

## Annex 2d: Pupil premium strategy statement (secondary)

1. SUMMARY INFORMATION					
School	Debenham High School				
Academic Year	2018-19	Total PP budget	£83,560 PP £3,400 LAC PP £5,225 Y7 Catchup	Date of most recent PP Review	July 2019
Total number of pupils	677	Number of pupils eligible for PP	100 <small>(Fiscal 16-17 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 5A* - C incl. EM (2015-16 only)		77%			
% achieving expected progress in English / Maths (2015-16 only)		77%			
Progress 8 score average		0.58 (Provisional)			
Attainment 8 score average		50.3			
3. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>					
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 identified group of students at KS3 and KS4 are demotivated and not engaging with learning				
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>					
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 <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 raise pupil attainment across KS3 and KS4 especially in Maths and English.		Literacy interventions raise both reading and spelling ages as shown in bi-annual testing.		

		<p>To build in 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.</p> <p>Student attainment in Literacy based subjects improves across KS3 &amp; 4, which will be measured by interim tracking and external examination results.</p> <p>Students who enter school with lower than average scores make expected progress allowing them to access desired pathways.</p> <p>PP students achieve in line with rest of cohort for key progress measures.</p>
<b>b.</b>	Students develop independent learning skills as part of their learning, all students access the curriculum with confidence and are resilient learners.	<p>All PP students make expected or better progress</p> <p>Faculty/subject reviews show an improvement in behaviour for learning; ability to acquire and deploy new vocabulary and general knowledge</p>
<b>c.</b>	Students are better engaged - making progress academically and securing pathways post 16	<p>Tracking of student's Learning Behaviour and academic attainment</p> <p>Planned pathways are in place post 16</p>
<b>d.</b>	PP students have high rates of attendance, take part in the wider life of the school and are engaged in their learning.	<p>PP students achieve key progress measures, comparable attendance rates and students communicate their engagement in school through PPIs and involvement in leadership positions.</p>
<b>e.</b>	PP students are targeted to build their cultural and world knowledge through access to enrichment activities and experiences	<p>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.</p> <p>PP to have greater confidence to access higher levels of learning and aspiration post 16 due to an increased exposure to different experiences</p>

## 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.

### a. 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?
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<p>To raise pupil attainment across KS3 and 4 especially in Maths and English.</p>	<ol style="list-style-type: none"> <li>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. Est Cost £74,200</li> <li>2. Small Group Booster Sessions in GCSE Maths. Est Cost £3,300</li> <li>3. Review of whole school literacy – foci on reading, vocabulary acquisition and deployment and writing</li> <li>4. Introduction of additional literacy sessions for students in Sets 4-6 focusing on Tier 2</li> </ol>	<p>Excellent attainment in previous years suggests this is a good use of PP money on PP students and the whole cohort</p> <p>Opportunity to hone specific skills and examination practice; PP students often lack confidence in Maths so additional sessions support their numeracy skills and confidence to tackle difficult problems</p> <p>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.</p> <p>Continuation of the implementation of a vocabulary programme at KS3. JFa has organised these with the English Team and SENCo to promote a richness</p>	<p>Faculty Review Process Interim tracking Performance Management Process Analysis of External Examination results.</p> <p>Analysis of the impact on GCSE results via tracking of Milestones. Monitoring attendance</p> <p>Literacy Action Plan will be produced to chart key actions in reading and development of writing in January 2019 PPIs; observation of the sessions; review of data</p>	<p>SLT; Heads of English &amp; Maths; HoY.</p> <p>Head of Maths</p> <p>AHT/Est</p> <p>English Team</p>	<p>All interim tracking periods through Case Studies and Progress Trackers</p> <p>All interim tracking periods through Case Studies and Progress Trackers</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>
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

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 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	Positive behaviour within school models how to learn for students with less independent study skills; sets expectations high so ensuring students know what to expect. Through a positive ethos, students are more likely to conform, even if this is outside their experience. Ensuring Student Council; student input through surveys, students and staff should have joint ownership	Led by the SLT through the SIP, learning walks; Faculty/subject reviews and monitoring/evaluation of pastoral incidents.	SLT	Consistently – PPI would be useful 6 months into the reviewed policy
<b>TOTAL BUDGETED COST</b>					£93,500
<b>b. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>To raise the attainment of pupils that enter the school without functional literacy and numeracy</p>	<ol style="list-style-type: none"> <li>1. Catch Up Literacy &amp; Numeracy sessions for identified students in Years 8-11, Year 7 – partly funded by Catch Up funding for Literacy and Numeracy. £5,500</li> <li>2. Intensive support group identified and run for Maths and English where the focus is on literacy and numeracy skills as much as NC</li> </ol>	<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>	<p>Observed as part of SEN review; internal assessment and tracking</p> <p>Progress data at KS3 &amp; 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>
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Targeted PP students are better engaged - making progress academically and securing pathways post 16	<p>3. Students are assigned a mentor from the SLT or senior teaching staff Minimal internal cost</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 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</p>	<p>Progress data; tracking of Learning Behaviour as well as progress</p>	<p>SLT; HoY</p>	<p>Mentoring Notes; Case Studies and Progress Trackers based on termly reporting</p> <p>Termly, with students and external mentor</p>
	<p>4. External mentor engaged in 2018-9 to work with a targeted group of students who are typically Grade 4/5. Estimated cost £1,000</p>	<p>As above – building on a can do attitude and also providing practical examples on how to improve.</p>	<p>Progress data; tracking of Learning Behaviour as well as progress</p>	<p>SLT; HoY</p>	<p>Mentoring Notes; Case Studies and Progress Trackers based on termly reporting</p>
	<p>5. 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 Estimated cost £2,000</p>	<p>Provision of independent advice to support student decision making – especially important in homes unlikely to organise trips to Open Evenings or value further education</p>	<p>Meeting notes from KVo and Pam McLennan; applications complete</p>	<p>SLT; KVo; Pam McLennan</p>	<p>Mock and final CGSE results; ongoing Milestone assessment</p>
	<p>6. Meeting with Career’s advisor in school; support in visiting college. Liaison with Youth Support for potential NEETs</p>				

<p>Targeted PP students are offered enrichment activities and opportunities to build up their cultural capital</p> <p>Timely and rigorous support for persistent absentees and those with low levels of attendance</p>	<p>7. Students are deliberately chosen for experiences within school to build their experiences and world knowledge eg for the Dutch Visit in October 2018; payment for field trips; opportunities to visit colleges and universities are arranged Estimated cost £4,000</p> <p>8. Weekly monitoring of attendance by Student Support Co-Ordinator, AHT and HoY; payment of EWO to support Estimated cost £1,200</p>	<p>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</p> <p>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</p>	<p>Progress data</p> <p>Attendance data; weekly monitoring sheets; Case Studies; Raise Online attendance data annually</p>	<p>SLT</p> <p>AHT; Student Support; HoY</p>	<p>All students have a pathway</p> <p>Impact on results eg English especially; greater number of students in long term accessing higher education; good post 16 pathways are secured</p> <p>Weekly</p>
<b>Total budgeted cost</b>					£13,400

<b>c. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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. Estimated cost £2,500	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.	SLT	Case Studies; PEPs and review of Pastoral Incidents i.e. less detentions for no homework
	2. Safe Place To Be in the mornings 8.30 – 9.05 for invited pupils – FSM; LAC are criteria Estimated cost £3,500	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	Oversight of AHT and Student Support Assistant	Student Support Assistant	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
	3. Drop In at Lunchtime for Year 7 run by Peer Mentors	Identified through work with CIR – trained and established through Lego Club style training	Assessed in SEND Faculty Review	Student Support Assistant; SENCo	
	4. Social Skills group in Year 7 run by Student Support Assistant for Autumn Term. Estimated cost £200	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

	<p>5. Alternative provision is provided for individuals as needed - ASDAN course in Years 9 and 11 as an alternative for identified pupils to focus on social and independent learning skills; Green Light Trust Woodland course for four Year 11 boys; West Suffolk college provision four days a week for AfC student in Year 11 Estimated cost £10,200</p> <p>6. Use of PP to pay for extra-curricular activities both inside and outside of school. Estimated cost £5,000</p> <p>7. Talk Therapist funded to support students who have anxiety and social skills issues Estimated cost £6,000</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>SLT</p> <p>Assistant Headteacher</p>	<p>Case Studies; Faculty/subject reviews; access to sporting, music and drama within school for all</p> <p>Case Studies</p>
<b>Total budgeted cost</b>					£27,400

1. Review of expenditure				
Previous Academic Year		2017-8		
a. 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

<p>To raise pupil attainment across KS4 especially in Maths and English.</p>	<p>1. Provision of 6 teaching groups in English and Maths across KS3 and KS4 to allow smaller teaching groups.</p>	<p>English – 88.6% attained a Standard pass; 80.2% a Good pass or better so six sets benefitted the whole cohort in English Language; in English Literature 96.2% achieved a Standard Pass or better; 80.9% a Good pass or better. There were 15 students eligible for Pupil Premium. 14 of these students met their expected levels or exceeded them in one of the English subjects; 80% attained 9-4 grades in at least one English subject. Two of the three students who did not attain a Standard pass in either English subject were not expected to based on prior data.</p> <p>Maths – 90.1% attained a Standard Pass or better; 80.2% a Good pass or better. 11 students met their expected grades. 73% attained a Grade 9-4 pass. This is slightly lower than the whole cohort; three of those students were not expected to attain Grade 4 based on prior data.</p>	<p>Given the positive impact on the whole cohort, the strategy of having six groups will continue.</p>	<p>£72,100</p>
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	<p>2. Small Group Booster Sessions in GCSE Maths.</p> <p>3. Staff training based on Whole School Literacy focus.</p> <p>4. Whole class reading in Year 7 and 10 and phonics</p> <p>5. Introduction of additional literacy sessions for students in Sets 4-6 focusing on Tier 2 vocabulary</p>	<p>Twelve students were identified for booster classes run by a qualified Maths teacher. One student of the fifteen eligible for Pupil Premium were identified as needing Maths Booster sessions. She met her Goal Grade with a Good Pass. Of the other eleven, three passed with a Standard Pass, six with a Good pass.</p> <p>Ongoing – Reading for Pleasure has continued to be a main theme and there have been greater opportunities provided within the Resources Centre. A Year 7 Student was Runner Up in the regional Book Mastermind final.</p> <p>The positive impact of the Literacy focus over the last three years is partly evident through the high attainment and progress scores for literacy based subjects such as English Language and Literature, Geography, History, Religious Education and Media Studies.</p> <p>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</p>	<p>Small group booster sessions will continue – these were effective for the PP students identified.</p> <p>a. Continue to nurture the reading ethos of the school.</p> <p>b. Continue to develop vocabulary through the Set 4-6 Vocabulary, Phonics and Literacy sessions built in through the Curriculum Review</p> <p>c. AHT(LRa) to work with Est re development of literacy for 2018-9 (CR Literacy Action Plan; SIP)</p> <p>Result of the controlled research into the effectiveness of certain levels of exposure to vocabulary within the English Faculty to be shared and acted upon to improve the provision in 2018-9</p>	<p>£3,200</p> <p>£11,700</p>
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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 2017-18 GCSE result for the whole cohort i.e. 88% Grade 4 and above in English and Maths; 75% Grade 5 and above. PP students = 73% but prior data for two of these meant a Standard Pass was unlikely.	Case Studies themselves do focus attention on our most vulnerable students – In 2018-9 to continue and to <ul style="list-style-type: none"> <li>a) Focus on behaviour for learning as part of SIP to target the hard to reach students positively</li> <li>b) Review our range of interventions to suit student need where literacy and/or numeracy indicators; attendance; behaviour do not improve</li> <li>c) Develop greater rigour on dealing with persistent absenteeism</li> </ul>	£3,600
<b>b. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>To raise the attainment of pupils that enter the school without functional literacy and numeracy</p>	<p>Catch Up Literacy &amp; Numeracy sessions Small Group in English and Maths part funded by Catch Up Literacy and Numeracy funds</p>	<p>Outcome Achieved – See the Impact statement; also the notes from the SEND Review re the quality of Intervention Work</p> <p>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. Seven students at KS3 eligible for PP received literacy catch up in the form of group or individual sessions, six improved their Reading and Spelling scores by a significant amount. See Appendix A with individual PP Student highlighted.</p>	<p>These interventions are valuable and develop both skills and confidence in learning so will continue. However the nature of intervention and the composition of grouped activities do need to be more flexible if there is no improvement in literacy and/or numeracy</p>	<p>£2,800</p>
		<p>Year 11 Small Group which were initially targeted to take Step Up to English GCSE through AQA, they have made significant progress and will be entered for GCSE – all four attained GCSE passes of Grade 2 or higher; two of the four were eligible for Pupil Premium.</p> <p>All four 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</p> <p>Year 7 - Progress made in small group English and Maths - see Four Matrix for specific statistics.</p>		

<p>Targeted PP students are better engaged - making progress academically and securing pathways post 16</p>	<p>Intensive support group identified and run for Maths and English where the focus is on literacy and numeracy skills as much as NC (Part funded by Y7 Catch up Grant)</p> <ol style="list-style-type: none"> <li>1. Students are assigned a mentor from the SLT or senior teaching staff Minimal internal cost</li> <li>2. External mentor engaged in 2016-17 for minimal cost to trial impact of this for future years at a cost</li> <li>3. Specific events are planned to aid revision and study skills (eg, Maximise £695), plus purchase of revision guides and other resources (£1,100)</li> <li>4. Meeting with Specialist Youth Worker and Career's</li> </ol>	<p>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, but all students passed the GCSE.</p> <p>Outcome achieved –</p> <ol style="list-style-type: none"> <li>a. Academically – see GCSE results for 2018. Mentoring did support student progress in most cases – see Case Studies for Vulnerable Students. In two cases while support was provided, these students did not meet academic potential; thirteen did.</li> <li>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.</li> <li>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.</li> <li>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</li> </ol>	<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.</p>	<p>Costed in previous section see above</p> <p>£2,000</p>
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<p>Targeted PP students are offered enrichment activities and opportunities to build up their cultural capital</p>	<p>advisor in school; support in visiting college.</p> <p>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</p>	<p>a. Plans to organise a visit to a Dutch school to aid engagement has been postponed until October 2018 – PP students will be actively encouraged and supported financially to attend.</p> <p>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 Cost £2,600 + £600 for other extra-curricular activities</p> <p>c. Students who are eligible for PP have access to free music lessons should they choose to learn a musical instrument Cost £600</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 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.</p>	<p>a. To continue with current practice but to further seek opportunities to raise student aspiration through PSHE and Careers work</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>	<p>£3,800</p>
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**c. 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
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<p>Students develop their resilience to both school and social circumstances</p>	<p>Running a KS3 &amp; KS4 Homework Club four nights a week for all pupils, including a particular focus on vulnerable group eg FSM, CiC.</p>	<p>In 2017-8 six PP pupils regularly attended H/W club, of those four pupils have made good or better academic progress and attained mainly good or better learning behaviour levels. These four are close to or at expected levels of progress against their KS2 scores or Minimum Targets for GCSE Attendance levels are consistently over 93%, with an average of 96.5%.</p> <p>Evidence base : See Case Studies Noted but withheld to uphold confidentiality of students. Especially Z C-C, NL, AC, DC, EM, CS</p>	<p>a. To continue with Homework Club and actively encourage the attendance of PP pupils that are underachieving to attend at both KS3 and KS4</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</p>	<p>£1,200</p>
<p>Supporting pupils who find social interaction difficult</p>	<p>Safe Place To Be in the mornings 8.30 – 9.05 for invited pupils – FSM; CiC are criteria</p>	<p>12 PP students attended regularly. 9 (75%) are making expected levels of progress or higher; Seven have attendance rates of over 96%; 11 over 90%. – See Case Studies</p>	<p>Monitor 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</p>	<p>£3,400</p>

	<p>Social Skills groups run by Student Support Assistant</p>	<p>Outcomes achieved – significant improvement in both the social confidence of the students involved and the amount of issues caused. In Year 7 all students are making good or better academic progress – see Case Studies in files; in Year 8 the one student is making good progress. Due to progress across both Year 7 and 8, these groups were disbanded in April 2018 and the students re-joined their Tutor Groups for PSHE</p>	<p>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 for the group will be reviewed.</p>	<p>£250</p>
	<p>ASDAN course as an alternative for identified pupils to focus on social and independent learning skills Estimated cost £700</p>	<p>Outcomes attained have been positive - In Year 11, all students attained a Level 1 ASDAN qualification. A viable group will be running in Year 9. In Year 10 students are working towards their Level 1 ASDAN qualification. Along with ASDAN, alternative provision has been established for a group of demotivated Year 10 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 is now enrolled to begin his Level 2 qualification. He completed Literacy and Numeracy qualification sessions there. Four other Year 10s, two of whom receive PP funding are working 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</p>	<p>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.</p>	<p>£11,200</p>
	<p>Woodland Project £6500</p>			
	<p>Other alternative provision - PLOT, with 1:1 support £4,000</p>			

		<p>within school – see report from Green Light Trust and SEND Review.</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 eg the Dutch visit in October 2018.</p>	<p>£2,600</p>
	<p>Financial support given to support enrichment activities (trips and visits)</p>			
	<p>Talk Therapist funded to support students who have anxiety and social skills issues</p>	<p>Eleven of the students referred are eligible for PP. Outcome achieved for students with PP is very positive in eight of the cases i.e. Case Studies show academic progress is being made, high levels of attendance. In all the other cases, emotional stability has been returned but academic progress needs improving. See Case Studies in file</p>	<p>Continued commitment to fund Stella Hanson</p>	<p>£5,000</p>
<p>Supporting those who are most vulnerable on coming to school and the Year 7s at transition</p>	<p>Running lunchtime Drop In with Peer Mentors</p>	<p>15 students have regularly attended the Lunchtime Drop In helping them settle into school and make friends between September and February. By February the numbers had fallen suggesting greater confidence and social interaction. This is exactly the pattern we would hope for</p> <p>See the review of PM by Lorraine Keeble in Appendix</p>	<p>To continue to deliver the range of support -</p> <ol style="list-style-type: none"> <li>Training to be given in September 2018 and ongoing training and supervision</li> <li>15 Peer Mentors to be externally trained with the Diana Award Conference at Holbrook in September 2018</li> <li>Review of Form Mentoring</li> <li>Review and support of the Year 7 Drop In</li> <li>To add in Peer Mentor support of a Quiet Space in the Boulter Hall from September 2018</li> </ol>	
<p>Supporting high levels of attendance for all pupils</p>	<p>Fund an EWO</p>	<p>PP Students had average attendance rate of 91.68%, which is good. This is slightly below the school average of 92.4%.</p>	<p>Careful monitoring of attendance to continue; interventions to be more timely, especially around persistent absences</p>	<p>£1,200</p>

	<p>Work with external agencies to promote full attendance/ support those outside of school through illness, school refusal</p> <p>Monitor attendance and punctuality weekly</p>		Increased regularity of EWO visits	
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## 5. Additional detail

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



