

# Pupil premium strategy statement & self- evaluation

1. Summary information					
School	Shirebrook Academy				
Academic Year	2019-2020	Total PP budget	£309,485	Date of most recent PP Review	
Total number of pupils	828	Number of pupils eligible for PP	331	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
E&M 4+	51% (PP National 44%)	72%
E&M 5+	25.0% (PP National 24%)	50%
Progress 8 score average	-0.45 (PP National -0.45)	-0.13
Attainment 8 score average	38.23 (PP National 36.54)	50.15

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Disadvantaged students do not engage as fully as other students in homework or independent learning designed to consolidate learning
B.	Evidence of a prevalence of fixed mind-set in disadvantaged students leads to lack of aspiration and underachievement. a) Students do not exhibit a range of learning habits in order to grow a powerful learning character (Building Learning Power) b) Students have lower aspirations and intrinsic motivation due to a lack of significant role models in the home, particularly to go in to higher attaining careers. c) Disadvantaged students are more likely than non-disadvantaged to miss learning through poor behaviour leading to isolation, fixed-term exclusion or permanent exclusion

<b>C.</b>	The vocabulary gap of disadvantaged students impacts on access to the curriculum, progress and attainment.	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance for disadvantaged students is below National other.	
<b>E.</b>	Lack of access to a wide variety of experiences beyond the taught curriculum can limit broader and contextual understanding and access to the curriculum.	
<b>F.</b>	Health and wellbeing factors negatively influence how disadvantaged learners access learning	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Disadvantaged students increase engagement in homework and independent learning (Barrier A)	Decrease in number of disadvantaged students receiving behaviour points for missed homework  Increase in attendance at 'why do it at home?' club.
<b>B.</b>	Reduce the gap between disadvantaged Shirebrook and national other in outcomes at GCSE for A8, P8, grade 4+ E&M & 5+ E&M (Barrier A,B,C)	Gaps narrower than 2019 which were: P8: -0.58 A8: -11.92 4+EM: -21% 5+EM : -25%
<b>C.</b>	Close the gap in attendance and PA between Disadvantaged at SBA and national other (Barrier D)	Overall attendance among Disadvantaged students improves from 93.5% in 2018/19 to 95%
<b>D.</b>	Reduce the number of fixed-term and permanent exclusions for disadvantaged students in order to close the gap between disadvantaged at SBA and national other. (Barrier B)	FEx for disadvantaged (instances) below 23.1% of disadvantaged student population (Nat ave). PEx at zero.

<b>E.</b>	Improve vocabulary of disadvantaged students to improve access to the curriculum (Barrier C)	of Disadvantaged students using similar levels of tier 2 and tier 3 vocabulary in written and oral contributions as 'other students'. Progress demonstrated in WRAT re-test outcomes for Disadvantaged students.
<b>F.</b>	Improve motivation of disadvantaged students to learn and achieve positive post-16 destinations (Barrier B,D)	Student voice and behaviour records show levels of attendance & net behaviour points in line with non-disadvantaged.  Proportion of disadvantaged students progressing to Level 3 courses and higher level apprenticeships in line with non-disadvantaged.
<b>G.</b>	Improve health and well-being of disadvantaged students (Barrier D,F)	Referrals to counsellor, Mental Health First Aid and MY Concern records show no significant difference between disadvantaged and non-disadvantaged.  Attendance of disadvantaged students in line with other students.
<b>H.</b>	Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum (Barrier E)	Disadvantaged participation in visits and extra-curricular activities in line with non-disadvantaged

## 5. Planned expenditure

Academic year

2019-20

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

### i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve outcomes at A8, P8 and in English & Mathematics at 4+, 5+ and 7+ measures (Barrier A,B,C)	Ensure disadvantaged students that are targeted 5+ have extra support in class and via mentoring & coaching	At GCSE 4+ and 5+ EM in 2017, the gap between Disadvantaged & National Other was wider than national average. These outcomes improved in 2018 and 2019 to be narrower than national average, significantly so at 4+EM and A8 and is in line at P8. However, there is more to be done to narrow the gaps further, particularly for HPA students. Disadvantaged students placed in appropriate with extra focus from TLR holders and teachers will accelerate progress.	<ol style="list-style-type: none"> <li>1. Disadvantaged Champions, HoDs and HoYs monitor progress.</li> <li>2. Disadvantaged progress on meeting agendas and reviewed after every assessment point.</li> <li>3. Quality Assurance with focus on Disadvantaged</li> </ol>	TY NS JSA	Termly Disadvantaged Champion meeting with SLT.  Analysis of Disadvantaged progress after every assessment point. HoD to review progress.

<p>Improve the effectiveness of staff in teaching Disadvantaged students in all year groups (Barriers A,B,C,E)</p>	<p>Disadvantaged Champions lead in each department, using guidance from WA and EEF Toolkit.</p> <p>Staff required to maintain class profile identifying Disadvantaged students in seating plans and data tables.</p> <p>Consistently Effective Teaching (CET) Team to develop CPD on improving vocabulary</p> <p>CET period for all teaching staff</p>	<p>EEF Toolkit provides evidence base for impact of key strategies. Improving quality of L&amp;T via these strategies is central to improving outcomes. EEF toolkit and Sir John Dunford explain that the most important factor in raising achievement for all students is the quality of Teaching and learning. The Sutton Trust states ‘for Disadvantaged students the difference between a good teacher and a bad teacher is a whole year’s learning’.</p> <p>Strategies to close the vocabulary gap outlined by Alex Quigley (2018).</p>	<ol style="list-style-type: none"> <li>1. Whole school and departmental CPD</li> <li>2. MRE schedule</li> <li>3. Disadvantaged Champions intent, implementation and impact meetings to SLT</li> <li>4. Monitoring of Department Minutes</li> <li>5. Data collection analysis</li> </ol>	<p>WA LWO Disadvantaged Champions</p>	<p>Termly Disadvantaged Champion meeting with SLT.</p> <p>Analysis of Disadvantaged progress after every assessment point. HoD to review progress.</p>
<p>Improve motivation, ambition and therefore progress of HPA Disadvantaged students (Barriers A,B,C,E,F)</p>	<p>Disadvantaged HPA monitoring</p> <p>Programme of visits and raising aspirations activities</p> <p>Y10 HPA disadvantaged students receive early 1:1 IAG for post 16.</p>	<p>Raising aspirations visits and activities take place each year for all year groups.</p> <p>Y9 disadvantaged students received 1:1 IAG prior to selecting GCSE options. This has resulted in aspirational choices.</p>	<p>Monitoring of student attendance at raising aspiration activities</p> <p>Positive discrimination towards Disadvantaged students in intervention groups</p>	<p>WA TH</p>	<p>Termly monitoring of attendance at raising aspirations activities and visits.</p>

<b>Total budgeted cost</b>					£119,425
<b>ii. Targeted support</b>					
<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Improve outcomes at A8, P8 and in English &amp; Mathematics at 4+, 5+ and 7+ measures Disadvantaged students have personalised support in subjects (Barrier A,B,C)</p>	<p>HoY and HoD make disadvantaged a priority analysing their performance and designing personalised interventions.</p> <p>Personalised interventions are supported by the Raising Achievement Group (RAP) specifically for Core subjects.</p> <p>A wide variety of interventions are available to fit the needs of the students; Boost Your Grade extra lessons; Compulsory P7; Form Time focus groups; parental Meetings – how to help your child, Weekend and holiday classes, Homework Clubs</p>	<p>The RAP group helped target students in 2018/19 with some effect. 2019/20 will have an increased focus on HPA disadvantaged students.</p> <p>Interventions are more effective when carefully targeted to key students and specific gaps / barriers. John Dunford speaks about the need for ‘Forensic Personalisation’ This is especially true to disadvantaged students. Leaders, Teachers, Tutors, and behaviour and attendance support work together to meet the individual needs of disadvantaged students</p>	<p>1. Calendared RAP meetings with key staff attending  2. Progress &amp; Achievement Meetings held after each data collection to review progress of target students  3. QA  4. Data Collections</p>	<p>Core HoD  JSA</p>	<p>At each data collection meeting At each RAP meeting</p>
<b>Total budgeted cost</b>					<b>£37,924</b>
<b>iii. Other approaches</b>					

<b>Intended Outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve disadvantaged Attendance (Barrier D,F)	Increase of in school support for attendance, beyond the work of the Academy's EWO. The EWO will lead robust systems and extra support including School Attendance Panels, in school interviews and rewards to help support disadvantaged students to improve their attendance and motivate them to attend every day.	The NFER briefing on raising performance of disadvantaged pupils states 'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school'	<ol style="list-style-type: none"> <li>1. Close monitoring of attendance</li> <li>2. Calendaring Rewards Assemblies</li> <li>3. Calendaring School Attendance Panels</li> <li>4. Monitoring all actions are completed through HoY meetings</li> </ol>	NS KP Pastoral Leaders HoY	Half termly
Maintain good behaviour across the school in particular reducing the over representation of disadvantaged students in isolation, seclusion and FEx. (Barriers A, B and D)	Continued staffing and funding of BASE & GROW in house Alternative Provision for KS3 and 4.  Behaviour & rewards systems maintained and strengthened following consultation with students, staff and parents.	Exclusions for disadvantaged students at SBA are in line with national average. Rates of repeat exclusions are lower at SBA than for all schools nationally (- 0.92%) and significantly lower than for similar schools (-2.88%). This indicates that our current systems are at least partly effective but can be further strengthened, especially for disadvantaged students who are still over represented in	<ol style="list-style-type: none"> <li>1. Weekly behaviour meetings with the BASE team.</li> <li>2. Permanent agenda item at SLT and HoY meetings</li> <li>3. On call and isolation staffed for every lesson and covered internally.</li> <li>4. SIMS statistics</li> <li>5. Exclusion statistics</li> </ol>	NS HoY	Weekly

		negative behaviour incidents. BASE and Alternative Provision packages have supported students at risk of PEx to complete Y11 and achieve positive post-16 destinations			
Increase student motivation, challenge fixed mind-set and raise self-aspiration (Barriers B)	<p>Promote message of growth mind-set and aspiration through assemblies, speakers and regular reference to Building Learning Power strands</p> <p>Disadvantaged Support Fund provides £50 for each Disadvantaged student to access visits and to help with uniform and equipment</p>	Limited research available in the UK however Stanford University study of students in Chile showed 'growth mind-set tempers the effects of poverty on academic achievement' Student voice and behaviour records show that students attending these groups and accessing visits have improved levels of attendance, reduced behaviour points and stronger engagement in school life and higher aspirations.	<ol style="list-style-type: none"> <li>1. Effective targeting of students by HoY</li> <li>2. Time to complete set tasks</li> <li>3. Time to plan tasks for students</li> <li>4. Monitoring of the quality of delivery by HoY</li> <li>5. SIMS statistics</li> <li>6. Attendance statistics</li> <li>7. Review of BLP across the curriculum</li> </ol>	<p>NS HoY</p> <p>LN</p>	Termly
All disadvantaged have access to a wide variety of experiences (Barrier E)	<p>Use disadvantaged funding to subsidise educational visits and residential experiences.</p> <p>Encourage disadvantaged to take part in extracurricular activities</p>	<p>Research directly linked to the impact of educational visits is not conclusive however the EEF toolkit considers outdoor education visits: 'overall studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence'</p> <p>Research from Sutton Trust</p>	<ol style="list-style-type: none"> <li>1. Monitoring of student entitlement in journals</li> <li>2. Department monitoring of attendance at extracurricular activities</li> </ol>	<p>WA Disadvantaged Champions</p>	Half termly

	Develop systems to monitor and reward attendance at extra-curricular activities	suggests that disadvantaged pupils are less likely to participate in extracurricular activities compared with their more fortunate peers. Our own evidence suggests students taking part in visits and extracurricular activities improves their learning and motivation in school			
Disadvantaged students have the resources needed to be successful (Barrier A)	Disadvantaged money to provide resources necessary for success e.g. revision guides, calculators etc.	Disadvantaged students in previous year groups have made clear how important it is that they are given resources to enable them to achieve	1. Monitoring of department requests to support disadvantaged students	WA	Half termly
Help to improve student mental health (Barrier B, D, F)	Provide counselling via Mansfield Mediation, anger management support, alongside Mental Health Champions and pastoral leaders and a Full Time Dedicated Safeguarding Lead	Mental Health issues have increased over the past three years. The Academy has created an effective system to support students mental health- in particular disadvantaged students (that make up a large proportion of this cohort). The pastoral team will help students and direct them to the best support.	1. Employment of key staff 2. Budget to pay for key staff & Mansfield Mediation 3. Timetabling of their roles 4. Feedback to SLT 5. My Concern records (Safeguarding database) 6. Attendance data	LW Pastoral leaders	Half termly
<b>Total budgeted cost</b>					<b>£152,419</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018-2019</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria?</b> (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Increased staffing in English and Maths.</p> <p>Employ Subject Consultants for English and Maths 2 days per week.</p> <p>Ensure Disadvantaged students are placed in appropriate sets.</p> <p>Ensure disadvantaged students that are targeted 7+ have extra support in class and via mentoring &amp; coaching</p>	<p>Improve outcomes at A8, P8 and in English &amp; Mathematics at 4+, 5+ and 7+ measures</p>	<p><b>Cohort 2019 Outcomes</b></p> <table border="1" data-bbox="689 150 1532 590"> <thead> <tr> <th></th> <th>Non Dis</th> <th>Dis</th> <th>Gap</th> <th>Gap PP to 2019 nat other</th> <th>Gap to Nat dis</th> <th>2019 Nat other</th> <th>2019 Nat Dis</th> </tr> </thead> <tbody> <tr> <td>9-7 in E&amp;M</td> <td>15</td> <td>2</td> <td>-13</td> <td></td> <td></td> <td>-</td> <td>-</td> </tr> <tr> <td>9-5 in E&amp;M</td> <td>51</td> <td>25.0</td> <td>-26</td> <td>-25</td> <td>+1</td> <td>50</td> <td>24</td> </tr> <tr> <td>9-4 in E&amp;M</td> <td>73</td> <td>51</td> <td>-22</td> <td>-21</td> <td>+7</td> <td>72</td> <td>44</td> </tr> <tr> <td>A8</td> <td>48.35</td> <td>38.23</td> <td>-10.12</td> <td>-11.92</td> <td>+1.69</td> <td>50.15</td> <td>36.54</td> </tr> </tbody> </table> <p>Disadvantaged students at SBA improved more quickly than disadvantaged nationally so that gaps with advantaged students nationally are slightly narrower than average at 5+EM and A8 and significantly narrower at 4+EM.</p> <p>EBacc take up and outcomes for Disadvantaged students are in line with the whole cohort indicating the curriculum does not discriminate against disadvantaged students.</p>		Non Dis	Dis	Gap	Gap PP to 2019 nat other	Gap to Nat dis	2019 Nat other	2019 Nat Dis	9-7 in E&M	15	2	-13			-	-	9-5 in E&M	51	25.0	-26	-25	+1	50	24	9-4 in E&M	73	51	-22	-21	+7	72	44	A8	48.35	38.23	-10.12	-11.92	+1.69	50.15	36.54	<p>This will continue to be a main focus for this year. High quality teaching and learning will have the biggest impact on outcomes for students in school especially disadvantaged students.</p>	<p>£170,573</p>
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Disadvantaged Champions lead in each department, using guidance from WA and EEF Toolkit. Staff required to maintain class profile identifying Disadvantaged students in seating plans and data tables.	Improve the effectiveness of staff in teaching Disadvantaged students in all year groups	Disadvantaged champions provided timely support and guidance to departments throughout 2018/19 resulting in a reduced gaps in several departments. Progress of disadvantaged students was regularly discussed during departmental meetings continuing to raise the profile of disadvantaged students.	The role of the disadvantaged champion within departments will continue to be embedded within 2019/20. This role ensures disadvantaged students remain a key focus for departments.	
Disadvantaged HPA monitoring Programme of visits and raising aspirations activities Access Project provides HE mentor	Improve motivation, ambition and therefore progress of HPA Disadvantaged students	Disadvantaged students had equal access to opportunities designed to raise aspiration. Additional focus on ensuring Y11 receive 1:1 careers guidance meetings early in the academic year. Y10 HPA disadvantaged students have also received 1:1 career guidance meetings. 1:1 careers interviews have taken place with 26 Y11 (of 36 disadvantaged Y11 students). This number includes all 8 HPA disadvantaged students.	The programme of additional support to raise aspirations will continued in 2019/20	
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>HoY and HoD make disadvantaged a priority analysing their performance and designing personalised interventions.</p>	<p>Improve outcomes at A8, P8 and in English &amp; Mathematics at 4+, 5+ and 7+ measures</p>	<p>Outcomes as outlined above</p>	<p>Personalised interventions will continue during 2019/20.</p> <p>For after school sessions to be successful the barrier of transport must be removed.</p>	<p>£37,000</p>
<p>Disadvantaged students have personalised support in subjects</p>	<p>Personalised interventions are supported by the Raising Achievement Group specifically for CORE subjects. A wide variety of interventions are available to fit the needs of the students; Boost Your Grade extra lessons; Compulsory P7; Form Time focus groups; parental Meetings – how to help your child, Weekend and holiday classes, Homework Clubs</p>	<p>Improvements have been made in the progress of disadvantaged students receiving coaching and interventions with large proportions improving or maintain their predicted outcomes.</p>		
<p><b>iii. Other approaches</b></p>				

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria?</b> (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>															
<p>Increase of in school support for attendance, beyond the work of the Academy's EWO. The EWO will lead robust systems, but extra support of School Attendance Panels, in school interviews and rewards will help to support disadvantaged students to improve their attendance and motivate them to attend every day.</p>	<p>Improve disadvantaged Attendance</p>	<p>Disadvantaged attendance for 2018-19 is above national average for disadvantaged (93.5% v 92.2%).</p> <table border="1" data-bbox="694 355 1525 794"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Attendance Dis by wk 39</td> <td>94.0</td> <td>93.5</td> </tr> <tr> <td>Attendance non-dis by wk 39</td> <td>96.8</td> <td>96.8</td> </tr> <tr> <td>Attendance Dis by end of the year</td> <td>94.0</td> <td>93.5</td> </tr> <tr> <td>Attendance non-dis by end of the year</td> <td>96.7</td> <td>96.8</td> </tr> </tbody> </table>		2017-18	2018-19	Attendance Dis by wk 39	94.0	93.5	Attendance non-dis by wk 39	96.8	96.8	Attendance Dis by end of the year	94.0	93.5	Attendance non-dis by end of the year	96.7	96.8	<p>The role of the EWO and pastoral leasers will continue to be used to support disadvantaged students.</p>	<p>£115,000</p>
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<p>Continued staffing and funding of BASE &amp; GROW in house Alternative Provision for KS3 and 4. Behaviour &amp; rewards systems maintained and strengthened following consultation with students, staff and parents.</p>	<p>Maintain good behaviour across the school in particular reducing the over representation of disadvantaged students in isolation, seclusion and FEx.</p>	<p>The majority of students accessing alternative provision activities continue to be disadvantaged. The number accessing is in line with 2017/18.</p> <table border="1" data-bbox="689 240 1529 756"> <thead> <tr> <th></th> <th>2018/19 Academic year</th> <th>2017/18 Academic year</th> </tr> </thead> <tbody> <tr> <td>BASE:</td> <td>37 out of 55 total (67%)</td> <td>38 PP out of 52 (73%)</td> </tr> <tr> <td>Grow3:</td> <td>16 out of 24 total (67%)</td> <td>21 PP out of 31 (68%)</td> </tr> <tr> <td>Grow4:</td> <td>14 out of 20 total (70%)</td> <td>14 PP out of 23 (61%)</td> </tr> <tr> <td>Forest School:</td> <td>35 out of 56 total (63%)</td> <td>39 PP out of 63 (62%)</td> </tr> <tr> <td>Overall:</td> <td>77 out of 117 total (66%)</td> <td>88 out of 136 (65%)</td> </tr> </tbody> </table>		2018/19 Academic year	2017/18 Academic year	BASE:	37 out of 55 total (67%)	38 PP out of 52 (73%)	Grow3:	16 out of 24 total (67%)	21 PP out of 31 (68%)	Grow4:	14 out of 20 total (70%)	14 PP out of 23 (61%)	Forest School:	35 out of 56 total (63%)	39 PP out of 63 (62%)	Overall:	77 out of 117 total (66%)	88 out of 136 (65%)	<p>The AP provision plays a pivotal role in supporting students at risk of becoming permanently excluded.</p>	
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<p>Promote message of growth mind-set and aspiration through assemblies, speakers and regular reference to Building Learning Power strands</p> <p>Intervention groups run during Form Time for key sub cohorts: HPA, Boys, Girls. Each group has minimum 50% disadvantaged representation.</p> <p>Disadvantaged Support Fund provides £50 for each Disadvantaged student to access visits and to help with uniform and equipment</p>	<p>Increase student motivation, challenge fixed mind-set and raise self-aspiration</p>	<p>All teachers received CPD to develop understanding of BLP learning dispositions.</p> <p>Teachers continue to promote message of growth mind-set and aspiration through assemblies, speakers and regular reference to Building Learning Power strands</p>	<p>Teacher engagement in BLP activities were strong at the beginning of the academic year gradually reducing over the year. For this to have continued impact on learners this strategy must be continuous. For 2019/20 a member of the CET will be responsible for raising the profile further and ensuring regular engagement.</p>	
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<p>All disadvantaged have access to a wide variety of experiences</p> <p>Disadvantaged money to provide resources necessary for success e.g revision guides, calculators etc</p> <p>Provide counselling, anger management support, alongside employing 3 Mental Health Champions and a Full Time Dedicated Safeguarding Lead</p>	<p>Use disadvantaged funding to subsidise educational visits and residential experiences.</p> <p>Encourage disadvantaged to take part in extracurricular activities</p> <p>Disadvantaged students have the resources needed to be successful</p> <p>Improved student mental health</p>	<p>Disadvantaged students benefited from £8,414 additional support for uniform, visits and resources.</p>	<p>This will continue to be a main focus for 2019-20.</p>	
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Access Project – charity providing mentoring / 1:1 subject tutorials and university visits for target students	Improve proportion of Disadvantaged students aspiring to Russell Group University		Enrolled on programme	Receiving 1:1 tuition
		Total Y11	15	13
		Total Y10	16	9
		Y11 Disadvantaged	5	4
		Y10 Disadvantaged	10	5

## 7. Additional detail

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