment (for pupils eligible for Pupil Premium)			
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)			
A.	Lower achievement at Key Stage 2 when compared to national figures due to low literacy skills		
B.	Limited access to, and therefore, participation in extended activities leading to low cultural capital		
C.	Higher Pupil Premium attainers at Key Stage 2 do not achieve as well as non-Pupil-Premium higher attainers at Key Stage 4		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	<ul style="list-style-type: none"> • Few parents having a university education • Low expectations and aspirations from parents • Cramped housing conditions with houses of multiple occupancy and, therefore, nowhere for students to study at home. 		
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria	
A.	Rates of progress allow students to make better than expected progress and catch up with their peers nationally. This will be measured using internal monitoring systems to identify gaps as well as GCSE results to quantify the progress.	All learners make significant progress as measured at GCSE level (shown by Analyse School Performance data). Students with low literacy levels are identified and supported to make significant progress across the Attainment 8 subjects.	
B.	Students have access to a range of different activities which increase their cultural capital and personal experiences.	Monitoring exercises show that students have attended a range of educational visits and clubs. Student voice shows that student visits and clubs are valued and relevant to them. The number of students going onto the higher colleges and Russell Group universities increases.	

C.	Higher Prior Attainers are challenged and learning extended at all opportunities.	Percentage of grade 7+ in GCSE is above national averages across all subjects for High Prior Attainers.
D.	Students and parents are encouraged to aspire to university level education, particularly Russell Group institutions.	School leavers are tracked to university age. Numbers of students who attend university increase. Increase in percentage of students attending Russell Group Universities.

5. Planned expenditure report

Academic year **2018/19**

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

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Strategy and rationale	Evaluation	Amount spent	Impact and next steps
Identified students are supported in lessons and small removal groups.	Higher Level Teaching Assistants and TAs	Smaller class groups and additional support are used in combination to ensure all students have the skills and knowledge required to make good progress in English and Maths.	As in previous years, results from 2019 show that this practice has been successful. In 2019 results, the gap between Pupil Premium and non Pupil Premium students has decreased in both Maths and English. In Maths, non-PPG students outperformed PPG students in both 7-9 and 4-9 compared to 2018. Non-PPG students gaining 4-9 increased by 5% and 7-9 increased by 7%. In relation to meeting FFT20 targets, both groups fell short of their FFT20 targets, but non PPG students did better. PPG students gained 2% more than non-PPG FFT20 target for grades 7-9. (12% v 10%). Non PPG	£240,000	High Maths -To continue with this strategy and to ensure HLTAs are used to support other classes to help raise attainment and progress of LPA. Continue with after school Interventions and lunch time clubs. Have lunchtime club with laptops available

			<p>students gained 10% more than FFt20 target for grade 7-9 (28% v 18%).</p> <p>English had 146 PPG students and 120 non- PPG students. Non-PPG outperformed PPG students for grades 7-9. Only 8% of PPG students gained these grades in comparison to 16% of Non-PPG students. There was negligible difference between PPG and non-PPG students when comparing the % of students who met their FFT 5, FFT 20 targets and students who gained their Grade 4-9 targets.</p>		<p>for students to use Mathswatch</p> <p>English - To continue with strategy and use targeted intervention. Registration intervention with students who are 3 or more grades below their EFG.</p>
	Ethnic Minority Achievement (EMA) lessons	<p>Ethnic Minority Achievement lessons have been a very successful intervention over the years and continues to support the learning of our lower attaining students as well as our “English as an additional language” learners. This intervention helps teachers to focus on the particular needs of this group of students.</p>	<p>There were 34 PPG students and 21 Non-PPG students</p> <p>In English Language 29% achieved grades 4-9 in both groups, so no difference.</p> <p>In English Literature there was minimal difference between both groups as 44% PPG and 43% Non-PPG students achieved grades 4-9.</p> <p>In terms of FFT20, 67% Non PPG met FFT20 performing more strongly than 56% of PPG students.</p>	£85,000	<p>High</p> <p>EMA teachers to support these students by providing them with a range of texts and revision aids that they can use at home.</p>

<p>Students have access to online resources to support learning at home.</p>	<p>Online revision and learning tools</p>	<p>To use a range of platforms in departments to allow us to monitor student usage and give feedback. Student voice feedback continues to be positive and students continue to ask for these resources.</p> <p>Students who showed high usage of the website tended to perform better in their GCSE.</p>	<p>Monitoring carried out by CTLs, students and staff voice, and reports from platforms such as Mathswatch, Active Teach, Active Learn, Exam Pro (English), Science MyGCSE, Ebooks and SMHW show that usage by students of these platforms and also the use of textbooks, revision guides and workbooks is high.</p> <p>SMHW enables teachers to receive reminders of homework set. For the academic 2018-2019 there were 11,869 pieces of homework set. This is almost 1,000 pieces more than in the previous year, despite teachers using Google Classroom more as it enables immediate feedback and dialogue with students. 94% of students logged into SMHW last year. This also includes projects of longer duration (such as half a term - one term), as well as holidays revision booklets.</p> <p>Maths: Non-PPG students gaining 4-9 increased by 5% and 7-9 increased by 7%.</p> <p>Science (MyGCSE.com) have also largely contributed to the success and progress of PPG students.</p> <p>Science: The number of Pupil Premium students achieving their target in Summer 2019 was 46% compared to 19% for non -PPG. The results for Triple Science students entered for GCSE</p>	<p>£3,000</p>	<p>High</p> <p>Ongoing through the year.</p> <p>Teachers and Curriculum Leaders to continue monitoring and analysing reports from platforms in relation to homework completion and usage of these online tools by students.</p> <p>Identify students who are not using the resources and intervene accordingly.</p>
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			<p>Chemistry is on par with the GCSE Biology and GCSE Physics. The reason for the low GCSE Chemistry results is that the Low Ability students who were struggling to do Double Science were entered for GCSE Chemistry only. As these students are generally from the LPA group, the GCSE Chemistry's overall results was lower than that for GCSE Biology and GCSE Physics. In Biology 41% of PPG students and 43% of non-PPG students achieved their FFT20 target. In Chemistry 7% of PPG and 26% of non-PPG students achieved their FFT20 target. In Physics 73% of non-PPG and 53% of PPG students achieved their FFT20 target. "My-GCSE Science" website received positive feedback in a staff and student voice survey and teachers will need to monitor students usage of this platform.</p> <p>English: Use of the online tool, Exam Pro, improved students' understanding of the skills and content. The resource focused students on the skills for individual assessment objectives and improved students' exam skills. 71% of students achieved grades 4-9, which is almost 10% higher than national (61.8%); however, there was only 1% difference between PPG and Non-PPG and</p>		
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			<p>teachers will focus on the use of these tools by PPG students more.</p> <p>History: ActiveLearn and ebooks are available to all students, enabling all students to access resources used in class. However, there is negligible difference in 2019 GCSE results, with PPG and Non-PPG students achieving the same results (51% and 53% respectively for grades 4 to 9). 42% of Non-PPG and 40% of PPG students achieved their FFT 20 targets.</p>		
<p>Experienced staff to support the whole school behaviour policy on a lesson-to-lesson basis, so that all students have better access to learning.</p>	<p>Overstaffing in a number of departments and allocating staff to on-call or cover.</p>	<p>Undertimetabled staff to be used to cover unplanned absences and/or to conduct OnCall checks (for cover staff) and classes on concern. Behaviour and learning in cover lessons is better with known teachers, and teachers are supported with challenging behaviour through on-call. All students are given a better opportunity to learn.</p>	<p>The use of own school staff to cover and support teachers when dealing with difficult students in lessons continues to have a very positive impact on students' learning experiences and outcomes. There are monitoring systems in place to ensure staff follow on-call rota created. Students with poor attitude to learning are picked up and referred to the relevant member of staff.</p> <p>Progress 8 for PPG students is 0.05 compared to 0.34 for Non-PPG. The national data for Progress 8 for PPG is 0.12, so there is a gap of -0.07.</p>	<p>£75,000</p>	<p>High Continue with strategy.</p>

Total budgeted cost					£403,000
ii. Targeted support					
Desired outcome	Chosen action / approach	Strategy and rationale	Evaluation	Amount spent	Impact and next steps
Improve exam outcomes.	Weekend and holiday revision sessions	Additional weekends and holidays intervention sessions and 1-1 support for underachieving students.	Staff and student voice both show that these additional sessions make a difference to preparing students for exams as well as ensuring all of the curriculum is covered. Subjects' results for PPG students indicate that the impact of this strategy has been high as PPG students are, in most subjects, either making the same progress than or outperforming Non-PPG students.	£20,000	Medium-High Have more parental involvement/support by informing them in advance and contacting them if students do not attend . Treat these interventions like a school day and have attendance registers. Curriculum Leaders to analyse the impact of these revision sessions on students selected.

<p>Students access curriculum and improve on their emotional , health and wellbeing.</p>	<p>External Educational Psychologist</p>	<p>To provide additional support from an external Educational Psychologist.</p>	<p>The Educational Psychologist is hired from the Borough. Behaviour Leader meets with parents, students and staff members to give a well-rounded set of advice for all, ensuring an integrative approach to maintain and improve on the student’s well-being and academic progress. Information is shared with appropriate staff and other stakeholders. Unfortunately we have found it difficult to get the Psychologist to come in regularly and, therefore, students checks are not being done for all students who require it. There have also been instances where the Educational Psychologist met with the students but failed to produce a report (or a relevant report).</p>	<p>£2,365</p>	<p>Low</p> <p>To continue with strategy.</p> <p>Identify students earlier as early intervention is more successful.</p> <p>Continue to utilise Educational Psychologist.</p> <p>Educational Psychologist and SENCo to ensure all information is shared promptly with all stakeholders and it is triangulated with other information.</p> <p>Assessment data</p> <p>Staff observations</p> <p>Parental & student feedback.</p> <p>To monitoring their availability and impact through case-studies.</p>
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<p>To mentor students in school to remove barriers to learning.</p>	<p>Internal counselling services</p>	<p>Internal school counselor to provide early intervention for identified students so that they improve their attitudes and manage their emotions. To identify students requiring referral to other agencies. Identify and support vulnerable students.</p>	<p>Having a qualified Counselor in school 4 days a week has allowed for early intervention when students have social or mental health issues which could impinge on learning and, therefore, achievement. During the last year there were 506 counselling sessions. 62 students received 1-1 counselling and 21 cases are still on-going. 3 students were referred to CAMHS and accepted for treatment. Student voice shows that 100% of students value their counselling experience: 58% said the experience was very good; 37% found it good and 5% found it OK.</p>	<p>£21,000</p>	<p>High Identify PPG students. Monitor subsequent behaviours and impact of sessions. Monitor outcomes for students in lessons/exams. Student voice. Counselor to present impact and case studies to SLT.</p>
<p>Outcomes and attainment – to raise achievement of students on crucial borderlines of English and Maths.</p>	<p>Study Club</p>	<p>Targeted support exclusively for high, middle and low PPG attainers in three groups. Focused on students in 3 different grade profiles: 3 to 4+; 4 to 5+ and 6 to 7+. To identify specific areas where students need support and direct them to the relevant intervention session.</p>	<p>This year, Study Club has not had the success it had the previous year as students were substantially off target when the intervention began. In the HPA group there were 16 PPG students (of a total of 66 HPA PPG students in the Yr11 cohort). The Progress 8 difference between them was -0.30, with students who were not in the SC group performing better (0.00 and 0.30 respectively). 14 out of a total of 113 MPA PPG students were in the MPA SC group. Students in this group underperformed compared to the rest of the students in this category with a Progress 8 difference of -0.44 (-0.24 vs 0.20)</p>	<p>£9,000</p>	<p>Low Continue using the same model, with Year 11 Pastoral Leader involved in student selection criteria. Select students more carefully, making sure that the group are committed to learning.</p>

		<p>To help students prepare for exams by teaching them exam and revision techniques.</p> <p>To monitor completion of work and to ensure revision takes place.</p>	<p>The LPA SC group was most successful than the other two as it was the only group where students outperformed the rest of LPA PPG students in the cohort. 13 students were in the SC group out of a total of 23 students. The progress 8 of these were 0.36 vs -0.69 respectively. This represents a difference of 1.05.</p>		<p>Reduce the three groups to one, which will be for Low Prior Attainers.</p> <p>Have a more effective attendance monitoring system.</p> <p>More communication with parents.</p>
	<p>Higher attainers' English support group 'Glitter'.</p>	<p>Targeted additional after school masterclass intervention for high attainers and other students to discuss aspects of the syllabus in greater depth.</p>	<p>Students were selected from the different groups already set up for intervention such as Rapid revision, writing workshop, study buddy and a few general students too. English teachers with particular skills or passions for specific aspects of the syllabus run these sessions.</p> <p>Students voice shows that they enjoyed the Glitter sessions as 'each session was focused on a particular topic that they were struggling with' and were able to cover a lot of content during the intervention sessions with their English teacher.</p> <p>The impact of this strategy has been low as data shows: 25% of PPG students had grade 7-9 target and only 8% achieved these grades. This has been due mainly to poor attendance and this will be an area to improve next year.</p>	<p>£100</p>	<p>Low</p> <p>English Department Leads to monitor attendance.</p> <p>Analyse data for students attending to monitor progress.</p> <p>Students' feedback.</p> <p>Have smaller groups of 5-10.</p> <p>Have more 1-1 support.</p> <p>Explore having intervention once a week as opposed to once a fortnight as well as before school.</p>

					More moderation of work. Externals to be invited to school.
Support students to re-engage with learning and provide a more suitable learning environment.	Offsite provision (short and long term)	<p>Offsite Provision</p> <p>Is used judiciously to support students to re-engage with learning and provide a more suitable learning environment.</p> <p>Off-site provision is used as a last resort, when it is clear that a student cannot succeed in mainstream education or it is found that the school cannot cater for the curriculum needs of the student.</p> <p>The placement is chosen very carefully to match the needs of the students.</p> <p>Once the students are at the Alternative Provision their attendance/punctuality/pr</p>	<p>66% (2/3) of students who were on a longer than a year's provision – provision began in Y10 - were from PPG backgrounds. All 3 students had very complex needs and were at risk of ending up as NEETs or to be permanently excluded from the school. The result of the off-site provision benefitted 2 of the 3 positively as two of the students are now in Further Education on BTEC courses, whereas the other student has not finished his studies.</p> <p>3 students were placed on offsite provision in order to avoid permanent exclusions in Y11. 2 of the students were PPG students and 2 achieved their expected grades and are now in Further Education following courses in A levels and BTEC. Unfortunately the third student did not complete his course and is currently a NEET. Little Ilford School is working with the family to provide some training.</p>	£35,750	High Continue with the programme.

		<p>Progress and behaviour are monitored very closely by the Pastoral team.</p>			
<p>Provide basic food ingredients to allow all students to take part in practical lessons.</p>	<p>Food Tech – ingredients</p>	<p>To enable all students to fulfil examining board's requirement in Food Technology by providing ingredients to those who struggle financially.</p> <p>To engage students with the practical element.</p>	<p>Attainment of students have improved in Food Technology. There has been an 8% raise on the number of students with 21/24 KS2 Average Grades getting grades 7-9</p> <p>Of a total of 31 PPG students in Food Technology- 13% have met their FFT target. 26 % of PPG students have gained grade 4-9 and 6 % of PPG students have gained grade 7-9.</p>	<p>£1,000</p>	<p>High</p> <p>Continue to monitor numbers and grades achieved at GCSE.</p> <p>Invite more professionals into lessons to work with students so they can relate to the real world of work.</p> <p>Targeted intervention for PPG students with TA support.</p> <p>Purchase resources that can stretch HPAs.</p>

<p>To create a positive learning culture in the school.</p> <p>To motivate students to participate in all areas of the school including extracurricular.</p> <p>To motivate students</p> <p>To recognise and praise outstanding behaviour, leadership and attitude.</p>	<p>Student Rewards and Hospitality</p>	<p>To encourage more positive behaviour from PPG students so that the difference in positive points between PPG and Non-PPG students decreases.</p> <p>To increase the opportunities for students to be praised throughout the year including protocol has been implemented from September 2018 to further impact on this area.</p>	<p>There has been a 50% increase in the number of praise points given to students.</p> <p>Strategies like termly praise assemblies, form of the week and student of the week continue to motivate students.</p> <p>Parents receive a text every time these points are awarded to ensure they are aware of their child's progress.</p> <p>Students save points to cash them for items at the end of the year and at least 40% of all students were eligible for a prize during the year</p> <p>Students were rewarded for actions outside of the classroom via the RESPECT stamps which led to improved figures as well as a positive attitude in corridors and gave all members of staff an opportunity to reward students</p> <p>Student voice led on which prizes were awarded - students had at least 5 choices per category</p> <p>There has been a praise reward trip too for top students in each year group.</p>	<p>£2,448</p>	<p>High</p> <p>Continue with strategy and the use of RESPECT and DISRESPECT stamps.</p>
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<p>Ensure all students have access to uniform and equipment regardless of background.</p> <p>To give Pupil Premium students an opportunity to travel to another country and develop independence.</p>	<p>Social inclusion support / Hardship Fund</p>	<p>To facilitate social inclusion.</p> <p>To provide support to students who experience hardship with uniform and equipment so that they are encouraged to attend school.</p> <p>To enable participation on educational visits abroad.</p>	<p>There has been very little need to use this fund. Pastoral teams have bought a full uniform, a shirt, and one pair of shoes. This helped students to be more confident and part of the school, so more happy to attend school and more ready to learn.</p> <p>Fund was also used to subsidise educational visit to Berlin for PPG students.</p>	<p>£6,000</p>	<p>Middle</p> <p>Continue to use fund on a discretionary basis.</p> <p>Make Hardship Fund Application easier for parents to complete and apply.</p>
<p>Create availability for students to have 1:1 or small group mentoring (behaviour/emotional/academic), reading intervention or English/Maths intervention</p>	<p>Over-staffing allowing for both tutors and mentors</p>	<p>Use staff who are under timetable to offer mentoring and other interventions to support students with their behaviour, emotions and academic progress, including reading or English/Maths intervention.</p>	<p>There has been a whole school approach to mentoring for targeted students to improve their organisation, academic focus and develop emotionally with the support of teachers/TAs. The impact so far has been very positive, with students improving their organisational skills and confidence, particularly in years 7 and 8. Yr10 and Yr11 students have had support also with organisation of exam revision, writing personal statements and with college applications.</p>	<p>£58,000</p>	<p>High</p> <p>Ongoing.</p> <p>Pastoral teams to conduct monitoring of mentoring sessions. To ensure students' attendance to these sessions.</p> <p>Assess progress of students in each area termly.</p>

			Targeted students are also supported with 1-1 or small groups reading support or English/Maths interventions.		
Increase in enjoyment in Maths via team teaching, inspire HPAs and overcome students' anxiety/fear of maths	Employing Bobby Seagull	To create a passion about learning and about mathematics in all students. To motivate targeted students including High Prior Attainers by having support from high profile mathematician, Bobby Seagull (Maths Teacher, Published Author and TV/Radio personality).	Bobby has supported maths team-teaching across all year groups, has facilitated investigations beyond the curriculum, delivered 'Masterclass' sessions during lunchtime for targeted students at least 50% of which will be pupil premium students. At the start of Year 11 no female students had a grade grade 7 but after having an intervention session with Bobby 3 female students made an increase of two grades to a grade 7. In addition to that, 15 female students improved by one grade from the start of year 11 to the end after intervention session with Bobby. In addition, 6 students met their FFT20 target and 10 students exceeded their FFT20 target. Bobby has also worked with students at our feeder schools.	£7,000	High To continue with assemblies booked in with PALs to cover maths fear/anxiety. Monitor attendance of students to masterclasses and other workshops. Continue with talks/workshops with feeder schools. Working with High Prior Attainers through the scholars' club. 2 workshops lunch time Staff and Student feedback will be taken to monitor his impact.

					Total budgeted cost	£162,663
iii. Other approaches						
Desired outcome	Chosen action / approach	Strategy and rationale	Evaluation	Amount spent	Impact and next steps	
To give students opportunities to work with local businesses.	East London Business Alliance (ELBA) membership	To motivate students by having access to work from high profile business and corporation and by having motivational and aspirational talks in assemblies.	Selected students visit businesses and corporations such as BCHS, City Bank, T-Rowe Price, Morgan Stanley, etc. in Canary Wharf for workshops, mainly Careers School students in Yr8. Motivational speakers from ELBA also deliver motivational assemblies to students.	£2,500	Middle-High Continue with strategy. Select students in Yrs10 and 11 who are at risk of becoming NEETs and find a support programme from ELBA.	
Improve students' writing and reading skills. Develop skills such as teamwork, leadership and confidence. Raise pupils' aspirations and	Debate Mate Subscription	To develop students' extended writing skills for new GCSE through debating. To boost students' confidence and ability to speak in public in assemblies and in Debate Mate competitions.	Through Debate Mate, students have had the opportunity to be coached by undergraduate students from Russell Group universities. This, as well as the contact and competition with students from different schools, helped raise their aspirations. Students led assemblies and discussed their experiences with other students to evaluate the benefits of debating. Students are generally more articulate and find it easier to produce pieces of extended writing.	£1,000	Medium Feedback from judges following competitions. At the end of the programme students to complete an evaluation.	

<p>expectations through sustained contact with successful university students</p>					
<p>To provide all students to continue learning an instrument or taking up a new one.</p>	<p>Music Peripatetic staff</p>	<p>To enable all students to have the opportunity to continue learning their instrument. To use Peripatetic teachers to support GCSE lessons.</p>	<p>Music GCSE results have improved and 46% of PPG students achieved a grade 4-9 compared to 38% Non-PPG. Numbers of students taking the GCSE have been increasing each year. Several of our students performed for the Queen and Commonwealth delegates and featured in the Queen’s Speech at Christmas 2017. Peripatetic lessons for KS3 take place during lessons and for GCSE students are taking place during music class time to reduce impact on other subjects. There is a waiting list is also in place to replace students not making enough progress or not attending regularly.</p>	<p>£49,000</p>	<p>High</p> <p>To raise the profile of the department through peri teachers - diversifying the curriculum. To use instrumental lessons as a way to increase the numbers of students taking GCSE Music. Monitor more closely attendance to instrumental lessons. Informing parents when lessons are missed.</p>

					<p>Increase numbers of students taking up instruments.</p> <p>To provide access to instruments to students to practise at school.</p> <p>To explore ways to loan struments to students so that they can practise at home.</p>
<p>Improve students' teamwork skills and peer working relationships.</p> <p>Raise students' confidence and resilience through challenges set in fun extracurricular settings.</p> <p>Produce independent learners through a varied range of activities that</p>	<p>Enrichment projects, clubs and teams.</p>	<p>To improve students' team working skills and raise confidence and resilience through fun enrichment projects and activities. To develop students' Independence through extra-curricular clubs.</p> <p>To provide a broad range of clubs to allow equality for students of all groups to also take part in school based activities to develop their wider skill set for the future, providing an</p>	<p>Enrichment projects and clubs are well attended, especially the Comic Club and sporting activities. Student access to clubs is increasing and they are becoming more independent as they get involved in the different projects and activities.</p> <p>Students say attending clubs improve their personal wellbeing (Health & Happiness).</p> <p>Reviews of clubs are conducted twice yearly and intake is monitored on a more regular basis.</p>	<p>£14,400</p>	<p>High</p> <p>Monitor the number and range of clubs, especially in light of student needs.</p> <p>Evaluate clubs from both staff and student perspectives.</p> <p>Effective planning of next steps to improve clubs and enrichment offer based on the evaluations.</p> <p>Monitoring of the number of students in</p>

<p>focus on developing the independence of students. Widen students whole-child experience through a broad range of clubs and enrichment activities</p>		<p>effective whole-child experience.</p>			<p>clubs and club take-up. Showcasing and regular sharing of success and outcomes from clubs and enrichment activities.</p>
<p>Students entitled to Pupil Premium will have access to further sports opportunities and higher standards of coaching and competition. This will develop the whole student while improving their ability within</p>	<p>Extra-curricular Physical Education – to improve the opportunities available in sport. Physical Education for students who perform at a high level in certain sports and activities.</p>	<p>Improve the behaviour and learning of students across their subjects of study through motivation provided by this opportunity. To improve footballing ability to ensure students are preparing themselves for practical performance assessment in GCSE Physical Education. To reduce the barriers students face in taking</p>	<p>15 students had access to the Joe Hart Soccer Tournament - a 4 day visit on a residential trip to take part in a football tournament of a high standard. All students have maintained a keen interest in the sport of football and continue to represent the school when fixtures are played. Students had and took opportunities to improve social skills when meeting new groups of people. The trip was successful as it the initial requirements from the organisers were met e.g. all fixtures fulfilled and 2 students selected to</p>	<p>£10,000</p>	<p>Middle Ensure the more able students from the year 7 football team attend the trip. To use the Hardship Fund. Track attendance of the selected students at extracurricular football club and how often they represent the school in national and borough fixtures.</p>

<p>the sport of football.</p>		<p>part in highly competitive sport. Purchase new Year 7 and Year 8 football team kit to ensure students are well prepared. The 2018 GCSE results show that there is no significant difference in Physical Education exam outcomes between Pupil Premium and non-Pupil Premium. For non-Pupil Premium students, a higher percentage of students met their target with 35% compared to only 17% of Pupil Premium students. However, Pupil Premium students achieved a higher grade 4-9 percentage with 33% compared to 23%. For grade 7-9, Pupil Premium students also out-performed non-Pupil</p>	<p>represent a HD Sportsworld Select XI to play against Shrewsbury Town Football Club U12s. Non PPG achieving more grade 9 to 4 than PPG students (60% and 42% respectively). PPG students did not have any FFT20 7-9 grades and, subsequently, did not achieve any.</p>	<p>To look into the possibility of introducing a full time basketball coach from the charity Greenhouse. To increase PE opportunities for disadvantaged students by paying staff to run extra clubs and go to fixtures. Allow PPG GCSE students better access to elite level sport and opportunities to use a higher standard of equipment. Raise the profile of PE with PPG parents, sport is regularly used as the vehicle to change deprived areas.</p>
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		Premium students with 11% compared to 6%.			
Ensure students have a range of valuable learning experiences and development of a range of skills leading to future careers/aspirations.	Careers School	To develop a range of skills, i.e. teamwork, leadership, etc. with students in years 7 and 8. Students to choose particular subjects to experience different careers-related learning.	As in previous years, this strategy has proven to be very successful and has a great impact on students' motivation and engagement. Careers School is the subject where fewest behaviour points are recorded. Careers School presentations at the end of the year show the fantastic work produced by students and the skills they have developed or gained.	£54,000	High Continue to use staff to create smaller Careers School classes as this will allow for small group teaching and a more hands on approach in all careers school subjects. To create more resources for hands on learning.
Total budgeted cost					£130,900
Total expenditure					£696,563