

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Sir John Hunt CSC				
Academic Year	20/21	Total PP budget	£317,320	Date of most recent PP Review	12/17
Total number of pupils	735	Number of pupils eligible for PP	316	Date for next internal review of this strategy	09/21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.07	-0.07
Attainment 8 score average	39.6	43.38

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.	Low attainment on entry to the school, in particular in reading, writing and mathematical knowledge. KS1 APS -1.9, KS2 APS -2.0 – compared to national levels
B.	Yr. 7 PP students starting points from baseline data shows gaps in learning and subject knowledge
C.	Higher proportion of boys (57%) compared to girls, boys writing historically has been an area for improvement for all our feeder primaries
D.	Significantly number of PP students also present with emotional and social difficulties
E.	PP students in particular lack resilience and will often give up at the first step if they perceive that they have “failed”
F.	Lack of aspiration to achieve potential, especially in yr 11 when they will “accept a grade 4” if they pursue a vocational pathway
G.	Key cohort of 15 – 20 students every year on entry are not “secondary ready”
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	

H.	Lack of parental support (only 30% of parents attended parents evening)
I.	Higher than average absence rates for PP students compared to national
J.	Lack of aspiration in the community to value education (30% of people in the local area have no qualifications compared to 20% in SW)
K.	30% of student population are living in poverty in the local area, compared to 15% across the SW. Child wellbeing index for local area is 64.4% compared to a SW average of 7.9%
L.	Approximately 70% of students regularly come to school without breakfast (health survey)
M.	Lack of cultural capital and limited experience to draw upon to support curriculum knowledge
N.	All students have missed almost 6 months of school education due to Covid.
4. Intended outcomes (specific outcomes and how they will be measured)	
	Success criteria
A.	High levels of progress in reading and writing for all pupils eligible for PP and equality of progress for all pupils
B.	High levels of progress in mathematical knowledge for all pupils eligible for PP and equality of progress for all pupils
C.	A curriculum intent that ensures all students have an entitlement to a broad and balanced curriculum that ensures they have knowledge, skills and attributes that support future learning and employment.

PP pupils in KS3 make equal progress in English compared to non PP students
Identify clear areas where gaps exist in reading from KS2 to Yr7 in particular identifying details, make and explain inferences and the meaning of words in context. Ensure SOL are reviewed to account for this
Review impact of the curriculum changes to English following NLE action plan
Introduction of NTG reading test for cohort 25
Introduction of Bedrock to support C-band students

PP pupils in KS3 make equal progress in Maths compared to non PP students
Identify clear areas where gaps exist in reading from KS2 to Yr7 in particular measurement, fractions, ratio and proportion. Ensure SOL are reviewed to account for this. Use baseline data to identify and address gaps
Review impact of the curriculum changes to Maths following subject review

PP students to have high quality work placements in Yr10 or enhanced employment programme
Zero NEET target for end of KS4
Low absence rates for PP students
Equal participation for OSHL and enrichment

5. Planned expenditure

Academic year	2020-21
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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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reduced class sizes across all core subjects	Improve reading, writing and mathematical knowledge across the college with PP students to be in line with non-PP and for improved outcomes for all.	Education Endowment Foundation Toolkit suggests +3 months progress. Smaller class sizes allow more intervention and modified teaching strategies to be in place	Monitoring of action plan and the full implementations and monitoring of the college Development Plan. Quarterly Progress report to governors	Curriculum Leaders (CL's) for Core and link SLT	Feb 21
Improve outcomes in English: <ul style="list-style-type: none"> • Extra curriculum time dedicated to English at KS3 • Commission literacy consultant to support CL for English • Baseline data to identify starting points for Yr. 7 • Provision to support reading in Yr7 (Bookbuzz) • Introduction of tutor reading programme for years 7-10 • Introduction of NGTP for Yr7 • Introduction of Bedrock for identified cohort with a view to roll out Large scale 2021-22 	Improve reading and writing for all students to be better prepared for future exams.	Education Endowment Foundation Toolkit suggests +6 months progress. Opportunity to better identify gaps in language, reading and writing to ensure students are secure.	Implement NLE Action Plan to improve reading and writing Quarterly Progress report to governors	English CL & link SLT	Dec 20

<p>Utilising primary trained staff to deliver core & EBacc curriculum to low attaining students in Yr7 to ensure they are secondary ready.</p>	<p>Equality of access to the curriculum. Targeted intervention will improve their reading, writing, comprehension and mathematical knowledge and skills</p>	<p>Education Endowment Foundation Toolkit suggests +6 months progress for reading and comprehension strategies, +4 months for phonics intervention and +4 months for small group tuition.</p>	<p>Implementations and monitoring of the college Development Plan. Quarterly Progress report to governors</p>	<p>Curriculum Leaders (CL's) for Core and link SLT</p>	<p>Feb 21</p>
<p>Implement CPD offer that includes the Principles of Instruction to improve students learning “Do more, learn more, remember more”</p>	<p>Teachers to improve their own practice and to develop a range of teaching strategies to support students learning. Improve student's independence and resilience to learning.</p> <p>Staff to understand the cognitive psychology approach and how to improve their own teaching.</p> <p>Adapt the principles of instruction to support students to 'learn more, do more and remember more'.</p> <p>Staff to access TSSW CPD portal to support disadvantaged students</p>	<p>Education Endowment Foundation Toolkit suggests using Principles of Instruction and cognitive psychology approaches to teaching evidenced by +7 months Metacognition and self-regulation.</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged students'. EEF Guide to PP 2018/19.</p>	<p>BlueSky evaluation</p>	<p>JDU (Assistant Principal)</p>	<p>On-going</p>
<p>Team or KS3 & 4 Learning Mentors allocated to support targeted students. Including the provision of Masterclasses during school holidays.</p>	<p>Positive relationships with students to motivate them to academic success. Teachers can plan for additional adults to support learning. Reducing barriers to learning, especially with respect to completion of homework</p>	<p>Increased attendance to homework support, Masterclasses and after school provision. Education Endowment Foundation Toolkit suggests +5 months for homework support</p>	<p>Monitoring of attendance to sessions with targeted approach to PP. Monitored as part of quarterly data rounds. Student voice activities. Parental voice feedback</p>	<p>KWI (Assistant Principal) DST (Assistant Principal) RSL KS3&4</p>	<p>Quarterly Data rounds</p>

Dedicated Higher Level Teaching Assistants within all core subjects (3 – Maths, English & Science)	Positive relationships with students to motivate them to academic success. Teachers can plan for additional adults to support learning. Reducing barriers to learning, especially with respect to completion of homework. Small group extraction targeting gaps in knowledge	Education Endowment Foundation Toolkit suggests individualised instruction +3 months and small group tuition +4 months	Monitored as part of quarterly data rounds. Student voice activities. Progress meetings with CL's	Core CL's	Quarterly Data rounds
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Total budgeted cost £147,086

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provision to support students in after school learning opportunities via the Learning Café for KS4 & Homework Club for KS3	Reducing barriers to learning, especially with respect to completion of homework. Supporting students to become more independent learners. Providing opportunities for gaps in knowledge to be identified and supported.	Education Endowment Foundation Toolkit suggests +5 months for homework support	Monitoring of attendance to sessions with targeted approach to PP. Monitored as part of quarterly data rounds. Student voice activities. Parental voice feedback	KWI (Assistant Principal) DST (Assistant Principal) RSL KS3&4	Feb 21

<p>To provide targeted support to vulnerable students to help them overcome barriers to learning and reduce absence</p>	<p>Create capacity to allow the Pastoral Team to identify and support vulnerable students to overcome barriers to learning.</p> <p>Extensive work with EWO</p> <p>Implementation of catch up plans</p> <p>Engage and develop strong relationships with parents to reduce barriers to learning</p> <p>Ensure all focus groups (LAC, Service, disadvantaged, Young Carers) make equal progress</p>	<p>Health Survey 2019 highlights profile of needs and barriers that students face both inside and outside of the school</p> <p>Working with Whiteleigh Big Local to clearly identify needs (Big Local analysis 2018).</p> <p>Students present a wide range of social, emotional and health concerns that translate into barriers that impact on their ability to make progress. (Health report 18/19)</p>	<p>Monitored as part of quarterly data rounds.</p> <p>Weekly Team Around Child (TAC) Meetings</p> <p>Pastoral analysis quarterly reporting</p> <p>Quarterly Safeguarding report to governors</p>	<p>OMA (Assistant Principal – DSL)</p>	<p>Feb 21</p>
<p>Provision of dedicated Counselling service to prioritised students to support their mental health and wellbeing</p>	<p>Students are more resilient and empowered.</p> <p>Students Health and Wellbeing is supported and improved</p> <p>Students better equipped to overcome barriers to learning.</p> <p>Identify students who would benefit from targeted coaching/mentoring prior to exams to reduce stress and anxiety</p>	<p>Health Survey 2018 highlights profile of needs and barriers that students face both inside and outside of the school</p> <p>26+weeks waiting list to support vulnerable learners</p> <p>High proportion of Young Carers</p> <p>Emotional health & wellbeing issues have a detrimental effect on attendance</p> <p>Use Cindy Willcocks respected national mental health practitioner</p>	<p>Monitored as part of quarterly data rounds.</p> <p>Weekly Team Around Child (TAC) Meetings</p> <p>Pastoral analysis quarterly reporting</p> <p>Confidential feedback from service providers</p> <p>Student survey pre & post event</p>	<p>OMA (Assistant Principal – DSL) & Pastoral Team</p>	<p>Feb 21</p> <p>April 21</p>

<p>KS3 & 4 Interventions</p>	<p>Reducing barriers to learning, especially with respect to completion of homework.</p> <p>Supporting students to become more independent learners.</p> <p>Providing opportunities for gaps in knowledge to be identified and supported.</p> <p>Supporting students to be more responsible and organised for their own learning</p>	<p>High uptake to homework club and learning café. Learning café KS4 total 4250, PP 1965 vs non PP 2285</p> <p>Specific curriculum based platforms to support learning including Tassomai, GCSE Pod & Seneca support students out of school hours learning.</p> <p>Hegarty Maths introduction for October 19.</p> <p>Learning support from Learning Mentor total 5072, PP 1709 vs non PP 3363</p>	<p>Intervention recorded on SIMS and targeted for focus groups – reported at SLT meetings</p> <p>Parental and Student feedback</p>	<p>KWI (Assistant Principal) DST (Assistant Principal) RSL KS3&4</p>	<p>Feb 21</p>
<p>Alternative Provision</p>	<p>Provide a range of vocational experiences to teach basic skills, as well as employability, social and team building skills.</p> <p>Gain qualifications alongside their core (English, Maths, Physics, Biology, Chemistry and PE + 1 option subject) which enables them to progress to sixth form or College</p> <p>Improves confidence and self-esteem of individuals as well as the ability to develop their communication and teamwork</p>	<p>Approx. 15 students per cohort are guided with parental support to engage with this vocational based provision, which has succeeded, in breaking down barriers to learning by improving their attendance and enjoyment of school.</p> <p>The individual's health and wellbeing has improved as they have become more confident during their 3 year program of study.</p> <p>Low NEET figures for this vulnerable group with clear transition points for post-16</p>	<p>Subject reviews</p> <p>Exam analysis meeting</p> <p>Progress meetings</p> <p>Pastoral analysis</p> <p>Student voice</p>	<p>KWI (Assistant Principal) SSK (PACE CL)</p>	<p>Feb 21</p>
<p>Total budgeted cost</p>					<p>£223,082</p>

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Careers Support	<p>Careers Coordinator to create bespoke interventions for students, including workplace visits, HE visits and meaningful encounters with employers.</p> <p>Ensure disadvantaged students receive support in finding work experience placements</p> <p>CSW interviews are prioritised, with additional sessions for disadvantaged students when necessary</p> <p>Raising students' aspirations through personal development programme from Yr. 7-11</p> <p>Students have a positive experience of the workplace</p> <p>Raise student/parent aspirations</p>	<p>Fulfilling GATSBY benchmarks, achieving 5 from 8</p> <p>Working with Teach First - careers leader programme</p> <p>Careers HUB partnership as part of LEP board</p> <p>Low NEET Figures for school against locality baseline</p>	<p>Parent employer and student feedback</p> <p>SIMS intervention analysis</p> <p>SLT presentations</p> <p>Investor in Careers accreditation</p>	<p>KWI (Assistant Principal)</p> <p>SNE (Careers co-ord)</p>	Feb 20
Support for Catering Provisions	All KS3 students provided with ingredients for food technology lessons to ensure they are adequately prepared with full participation for all.	<p>100% participation in practical aspects of catering.</p> <p>Increasing students of healthy lifestyle choices</p>	<p>Parent & student feedback</p> <p>KS3 progress meetings</p> <p>Subject reviews</p>	<p>DST (Assistant Principal)</p> <p>SSK (PACE CL)</p>	Feb 20

<p>OSHL support including Enrichment</p>	<p>Enriching the curriculum offer to provide opportunities to support students' experiences</p> <p>Provide opportunities to develop cultural capital through the delivery of the curriculum by addressing knowledge gaps and enrichment opportunities</p> <p>Cultural capital developed through student conferences for KS3&4 students</p> <p>DofE opportunities open to all with a subsidised cost to ensure it is accessible</p>	<p>Many students' do not have the opportunity to develop their cultural capital outside of college life.</p> <p>EW is a vehicle to provide opportunities to all students' to enrich their experiences</p> <p>Curriculum field trips are fully funded to ensure full participation and barriers are removed</p> <p>Maximising bespoke enrichment opportunities to support the curriculum as well as the health and wellbeing of students (e.g. Rebel 1851)</p> <p>Evidence General Teaching Council (GTC). Key role in supporting attainment challenge and health and wellbeing of students Jan 2019.</p>	<p>Parent & student feedback</p> <p>OSHL reports to SLT</p> <p>Analysis of EW offers</p>	<p>MIC (Assistant Principal)</p> <p>PWH (OSHL Lead)</p>	<p>Quarterly analysis</p>
<p>Google Classroom</p>	<p>All students to use Google Classroom for homework and in preparation for home schooling again.</p>	<p>If College had to switch to remote learning all students would be able to access high quality learning. PP students will be less likely to fall behind if work is readily accessible for all.</p> <p>Provision of remote working IT support to PP student who lack the resources</p>	<p>Google Classroom action plan.</p> <p>Review student surveys about accessibility to IT to ensure the can access resources.</p> <p>Provide devices to all students who are not able to access.</p>	<p>GPE/ DST/ KWI/ JDU</p>	<p>Sept 20 & On-going</p>

Seneca analytics package	Allow students to identify gaps in knowledge and to offer additional “practice” to ensure knowledge and skills are remembered	National data to show impact of using Seneca by other successful school P8 +0.5	CL’s to be trained by Seneca and rolled out to all areas	JOG	Feb 21
Total budgeted cost					£36,114

6. Review of expenditure

Previous Academic Year

2019-20

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Funding of Learning Mentor & Core HLTA Team to provide high level interventions to support the curriculum</p>	<p>Positive relationships with students to motivate them to academic success</p> <p>Staff plan for additional adults to support learning</p> <p>Extended day via the Learning Café – providing a focused area for study, something which not all students have access to</p> <p>Increased motivation, attendance and reduced barriers to learning</p> <p>Additional Adults allocated across the Maths, English & Science departments to provide specific support to individuals and small groups</p> <p>CL's allocate staff to meet the needs of individuals based on termly data</p>	<p>Gap between PP & non-PP has not reduced significantly against local/national trends.</p> <p>High uptake from PP students compared to non PP</p>	<p>Team is being reduced to provide bespoke and targeted curriculum intervention for focussed groups based on accurate data</p> <p>We are increasing our portfolio of support available to students and not restricting it to the LM model resources being targeted at increasing teacher capacity and reducing class sizes and targeted intervention</p> <p>Need to secure predictions to ensure the right students are identified for intervention with a clear understanding in gaps in knowledge to ensure the correct approach is implemented effectively</p> <p>KS3 Learning Mentor has been a success and instrumental in a new approach and curriculum offer for Y7 based on a primary model moving forward</p> <p>Identified HLTA's & Mentors were carrying out admin tasks. A dedicated KS4 administrator was appointed</p>	<p>Learning Mentors £29,597</p> <p>HLTA's £34,740</p>

<p>Enhanced core subject support</p>	<p>Additional classes created at KS3 in core</p> <p>Reduction in class sizes to enable targeted interventions by a teacher</p> <p>Students making good progress and more confident with mathematics</p>	<p>Success criteria not fully met due to staffing changes and quality of education not being secure and consistent enough yet</p> <p>First year of C-band</p>	<p>Difficulty in recruiting core teachers to fulfil curriculum offer resulted in this aspect not being fully implemented for the full academic year</p> <p>Full recruitment undertaken to ensure approach is more secure moving forward to improve outcomes in core.</p> <p>All core CL's undertook the NPQSL, this is being rolled out to remaining middle leaders to improve the quality of middle leadership</p>	<p>£43,990</p>
<p>Dedicated primary trained teacher recruited to support C-band class in year 7</p>	<p>To create a primary model of provision to support those students working significantly below expectations in reading and mathematics</p> <p>To adapt the curriculum for the group: increasing the amount of curriculum time in English and mathematics; providing a thematic approach to the teaching of humanities and deploying one specialist science teacher to teach all science lessons</p> <p>To create a small group nurture ethos to support students' confidence, resilience and social skills</p> <p>To accelerate progress and close the attainment gap between C Band students and age related expectations</p>	<p>Progress of this group was tracked in Progress Meetings which took place after each 10 weekly data input prior to COVID-19 lockdown in March. The structure and delivery of the programme was extremely successful, as evidenced in DDIs and Learning Walks and the development of students' confidence resilience and social skills was of particular note.</p> <p>Progress in terms of attainment in English and mathematics was pleasing, as evidenced below:</p> <p>English - Term 3 input (EOKS4 predictions) 11 out of 14 students had a higher subject prediction than the CAT indicated GCSE most likely score.</p> <p>Mathematics - Term 3 input (EOKS4 predictions) 13 out of 14 students had a higher subject prediction than the CAT indicated GCSE most likely score.</p>	<p>The curriculum model and structure was effective and will be continued in 2020/21 – the only exception to this is that the humanities lesson will be taught by a subject specialist, rather than the English/maths primary trained teacher. This will bring an increased rigour and expertise to the humanities curriculum delivery and assessment.</p>	<p>C-band teacher £54,396</p>

<p>English Action Plan & Guided Reading Programme</p>	<p>To improve students' reading skills To develop students' enjoyment of reading</p> <p>To develop a meaningful reading culture, shared by students and staff</p> <p>To ensure that students read widely and often</p> <p>To develop students' understanding and use of Tier 2 vocabulary</p> <p>To ensure a calm and purposeful start to each school day</p>	<p>Students' reading skills will improve, as evidenced through NGRT data</p> <p>Following the introduction of the use of DAISI data and the new reading SOLs, the English team anticipated that all students would make progress in each area of reading following the intense focus on targeted reading intervention in lessons as well as a whole cohort focus on being able to make inferences from texts.</p> <p>The mid-year testing point in Jan 2020 indicated that students were making good progress and both PP and non PP students had shown clear improvements in their overall reading scores following a re-test of year 7 students.</p> <p>Students taught by the primary specialist made significant progress and PP students made up a significant portion of this group.</p> <p>The final reading test in the summer did not take place due to Covid 19 but had the school year progressed in the normal manner, progress would have been more evident at this final stage.</p> <p>In Jan 2020, the average reading test score for year seven was 62% whereas in September this has been 48%.</p> <p>Lower ability students taught by a primary specialist using the same approach increased their percentage by almost 50%.</p>	<p>The Literacy catch Up Programme has been successful with struggling readers and the English team will continue to use this again for 2020/21 but we will be offering it to struggling and non-fluent readers in year 7 and 8 where appropriate.</p> <p>We intend to continue to focus on improving reading using the new reading schemes of learning to target specific reading skills and then re-testing students three times a year in year 7 to view progress and to ensure they have fully grasped basic reading comprehension and can read for meaning.</p> <p>This year we hope to complete all three tests across the year to gain a more accurate insight into the impact of this approach.</p>	<p>English Action Plan £7500</p> <p>Guided Reading Resources £9,186</p>
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ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
KS3 & 4 Interventions including bespoke packages used to support students learning	<p>Interventions accessed to bridge gap</p> <p>Students making good progress and more confident with mathematics and English through use of Accelerated Reader/Maths</p> <p>Praise to have a higher profile and be valued by all students</p>	<p>Students were not making rapid enough gains in reading and writing</p> <p>Responded to student voice in re-working the implementation of the Praise Policy to ensure it is fit for purpose</p>	<p>Increase capacity and curriculum offer for English with an action plan to address reading as Accelerated Reader not having desired impact</p> <p>Increased the profile and “value” of praise and communicated this to parents and students whilst ensuring it is used affectively by all staff</p>	<p>KS3 £2,501</p> <p>KS4 £9,710</p>
<p>Pastoral Support capacity increased to support growth towards single PL per year group</p> <p>APL capacity increased in line with above changes</p>	<p>Create capacity to allow PT to identify and support vulnerable students to overcome barriers to learning</p> <p>Reduce the PA gap between disadvantaged and non-disadvantaged within school, as well as closing the national gap</p> <p>Parents engaged to support</p> <p>Create capacity to improve attendance for disadvantaged students</p>	<p>Absence levels change – total whole absence 6.54% PP whole school 7.96% non PP 5.44%</p> <p>PA change from 18/19 – total number of PA students 126 (137 (18/19) PP PA 76 (74 18/19), non PP PA50 (63 18/19)</p> <p>Introduction of catch-up plans to support students missed learning has started to have the desired impact</p> <p>Communication strategies to improve parental engagement has had positive affect and feedback (responding to Parental voice)</p> <p>PL’s are better equipped to support a reduced</p>	<p>Responding to the growth in pupil numbers by providing high quality Pastoral support to each cohort to reduce barriers to learning</p> <p>Increasing the capacity in the team has enabled the team to respond quicker to both external and internal pressures that have previously impacted on the quality of education and the student’s ability to learn</p> <p>Closer working links with new EWO including increased time allocation has enabled a more coordinated approach to supporting students and families</p>	£146,034

Counselling support	Pastoral staff to prioritise referrals based on need Improved attendance and attitudes to learning	A range of students have accessed this service targeted at improving their health and wellbeing reducing barriers to learning and improve attendance	Valuable service which is oversubscribed Great feedback from student and parent voice	£9,533
Alternative Provision	Provide a range of vocational experiences to teach basic skills, as well as employability, social and team building skills Gain a qualification alongside their core (English, Maths, Physics, Biology, Chemistry and PE) which enables them to progress to sixth form or College Improves confidence and self-esteem of individuals as well as the ability to develop their communication and teamwork	Full engagement by all students enrolled on the course Parental feedback is positive about their child's experiences Improved health & wellbeing of attendees Low absence rates for students previously at risk 100% pass and completion rates Enriched cultural capital opportunities for all attendees	Continued with same approach although courses are continuously reviewed to ensure that they meet the students' needs Level1/2 provision	£67,425

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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OSHL inc Trip & EW Subsidies	<p>All staff to be aware that funding is available to support visits</p> <p>Disadvantaged children can attend trips and visits</p>	<p>Student self-esteem and confidence has grown as a result of OSHL interventions</p> <p>Full participation to all College activities to support student cultural capital.</p>	<p>Outdoor Activities Coach was only working with a small number of students so it was felt that the funds could be better utilised to support more students. OSHL supported and staffed in a different way to enable the resources to be more effective.</p>	£8,500
Enhances Careers support	<p>Disadvantaged students receive additional support</p> <p>CSW interviews are prioritised, with additional sessions for disadvantaged students when necessary</p> <p>Students have a positive experience of the work place. Encounters with employers are meaningful and varied</p> <p>Ensure Sixth Form students have possible barriers to HE removed (NCOP)</p> <p>All students move on to positive destinations</p>	<p>Continue to have low NEET figure (less than 1%).</p> <p>Good transition into College, apprenticeships and 6th Form.</p> <p>Raising aspirations programme working the local HE Outreach, to raise the profile of attending HE.</p>	<p>Will continue to invest in careers and individual intentions for all year 11 students.</p> <p>Continue to work with City College to provide transition programme for learners that are more vulnerable.</p> <p>Review Post 16 options process.</p>	£17,987
Support for catering provisions	<p>All KS3 students provided with ingredients for food technology lessons to ensure they are adequately prepared with full participation for all.</p> <p>100% participation in practical aspects of catering.</p>	<p>100% participation in practical aspects of catering.</p> <p>Increasing students of healthy lifestyle choices</p>	<p>Commit and continue with this approach.</p>	£2,501

7. Additional detail

Plan a PP review for 2021-22 to ensure that we have provided high quality teaching that is effective for disadvantaged learners and that we are providing effective teaching for all.

Provide additional support to PP students if in a lockdown situation by either providing devices to access Google Classroom or textbooks and resources to ensure all barriers are removed.

