Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Debenham High School				
Academic Year	2019-20	**Total PP budget**	£101,050 PP £12,600 LAC PP	**Date of most recent PP Review**	July 2019
Total number of pupils	677	**Number of pupils eligible for PP (incl LAC)**	104	**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 (2018-9 only)	**80%**	
% achieving expected progress in English / Maths (2018-19 only)	**53%**	
Progress 8 score average	**-0.18 (Provisional)**	
Attainment 8 score average	**43.0**	

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.

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	To improve the literacy and numeracy skills of those without functional ages. Ultimately to 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. Targeted phonics intervention to be delivered to those below the functional reading ages in Set 6. 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 all scaffolded independence with home learning
C.	Students are engaged - making progress academically and securing pathways post 16	Tracking of student's Learning Behaviour and academic attainment Planned pathways are in place post 16
D.	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.

E.	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	**2018-9**				
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 KS3 (Years 7-8) and KS4 to allow smaller teaching groups. Year 7 – Funded by Catch up Literacy and Numeracy funding	Excellent attainment in previous years suggests this is a good use of PP money on PP students and the whole cohort	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 INSET in Sept 2019; Faculty Literacy Action Plans; time to review in January 2020	AHT/ESt	January 2020 Faculty Review GCSE Results and termly tracking
	3. Additional literacy sessions for students in Sets 4-6 focusing on Tier 2 vocabulary and phonics	Continuation of the implementation 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	PPIs; observation of the sessions; review of data	English Team	Analysis of Faculty Review feedback PPI Analysis of student attainment in literacy based subjects

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 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 Est cost £4,000	Important to monitor and then re-evaluate school intervention and their effectiveness	Accountability to HoY; SLT; student progress measures eg examination results, pathways	AHT	Termly when Case Studies are completed
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 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. Additional revision sessions to be co-ordinated through Academic and Pastoral Board – checks for equity of provision by SLT	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. Additional revision can be co-ordinated and supported to ensure all students have access	SLT oversight of curriculum through subject lead meetings and APB SLT to co-ordinate through APB	SLT SLT	GCSE Results 2020-21 As part of Faculty Review Each APB
			Total budgeted cost		**£111,532**

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	4. Catch Up Literacy & Numeracy sessions for identified students in Years 8-11. Also Beat Dyslexia and other interventions Year 7 – partly funded by Catch Up funding for Literacy and Numeracy .	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	Observed as part of SEN review; internal assessment and tracking	SENCO	SEND Faculty Review TA meetings with SENCO weekly Bi Annual Reading and Spelling tests Tri Annually tracking of KS3/4 results Case Studies
	5. Intensive support group identified and run for Maths and English where the focus is on literacy and numeracy skills as much as NC		Progress data at KS3 & KS4; additional testing for KS3 students	Head of Maths and English; SENCO.	Faculty Reviews – data analysis; lesson observation; PPI Tracking of report data

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	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 Building good habits in a secure environment so not expecting home to lead on this; positive discrimination of showing these young people matter; capturing students when they do not work outside for school	Progress data; tracking of Learning Behaviour as well as progress	SLT; HoY	Mentoring Notes; Case Studies and Progress Trackers based on termly reporting
	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		Progress data; tracking of Learning Behaviour as well as progress	SH; AHT	Termly, with students and external mentor Mentoring Notes; Case Studies and Progress Trackers based on termly reporting
	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	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 Pam McLennan; applications complete	SLT; KVo; Pam McLennan	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 rigourous support for persistent absentees and those with low levels of attendance	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 students attend regularly will be key to improving their attainment and progress levels as well as improving their employability	Attendance data; weekly monitoring sheets; Case Studies; Raise Online attendance date annually	AHT; Student Support; HoY	Weekly

Total budgeted cost	**£10,000**

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?**
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. Provision of snack time to allow informal atmosphere at KS3	Students struggle to have support re homework; can cause tension with parents so having specialist support in school can help	Monitoring of homework completion through those students who attend and are directed to attend. Oversight of AHT and Student Support Assistant	SLT Student Support Assistant	Case Studies; PEPs and review of Pastoral Incidents i.e. less detentions for no homework 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
	2. Safe Place To Be in the mornings 8.30 – 9.05 for invited pupils – FSM; LAC are criteria 3. Drop In at Lunchtime for Year 7 run by Peer Mentors	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			
	4. Social Skills group in Year 7 run by Student Support Assistant for Autumn Term,	Identified through work with CISS – trained and established through Lego Club style training	Assessed in SEND Faculty Review	Student Support Assistant ; SENCo	
	5. Alternative provision is provided for individuals as needed - ASDAN course in Years 9 and 10 as an alternative for identified pupils to focus on social and independent learning skills .	Need for relevant sessions that are practical, based on development of social skills. Engagement is higher as a result when in school; students are developing a pathway through vocational experience.	Assessed in SEND Faculty Review	SLT, HoY and ASDAN lead.	Attendance figures; SEND Review; Case Studies; reports from the subjects/alternative provision showing the engagement of the students
	6. Use of PP to pay for extra- curricular activities both inside and outside of school.	Ability to go on trips – students often do not have this input at home		SLT	Case Studies; Faculty/subject reviews; access to sporting, music and drama within school for all

	7. Talk Therapist funded to support students who have anxiety and social skills issues	Allows access to additional support within school	Outline audit of SH's work through PPI/ case load moving on and being able to manage independently	Assistant Headteacher	Case Studies
				Total budgeted cost	**£24,350**

1) Review of expenditure				
Previous Academic Year		**2018-19**		
i. 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 KS4 especially in Maths and English.	Provision of 6 teaching groups in English and Maths across KS3 and KS4 to allow smaller teaching groups. Year 7 – Funded by Catch up Literacy and Numeracy funding Est cost £51,500	English – 88% attained a Standard pass; 83% a Good pass or better so six sets benefitted the whole cohort in English Language; in English Literature 88.6% achieved a Standard Pass or better; 83% a Good pass or better. Maths – 83% attained a Standard Pass or better; 72% a Good pass or better. Of the 18 students eligible for PP, 10 met or exceeded their expected grades in Maths or English; 5 did not; one did not sit any GCSEs and one had no SAT scores with which to compare.	Given the positive impact on the whole cohort, the strategy of having six groups works. However this did not positively influence the achievement of all PP students against their expected level of progress BUT the setting system did mean that in Set 6, in both English and Maths the student eligible for PP achieved higher than their average progress 8 score in other subjects i.e.in English -0.10 compared to -1.18 so students doing better in English on average; Set 6 Maths -1.02	£85,406
	2.Small Group Booster Sessions in GCSE Maths.	No students identified for booster Maths sessions were PPG this year	Limited evidence of success of these booster sessions	£3,755
	3. Staff training based on Whole School Literacy focus 4. Whole class reading in Year 7 and 10 Est cost £400.00	Ongoing – Reading for Pleasure has continued to be a main theme and there have been opportunities provided within the Resources Centre. Summer Reading lists are provided for all. However this has not had the profile of previous years due to staff absence The positive impact of the Literacy focus over the last three years continues to be evident through the high attainment and progress for literacy based subjects against their KS4 estimate such as English Language(0.41) and Literature).7); Geography (0.8), History ().86), Religious Education (1.4), Drama (1.2) and Film Studies (0.1).	a) Need to re-launch literacy across the curriculum especially the importance of literacy to aid social mobility. Scheduled for INSET Day Sept 2019 b) b) Continue to develop vocabulary through the Set 4-6 Vocabulary, Phonics and Literacy sessions built in through the Curriculum Review c) c) AHT(LRa) to work with ESt re development of literacy for 2019-20 (CR Literacy Action Plan; SIP)	£0
	5. Introduction of additional literacy sessions for students in Sets 4-6 focusing on Tier 2 vocabulary and phonics	While a long term initiative and so no concrete outcomes are evident, the feedback in the English Faculty Review in February 2018 suggests this initiative has been introduced successfully i.e. all units are written; staff value the lessons and the opportunity to explicitly teach vocabulary – the differentiated approach of more exposure for Sets 4-6; lower amounts to Sets 1-3 has met student need and seen as successful in student PPIs in the Faculty Review	English Faculty review and adapt teaching. Forming the basis of the Targeted Vocabulary aspect of the Literacy Action Plan 2019-20 so all so all subjects explicitly teach Tier 2 and 3 vocabulary for their discipline.	£13,865

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 2018-19 GCSE result for the whole cohort i.e. 80% Grade 4 and above in English and Maths; 71% Grade 5 and above. There were 18 students eligible for Pupil Premium – overall the Grade 4-9 including English and Maths is lower than hoped for at 53%, especially when compared to like schools; the 5-9 with English and Maths is better than comparable schools at 41%, suggesting PP with higher levels of ability achieved better 2018-9. Likewise the overall Attainment 8 was 57.1 for all students – the highest in Suffolk state schools who self-reported in August 2019; PP students was lower at 43 but this rated favourably with other schools of a similar demographic. Likewise the Progress 8 provisionally for all students is high at 0.63 and -0.18 for PP students. This is in line with the national average, although shows a gap between PP and those not PP. NB one student did not attend DHS at all in KS4 following an alternative curriculum at WSC to support his mental wellbeing. He has a post 16 pathway and a Level 1 Catering qualification. Without his negative progress score, students eligible for PP at 0.009	Case Studies themselves do focus attention on our most vulnerable students – In 2019-20 to continue and to a) Focus on behaviour for learning as part of SIP to target the hard to reach students positively 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 promote effective behaviour for learning for all students	A key focus of the SIP 2018-9 on behaviour. This will involve a review of the Positive Behaviour Policy based on staff and student feedback through surveys and PPIs. Consistent staff and student adherence to the ethos of DHS	Policy reviewed; involvement of Student Council in leading and collating behaviour surveys to inform policy writing. Deputy Head fed back to students the outcomes 26%(of behaviour incidents were by PP students; 15% of students reported for poor behaviour were eligible for PPG. However 69 incidents were for two students; one had 47 incidents and is now educated in alternative provision.	Achieved as an action – while behaviour continues to be an area for monitoring and adaptation within school. Training on managing vulnerable students will remain a core of our training work at DHS	

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	Outcome Achieved – See the Impact statement; also the notes from the SEND Review re the quality of Intervention Work Outcome Achieved – In terms of functional literacy as shown by the Reading and Spelling scores there is definite improvement at KS3 so making KS4 English and the whole curriculum more accessible as a result of literacy catch up. Four students at KS3 eligible for PP received literacy catch up in the form of group or individual sessions, three improved their Reading and Spelling scores by a significant amount. See Appendix A with individual PP Student highlighted. The fifth student did not improve raw scores but she did move from Set 6 to Set 5 in English based on her progress there All three KS3 PP students having Numeracy Catch Up have made expected or better levels of progress based on their Year 7 September assessment data in Maths	These interventions are valuable and develop both skills and confidence in learning so will continue.	£1,957
	Intensive support group identified and run for Maths and English where the focus is on literacy and numeracy skills as much as NC	Outcome achieved with the small group English results at KS4 i.e. Year 11 attaining GCSE results in line with their targets or higher; all accessed GCSE despite low baseline scores. Maths results of Set 6 were lower on average, all but one passed the GCSE. The support group did mean that in Set 6, in both English and Maths the students eligible for PP achieved higher than their average progress 8 score in other subjects across the curriculum i.e.in English -0.10 compared to -1.68 so students doing better in English on average; Set 6 Maths -1.25.	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

Targeted PP students are better engaged - making progress academically and securing pathways post 16	1.Students are assigned a mentor from the SLT or senior teaching staff Minimal internal cost 2.External mentor engaged in 2016-17 for minimal cost to trial impact of this for future years at a cost 3.Specific events are planned to aid revision and study skills Estimated cost £600 4.Meeting with Specialist Youth Worker and Career's advisor in school; support in visiting college. Est Cost £1,200	Outcome achieved – a) Academically – see GCSE results for 2018. Mentoring did support student progress in most cases – see Case Studies for Vulnerable Students. 16 of the 18 students were mentored internally. Of these seven met or exceeded their expected level of progress; two further students improved on their predicted grades in Autumn 2019. b) The school ran an extensive revision programme, including weekly sessions in Lunchtimes and after school; school holiday workshops. 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. c) All PP students who were CiC or FSM. FSMEver were bought Revision Guides/work packs to ensure they had access to the materials needed. d) Students were seen regularly within school by KV and where needed by PM, who focused on the more vulnerable student. All students have left DHS with a pathway	Mentoring helped some students but not all – difficult to assess the full impact as no control group without the mentoring. For those who did not reach expected level of progress, relationships within school remained positive as a result of mentoring so allowing good careers advice and the securing of appropriate pathways even if no tangible academic progress through the process. See RAG of mentoring. PP Students * External mentoring of nine students was particularly effective with four eligible for PPG. All four improved in terms of their Progress Score in Autumn 2019 eg JCA -0.26 from -0.46; MB -0.65 from -0.85; TW 0.21 from -0.6; PC 1.79 from 0.5. A similar profile of young people have been identified 2019-20 of whom all are eligible for PPG or are disadvantaged in another way such as being a young carer or experiencing mental ill health. 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; Option subjects to gain 2019-20. 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.	£570
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 world knowledge eg for the Dutch Exchange programme; payment for field trips; opportunities to visit colleges and universities are arranged	a) Five of those eligible for PP were elected as Prefects b) 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 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 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 2018 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.	a) To continue with current practice but to further seek opportunities to raise student aspiration through PSHE and Careers work 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.	£3,346

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 2018-9 three PP pupils regularly attended H/W club, of those two pupils have made good or better academic progress and attained mainly good or better learning behaviour levels. The Year 11 student, NL, attained a progress score of 1.65 in her GCSE examinations. One Year 9 student is making better than expected levels of progress with a progress score of …The other student (AC) is not making expected levels of progress at the end of KS3 but she has good attendance and improving Learning Behaviour. EM has made expected levels of progress. Evidence base : See Case Studies noted but withheld to uphold confidentiality of students - NL. AC. EM	a) To continue with, and re-organise 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 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	£3,240
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	20 PP students attended regularly. 14 are making better or expected levels of progress; 11 of the 20 have attendance rates of over 96%. One student has attendance rate of 94% as he has attended Art Therapy. All but two were over 90%. – See Case Studies	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	£4,022
	Social Skills groups run by Student Support Assistant Estimated cost £900	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	Amend the management of the PSHE+ group going forward – i.e. only running for the first term of Year 7 to aid transition. The continuation the group will be reviewed.	£195
	ASDAN course as an alternative for identified pupils to focus on social and independent learning skills Estimated cost £4,400 Estimated cost £800	Outcomes attained have been positive - In Year 11, all students attained a Level 1 ASDAN qualification. A viable group will be running in Years 9 and 10. Along with ASDAN, alternative provision has been established for a group of demotivated Year 11 boys – one boy eligible for PP studies at West Suffolk College four days of the week – he has secured a Level 1 in Food and Catering in Year 10 and has secured an apprenticeship. He completed Literacy and Numeracy qualification sessions there. Four other Year 11s, two of whom receive PP funding worked with the Green Light Trust on woodland based work one day of the week. This supports their learning in other areas of the curriculum such as numeracy; builds a vocational portfolio they can take to interview. Confidence levels are high and this has made them better motivated within school – see report from Green Light Trust and SEND Review.	a) Continue to run ASDAN monitoring student progress; behaviour and attendance. **b)** Continue to explore and support bespoke opportunities for vocational style learning eg Green Light Trust work to be funded; release to West Suffolk College.	£11,983

	Financial support given to support enrichment activities Estimated cost £11,000 Talk Therapist funded to support students who have anxiety and social skills issues Estimated cost £7,000	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 Seven of the students referred 2018-9 were eligible for PP. Academic outcome achieved for students with PP is very positive in four of the cases i.e. Case Studies show academic progress is being made, high levels of attendance. In one other case, emotional stability has been returned but academic progress needs improving. In two others the issues are more serious and require external support. See Case Studies in file	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 Continued commitment to fund Stella Hanson	Included in Targeted support section
Supporting those who are most vulnerable on coming to school and the Year 7s at transition	Running lunchtime Drop In with Peer Mentors	19 students have regularly attended the Lunchtime Drop In helping them settle into school and make friends. Four were eligible for PP. Three are making the expected levels of progress; one is making good progress given his low base in starting DHS. All four have attendance rates over 95% - see case studies	To continue to deliver the range of support - a) Training to be given on 17 September 2020 and ongoing training and supervision b) 14 Peer Mentors to be externally trained with the Diana Award Conference at Holbrook in September 2020 c) 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 94.8% which is good. This is slightly below the school average of 95.9%.	Careful monitoring of attendance to continue; interventions to be more timely, especially around persistent absences Increased regularity of EWO visits	£1,212

2) Additional detail

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

Annex 3: School visit template