

Annex 2d - Pupil premium strategy statement (Secondary)

1. Summary information					
School	Debenham High School				
Academic Year	2020-21	Total PP budget (incl CIC)	£112,095	Date of most recent PP Review	July 2020
Total number of pupils	670	Number of pupils eligible for PP	95 <small>(Fiscal 20-21 allocation)</small>	Date for next internal review of this strategy	N/A

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5 9-4 incl. EM (2019-20 only)	85%	
% achieving expected progress in English / Maths (2019-20 only)	78%	
Progress 8 score average	0.88 (Provisional)	
Attainment 8 score average	55.8	

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

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	A number of PP students have low numeracy and literacy scores upon entry.
B.	A number of PP students have low levels of vocabulary and general knowledge which impact on “unseen” work and their level of resilience when meeting new and/or challenging work
C.	An group of students at KS3 and KS4 find independent study difficult

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Social and emotional issues for some students makes progress more difficult and is a barrier to attendance for a small number of pupils.
E.	Learning gaps, especially around examination preparation, literacy and numeracy as a result of the pandemic and home learning

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve the literacy and numeracy skills of those without functional ages. Ultimately to <ul style="list-style-type: none"> a) raise pupil attainment across KS3 and KS4 especially in Maths and English; b) build life skills for those sub GCSE through the literacy and numeracy taught 	Literacy interventions raise both reading and spelling ages as shown in bi-annual testing. Additional literacy sessions for Sets 4-6 in English to actively promote higher levels of Tier Two Vocabulary. Student attainment in Literacy based subjects improves across KS3 & 4, which will be measured by interim tracking and external examination results. Students who enter school with lower than average scores make better than expected progress allowing them to access desired pathways. PP students achieve in line with rest of cohort for key progress measures.
B.	Students develop independent learning skills as part of their learning, all students access the curriculum with confidence and are resilient learners.	PP students make expected or better progress Faculty/subject reviews show an improvement in learning behaviour; ability to acquire and deploy new vocabulary and general knowledge Good use of Homework Clubs to scaffolded independence with home learning when allowed; support with online learning for these students if no Homework Club
C.	Students make expected progress throughout 2020-21 despite interruption to learning during the global pandemic	PP students make expected progress in key GCSE subjects and/or basic literacy/numeracy PP students actively engage in opportunities taken to help them catch up their learning – online and in face to face support
D.	Students are engaged - making progress academically and securing pathways post 16	Tracking of student’s Learning Behaviour and academic attainment by AHT and additional post of AHofY Planned pathways are in place post 16
E.	PP students have high rates of attendance, take part in the wider life of the school and are engaged in their learning.	PP students achieve key progress measures, comparable attendance rates and students communicate their engagement in school through PPIs and involvement in leadership positions.
F.	PP students are targeted to build their cultural and world knowledge through access to enrichment activities and experiences	PP students achieve their expected grades through a better world knowledge as relied upon in “unseen” subjects such as English and the general vocabulary and references in all academic subjects. PP to have greater confidence to access higher levels of learning and aspiration post 16 due to an increased exposure to different experiences

5. Planned expenditure					
Academic year		2020-21			
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise pupil attainment across KS3 and 4 especially in Maths and English.	1. Provision of 6 teaching groups in English and Maths across KS4 to allow smaller teaching groups. Capacity for 6 groups at KS3 and additional TA/GI support for class bubbles in COVID situation	Excellent attainment in previous years suggests this is a good use of PP money on PP students and the whole cohort for KS4 Need for flexibility at KS3 to allow for safe measure in COVID situation. Funding in place for 6 groups; additional TA/GI to support bubble based mixed ability teaching	Faculty Review Process Interim tracking Performance Management Process Analysis of External Examination results.	SLT; Heads of English & Maths; HoY.	All interim tracking periods through Case Studies and Progress Trackers
	2. Improvement of whole school literacy – foci on whole school reading initiatives; disciplinary literacy; widening targeted vocabulary and reading strategically.	Importance of literacy across the curriculum to build confidence in learners; focus on reading to try and limit the Matthew Effect. Importance of lifelong skills. Urged to focus on reading and vocabulary acquisition through research and Ofsted Framework Focus. Use of Educational Endowment Foundation suggested strategies – phasing in recommendations 1-3; 7 2019-20	Whole school led initiative by Headteacher; continued focus on development of literacy	AHT/HT	Autumn 2020 Faculty Review GCSE Results and termly tracking

	<p>NB Linking this to supporting parental engagement to build bridges for any possible future online learning</p> <p>3. Additional literacy sessions for students in Sets 4-6 focusing on Tier 2 vocabulary and phonics</p>	<p>To build on positive relationships with parents/carers following COVID outbreak for the whole school – supporting through A HoY KS3 and AHT in school to ensure equity of provision</p> <p>Continuation of a vocabulary programme at KS3. JFa has organised these with the English Team and SENCo to promote a richness of vocabulary so trying to minimise gaps between students. All students have access i.e. Sets 1-3 to the vocabulary but Sets 1-3 are implemented through set English lessons</p>	<p>Supported by paid position – AHoY Ks3 and AHT</p> <p>PPIs; observation of the sessions; review of data</p>	<p>English Team</p>	<p>Quality of feedback from parents/carers and students Completed tasks</p> <p>Analysis of Faculty Review feedback PPI Analysis of student attainment in literacy based subjects</p> <p>PPIs; observation of the sessions; review of data</p>
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<p>To monitor student progress across KS3 and KS4</p>	<p>Progress Tracking and Case Studies established for vulnerable students 3 x 20 hours of time for Assistant Headteacher in a year</p> <p>Additional capacity built through the appointment of Assistant Head of Year (KS3)</p>	<p>Important to monitor and then re-evaluate school intervention and their effectiveness</p> <p>Capacity to establish bespoke intervention for individuals and small groups</p>	<p>Accountability to HoY; SLT; student progress measures eg examination results, pathways</p>	<p>AHT</p>	<p>Termly when Case Studies are completed</p>
<p>To provide equality of opportunity for all students in terms of revision and study at KS4</p>	<p>Curriculum review over 2017-20 has increased time for GCSE English, Maths and Science; 2019-20 for Option subjects so revision is possible in lessons for Years 10 and 11. One less option subjects – all doing GCSE Full Course RE to meet SIAMs recommendation and capitalise on curriculum time; roving PSHE to allow Year Team delivery.</p> <p>Additional revision sessions to be co-ordinated through Academic and Pastoral Board – checks for equity of provision by SLT.</p>	<p>Having revision as part of the curriculum will benefit all students – those whose parents cannot collect or who may not have the aspiration to stop will have access to materials and expertise within the school day.</p> <p>Additional revision can be co-ordinated and supported to ensure all students have access . This was agreed in principle 2019-20 but due to COVID not realised so this will be the first year to work this through</p>	<p>SLT oversight of curriculum through subject lead meetings and APB</p> <p>SLT to co-ordinate through APB</p>	<p>SLT</p> <p>SLT</p>	<p>GCSE Results 2020-21 As part of Faculty Review</p> <p>Each APB Revision Timetable Student feedback</p>
<p>Total budgeted cost</p>					<p>£114,450</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise the attainment of pupils that enter the school without functional literacy and numeracy	<p>Catch Up Literacy & Numeracy sessions for identified students in Years 8-11. Also Beat Dyslexia and other interventions – to begin as safe.</p> <p>Intensive support identified for Maths and English where the focus is on literacy and numeracy skills as much as NC - in the short term at KS4 only; KS3 in bubbles so SEN students clustered and supported by TA/GI in the classroom</p>	Without literacy and numeracy skills there can be no access to the curriculum; future education or training. This leaves students vulnerable and in a vicious cycle of not achieving; having children; further non-achievement	<p>Observed as part of SEN review; internal assessment and tracking</p> <p>Progress data at KS3 & KS4; additional testing for KS3 students</p>	<p>SENCO</p> <p>Head of Maths and English; SENCO.</p>	<p>SEND Faculty Review TA meetings with SENCO weekly Bi Annual Reading and Spelling tests Tri Annually tracking of KS3/4 results Case Studies</p> <p>Faculty Reviews – data analysis; lesson observation; PPI Tracking of report data</p>
Targeted PP students are better engaged - making progress academically and securing pathways post 16	<p>1. Identified students are assigned a mentor from the SLT or senior teaching staff Minimal internal cost</p> <p>2. External mentor engaged to work with a targeted group of students – 2020-19 more able, underachieving boys</p>	<p>Having one key worker helps build security – the sense of having an advocate in school. Also, a key link between school and home. Links to all research on attachment theory.</p> <p>Building good habits in a secure environment so not expecting home to lead on this; positive discrimination of showing these young people</p>	<p>Progress data; tracking of Learning Behaviour as well as progress</p> <p>Progress data; tracking of Learning Behaviour as well as progress</p>	<p>SLT; HoY</p> <p>SH; AHT</p>	<p>Mentoring Notes; Case Studies and Progress Trackers based on termly reporting</p> <p>Termly, with students and external mentor Mentoring Notes; Case Studies and Progress</p>

		matter; capturing students when they do not work outside for school			Trackers based on termly reporting
	3. Specific events are planned to aid revision and study skills eg targeted at Year 11 – Maximise; Revision PSHE sessions; timetable of revision sessions	As above – building on a can do attitude and also providing practical examples on how to improve.		SLT; HoY	Mock and final CGSE results; ongoing Milestone assessment
	4. Meeting with Career’s advisor in school; support in visiting college. Liaison with LA for potential NEETs.	Provision of independent advice to support student decision making – especially important in homes unlikely to organise trips to Open Evenings or value further education	Meeting notes from KVo and Claire Moran; applications complete	SLT; KVo; SENCO; Claire Moran	All students have a pathway
Targeted PP students are offered enrichment activities and opportunities to build up their cultural capital	Students are deliberately chosen for experiences within school to build their experiences and cultural capital eg for payment for field trips; opportunities to visit colleges and universities are arranged; funding of music lessons and graded exams	As with literacy, the lack of exposure to experiences due to their home life can hinder their access to subject content; unseen texts in English and general world understanding and social communication	Progress data	SLT	Impact on results eg English especially; greater number of students in long term accessing higher education; good post 16 pathways are secured
Timely and rigorous support for persistent absentees and	Weekly monitoring of attendance by Student Support Co-Ordinator, AHT and HoY; payment of EWO to support	Analysis of our data and national data shows a correlation between PA and low attainment so ensuring	Attendance data; weekly monitoring sheets; Case Studies; Raise	AHT; Student Support; HoY	Weekly

those with low levels of attendance		students attend regularly will be key to improving their attainment and progress levels as well as improving their employability	Online attendance date annually		
Total budgeted cost					£13,212

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Students develop their resilience to both school and social circumstances.</p>	<p>1. Running a KS3 & KS4 Homework Club four nights a week for all pupils, including a particular focus on vulnerable group eg FSM, CiC. Provision of snack time to allow informal atmosphere at KS3 (As soon as is safe)</p> <p>2. Safe Place To Be in the mornings 8.30 – 9.05 for invited pupils – FSM; LAC are criteria (As soon as is safe)</p> <p>3. Alternative provision is provided for individuals as needed - ASDAN course in Years 9, 10 and 11 as an alternative for identified pupils to focus on social and independent learning skills.</p>	<p>Students struggle to have support re homework; can cause tension with parents so having specialist support in school can help</p> <p>Attendance and punctuality was a problem as vulnerable students avoided being in school for a busy start of the day; again at lunchtime making them anxious for the afternoon</p> <p>Need for relevant sessions that are practical, based on development of social skills.</p> <p>Engagement is higher as a result when in school; students are developing a pathway through vocational experience.</p>	<p>Monitoring of homework completion through those students who attend and are directed to attend.</p> <p>Oversight of AHT and Student Support Assistant</p> <p>Assessed in SEND Faculty Review</p> <p>LKe supervised weekly by AHT – cases are discussed</p>	<p>SLT</p> <p>Student Support Assistant</p> <p>Student Support Assistant ; SENCo; SLT</p>	<p>Case Studies; PEPs and review of Pastoral Incidents i.e. less detentions for no homework</p> <p>In school less examples of behaviour issues re avoidance, anxiety and poor social communication – monitored via Pastoral Referral Incidents. Attendance figures are high among PP students</p>

	<p>4. Funding of ELSA in school to support home with social and emotional needs</p> <p>5. Use of PP to pay for extra-curricular activities both inside and outside of school.</p> <p>6. Talk Therapist funded to support students who have anxiety and social skills issues</p>	<p>To provide the skills to cope with school and society – led by Student Support Assistant so also provides contact with a key person in school</p> <p>Ability to go on trips – students often do not have this input at home</p> <p>Allows access to additional support within school</p>	<p>Outline audit of SH's work through PPI/ case load moving on and being able to manage independently</p>	<p>Student Support Assistant</p> <p>SLT</p> <p>Assistant Headteacher</p>	<p>Review of student progress academically and socially</p> <p>Case Studies; Faculty/subject reviews; access to sporting, music and drama within school for all</p> <p>Case Studies</p>
Total budgeted cost					£30,250

i. Review of expenditure				
Previous Academic Year		2019-20		
Quality of teaching for all				
Desired outcome	Chosen action / approach	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
To raise pupil attainment across KS3 and 4 especially in Maths and English.	Provision of 6 teaching groups in English and Maths across KS3 (Years 7-8) and KS4 to allow smaller teaching groups.	Excellent academic attainment in GCSE examinations – 88% Grade 4 and above in both English and Maths; 70% for Grade 5 and above. Positive residuals in all subjects so this measure benefitted all students including the disadvantaged i.e. English Language = +0.39; English Literature = +0.61; Maths foundation = +0.6; Maths Higher = +1.27. For PP students these were 0.31 in English Language; 0.39 in English Literature; 0.74 in Foundation Maths and 1.2 in Higher Maths	Given the positive impact on the whole cohort, the strategy of having six groups works. Given the uniqueness of the year, it is difficult to draw any firm conclusions but the trend is positive	£76,966
	Year 7 – Partly funded by Catch up Literacy and Numeracy funding	Little reliable data at present as Lockdown in March 2020 meant the second set of testing did not happen	Catch Up funding has been withdrawn but intervention of catch up literacy; numeracy; Beat Dyslexia will continue funded from PP and general budget	£14,387
	Improvement of whole school literacy – foci on whole school reading initiatives; disciplinary literacy; widening targeted vocabulary and reading strategically	Funding of a Literacy Co-ordinator enabled a concerted push on literacy training – all subjects had Literacy Action Plans. Schemes of work had the focus on Tier 2 and 3 vocabulary; Reading assignments were set – although interrupted by COVID- in faculty areas. This work needs to be completed and so will be part of the wider Improvement Plan for 2020-21	<ul style="list-style-type: none"> a) Need to sustain the focus on literacy across the curriculum and combine with greater parental engagement through half termly reading assignments that are faculty based so building disciplinary literacy. Understanding the importance of literacy skills to promote social mobility. Continued use of EEF suggested strategies recommendations 1-3; 7 b) Continue to develop vocabulary through the Set 4-6 Vocabulary, Phonics and 	£894

	Additional literacy sessions for students in Sets 4-6 focusing on Tier 2 vocabulary and phonics	Lessons have been delivered to a high standard consistently – reviewed as part of the English Faculty Review in November 2020	Literacy sessions built in through the Curriculum Review (CR Literacy Action Plan; SIP) Financial commitment remains to fund a lesson of Tier 2 vocabulary lessons for sets 4-6 in English – a big financial commitment re staff and curriculum time. JFa has organised these with the English Team and SENCo to promote a richness of vocabulary so trying to minimise gaps between students. All students have access i.e. Sets 1-3 to the vocabulary but Sets 1-3 are implemented through set English lessons	£14,865
To monitor student progress across KS3 and KS4	Progress Tracking and Case Studies established for vulnerable students 3 x 20 hours of time for Assistant Headteacher in a year	Case Studies contribute to the interventions decided upon in school – See impact in 2019-20 GCSE result for the whole cohort i.e. 88% Grade 4 and above in English and Maths; 70% Grade 5 and above. Overall nominal P8 was 1.01 and PP students 0.88.	Case Studies themselves do focus attention on our most vulnerable students – In 2020-21 to continue and to <ul style="list-style-type: none"> a) Focus on working with greater independence b) Review our range of interventions to suit student need where literacy and/or numeracy indicators; attendance; behaviour do not improve c) Be open to bespoke timetables 	£3,190
To provide equality of opportunity for all students in terms of revision and study at KS4	Curriculum review over 2017-20 has increased time for GCSE English, Maths and Science; 2019-20 for Option subjects so revision is	RE results in 2020 were excellent although couched in the unique circumstances of 2020 GCSE results Revision did not really begin given the Lockdown in March 2020 although there were positive responses from subject heads in the APB discussions	To remain a target for 2020-21 especially given the period of home learning during Lockdown so that students are supported and not stressed by support and there is equity among subjects and across teaching groups within a subject	

	<p>possible in lessons for Years 10 and 11. One less option subjects – all doing GCSE Full Course RE to meet SIAMs recommendation and capitalise on curriculum time; moving PSHE to allow Year Team delivery.</p> <p>Additional revision sessions to be coordinated through Academic and Pastoral Board – checks for equity of provision by SLT</p>			
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ii. Targeted support				
Desired outcome	Chosen action / approach	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
To raise the attainment of pupils that enter the school without functional literacy and numeracy	Catch Up Literacy & Numeracy sessions for identified students in Years 8-11. Also Beat Dyslexia and other interventions Year 7 – Funded by Catch Up funding for Literacy and Numeracy.	Outcome Achieved – See the Impact statement; also the notes from the SEND Review re the quality of Intervention Work Little specific data from the summer term as in Lockdown	These interventions are valuable and develop both skills and confidence in learning so will continue.	£1,989
	Intensive support group identified and run for Maths and English where the focus is on literacy and numeracy skills as much as NC.	Of the PP students in the small group, both made expected or better than expected progress in maths and English	To continue with six sets, keeping a smaller and small group to target individuals; built in literacy based lessons for sets 4-6 to target improved vocabulary and phonics with a view to raising functional literacy and competency in English.	Costed in previous section see above (£91,353)
Targeted PP students are better engaged - making progress academically and securing pathways post 16	1. Identified students are assigned a mentor from the SLT or senior teaching staff Minimal internal cost	Outcome achieved – a) Academically – see GCSE results for 2020. Mentoring did support student progress in most cases – see Case Studies for Vulnerable Students.	Mentoring helped most students but not all – difficult to assess the full impact as no control group without the mentoring.	£700

	<p>2. External mentor engaged in 2019-20 to work with a targeted group of students who are typically Grade 4/5. Three of the eight are eligible for PP; two vulnerable for other reasons</p> <p>3. Specific events are planned to aid revision and study skills eg targeted at Year 11 – Maximise; Revision PSHE Drop Down PM; timetable of revision sessions</p> <p>4. Meeting with Career’s advisor in school; support in visiting college. Liaison with LA for potential NEETs LA for potential NEETs</p>	<p>b) Of the three students, two did very well with a nominal P8 score of 0.7 and 0.91 respectively; the other not so well at -1.2. Details are on the Case Studies</p> <p>c) Maximise led a session with all Year 11 students; the SLT and HoY ran a Revision PSHE Drop Down afternoon re techniques needed and also how to balance life and work Examination results would suggest these were effective.</p> <p>d) Students were seen regularly within school by KV and where needed by PM, who focused on the more vulnerable student. All but one student has left DHS with a pathway and KVo continues to work with him</p>	<p>External mentoring of eight students was particularly effective with three eligible for PPG. The intention is to use the same external mentor for an identified cohort in 2020-21.</p> <p>Encouraging those eligible for PPG to attend revision sessions will continue, as will purchasing study guides – equitability of provision will be monitored by SLT so all have access. Focus will continue to be quality delivery during lesson and homework time so as not to disadvantage eg curriculum change to enable one additional period in English and Maths in Year 10 for English; 11 for Maths to allow revision in term time.</p> <p>To continue to use Kevin Voller within school and to use the new systems to access support from the Youth Team where students are at risk of being NEET, in order to support students with planning their next career path and to access the best support. To fund Kevin’s Career Leaders Qualification</p>	
<p>Targeted PP students are offered enrichment</p>	<p>Students are deliberately chosen for experiences within school to</p>	<p>a) Three of those eligible for PP were elected as Prefects</p> <p>b) Students were supported financially in going on all field trips but also on</p>	<p>a) To continue with current practice but to further seek opportunities to raise student aspiration through PSHE and Careers work</p>	<p>£2,260</p>

<p>activities and opportunities to build up their cultural capital</p>	<p>build their experiences and world knowledge eg for the Dutch Exchange programme; payment for field trips; opportunities to visit colleges and universities are arranged</p>	<p>enrichment trips – sadly due to COVID the main enrichment trips did not happen for Year 10</p> <p>c) Students who are eligible for PP have access to free music lessons should they choose to learn a musical instrument and to sit graded exams</p> <p>d) Aspiration for all students has been written explicitly into the PSHE programme throughout Years 7-10; the bi-annual Career’s Week held in 2020 encourages students to listen to talks and seek information about university education and a variety of careers – there is no “entry requirement” for any of these talks.</p>	<p>b) To continue to offer a range of enrichment activities and trips which are subsidised for PP students i.e. theatre trips such as seeing Romeo and Juliet for KS4; ASDAN trips to cities; longer residential trips for History, Art and Geography to allow exposure to different cultures. Also to encourage students to stay away from home – a key hindering factor for many young people when deciding on a future career.</p>	
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iii. Other Approaches				
Desired outcome	Chosen action / approach	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
Students develop their resilience to both school and social circumstances.	1. Running a KS3 & KS4 Homework Club four nights a week for all pupils, including a particular focus on vulnerable group eg FSM, CiC.	In 2019-20 eighteen pupils regularly attended H/W club, of those six were PP students. Case studies suggest academic progress for four of these six At KS4, two student eligible for PP in Year 10 attended regularly and both improved in confidence and attainment – AC and KG Evidence base : See Case Studies	<p>a) To continue with informal style KS3 Homework Club and actively encourage the attendance of PP pupils that are underachieving to attend at both KS3 and KS4 i.e. through provision of refreshments. To begin once safe – currently unable to mix year bubbles</p> <p>b) KS4 Homework Club to be staffed by HoY and SLT so students can be directed to work under supervision – this will be particularly true of students being mentored as PP students and other vulnerable groups. To begin once safe – currently unable to mix year bubbles</p>	£3,502
Supporting pupils who find social interaction difficult	Safe Place To Be in the mornings 8.30 – 9.05 for invited pupils – FSM; CiC are criteria Estimated cost £2,600	Thirty six students attended SP2B in the year; all but one student had attendance of 95% plus; all but two students managed to improve their behaviour record.	Monitor progress and Learning Behaviour for students in the SP2B; work with HoY to improve overall levels; aim to engage those with lower attendance and PP to get to SP2B to try and raise attendance rates	£4,151

	<p>Social Skills groups run by Student Support Assistant Estimated cost £900</p>	<p>Outcomes achieved for two of the three PP students– improvement in both the social confidence of the students involved and the amount of issues caused. The third PP student has more complex needs. In Year 7 all students are making good academic progress; attendance is excellent in two – see Case Studies in files</p>	<p>Not continued 2020-21 due to COVID</p>	<p>£200</p>
	<p>ELSA sessions run by Student Support Assistant</p>	<p>Five of the seven students worked with are eligible for pp. Two made excellent progress academically and socially but all were very high need</p>	<p>Successful with the right students – to continue to develop as a resources, funding another member of staff to look after Student Support Office to facilitate undisturbed sessions.</p>	<p>£4,368</p>
	<p>ASDAN course as an alternative for identified pupils to focus on social and independent learning skills Estimated cost £4,400 Estimated cost £800</p>	<p>Outcomes attained have been positive - No Year 11 group due to the nature of the cohort – positive groups running in Years 9 and 10t</p>	<p>Continue to run ASDAN monitoring student progress; behaviour and attendance. Continue to explore and support bespoke opportunities for vocational style learning eg Green Light Trust work to be funded; release to West Suffolk College.</p>	<p>£10,636</p>
	<p>Financial support given to support enrichment activities Estimated cost £11,000</p>	<p>Students were supported financially in going on all field trips but also on enrichment trips – at GCSE level this included funding or part funding the Art and History trip to Berlin; at KS3 funding for the Boulogne Trip. All field trips and some activities during Activities Week have been funded to allow equal access</p>	<p>Continue to make this commitment to ensure all students have access to the curriculum and also to give those who are disadvantaged a “step up” to experiences they may otherwise miss</p>	<p>Included in section ii above</p>

	Talk Therapist funded to support students who have anxiety and social skills issues	Eight of the 22 students referred 2020-21 were eligible for PP. Academic outcome achieved for students with PP is very positive in six of the cases i.e. Case Studies show academic progress is being made, high levels of attendance. See Case Studies in file	Continued commitment to fund Stella Hanson	£3,968
Supporting those who are most vulnerable on coming to school and the Year 7s at transition	Running lunchtime Drop In with Peer Mentors Names	Twelve students have regularly attended the Lunchtime Drop In helping them settle into school and make friends, of these six were eligible for PP.	To continue to deliver the range of support - Training to be given when possible given COVID restrictions. Continue to monitor and review Peer Mentor impact	
Supporting high levels of attendance for all pupils	Fund an EWO Work with external agencies to promote full attendance/ support those outside of school through illness, school refusal Monitor attendance and punctuality weekly	PP Students had average attendance rate of 91.9% which is good. This is below the school average of 95.7%. This does reflect a number of persistent absences	Careful monitoring of attendance to continue; interventions to be more timely, especially around persistent absences Increased regularity of EWO visits	£1,212

1) Additional detail

- In this section, you can annex or refer to **additional** information that you have used to inform the statement above.