

Student premium strategy statement 2020/21 Wreake Valley Academy

1. Summary information					
School	Wreake Valley Academy				
Academic Year	2020/21	Total PP budget	£128000	Date of most recent PP Review	November 2018
Total number of students	642	Number of students eligible for PP	132	Date for next internal review of this strategy	October 2021
2. Barriers to future attainment (for students eligible for PP)					
In-school barriers					
A.	PP students make less progress than their NPP peers.				
B.	There is a negative behaviour incidents gap in favour of disadvantaged students relative to other students.				
C.	Attendance rates for PP students are below the national average and below the rates of their NPP peers.				
External barriers					
D.	The disadvantaged students do not necessarily realise their own potential and therefore can be lacking in self- efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational ambition to succeed in their studies.				
3. Desired outcomes (desired outcomes and how they will be measured)				Success criteria	
A.	PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school.			Improved P8 figure for Disadvantaged Students when compared to 2018/19 (P8 -0.60) Gap reduced with both groups performing better than 2018/19 (Gap 0.12).*	
B.	Improved behaviour of disadvantaged students, reduction in gap between disadvantaged students and their peers. Fewer exclusions for disadvantaged students.			Fewer behaviour incidents recorded for disadvantaged students on the school system. Fewer recorded incidents leading to exclusions when compared to 2019/20.	
C.	Improved attendance of disadvantaged students, reduction of the gap between disadvantaged students and their peers.			Attendance of disadvantaged students to improve on 2019/20 overall attendance (87.91%) Disadvantaged students to be in line with their peers in the school.	
D.	Disadvantaged students attain well, progression on to level 3 courses is in line with expectations. Students make informed decisions about their future destination which incorporates challenge and ambition.			A8 to improve on 2018/19 score (A8 33.44). Aspirations of Year 11 students to be reflected in	

		post-16 destinations and proportion of students taking level 3 courses compared to 2018/19. No disadvantaged students to be NEET.*
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4. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Student 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 progress be reviewed.
Improved behaviour of disadvantaged students, reduction in gap between disadvantaged students and their peers. Fewer exclusions for disadvantaged students.	Behaviour management systems have been simplified. Epraise in place. Data analysis completed weekly.	Behaviour management and effective behaviour interventions can have +3 month impact. (EEF) Effective classroom management has an effect size of +0.52. (Hattie 2009) Behaviour for some disadvantaged students is the biggest barrier to learning. Proactive approach in the classroom prevents students falling behind.	Monitoring of behaviour logs and analysis of behaviour interventions for PP students. HOFs to analyse data and formulate department level intervention strategies. SLT/HoYs to lead on intervention strategies for the students that need it most.	YN/MJ/HoY £3000	Half-termly
Improved behaviour of disadvantaged students, reduction in gap between disadvantaged students and their peers. Fewer exclusions for disadvantaged students.	Development of a new Pastoral Team and structure. 2 strategic leads. 2 additional pastoral key workers. New pastoral system. New student reception. New pastoral hub.	Systems previously in place were outdated and prevented a rapid response to behavioural issues. Systems were reactive rather than proactive. Pastoral team understaffed and therefore students that required support were not getting required interventions quickly enough. Behaviour and attendance requires improvement.	Forensic analysis on interventions and systems put in place. Half-term reviews with clear actions to drive rapid improvement. Clear focus on attendance, behaviour and learning. All strategies linked to these outcomes.	TM/MJ/YN £15000	Half-Termly Management of the pastoral hub to occur daily to ensure no build-up of issues.

Improved behaviour of disadvantaged students, reduction in gap between disadvantaged students and their peers. Fewer exclusions for disadvantaged students.	CPD on behaviour management for all staff.	Behaviour management and effective behaviour interventions can have +3 month impact. (EEF) Effective classroom management has an effect size of +0.52. (Hattie 2009) New systems and simplified approach in place. Staff require training on using the new systems effectively.	Calendared CPD led by the pastoral team. Staff feedback to be collected and analysed. Actions to be generated. Staff to evaluate the quality of training.	MJ/YN	Calendared events
Improved behaviour of disadvantaged students, reduction in gap between disadvantaged students and their peers. Fewer exclusions for disadvantaged students.	Revised behaviour policy for rewards, sanctions, student expectations and teacher expectations.	Old policy was too complicated and outdated. New policy simplifies behaviour management at all levels and introduces fewer but highly effective systems to reset behaviour and create positive working atmospheres within the school.	Forensic analysis of behaviour logs. CPD for staff. Clear communication to parents.	MJ/YN	Calendared events.
PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school.	Effective feedback CPD session to all staff.	Effective feedback can have a +8 month impact. (EEF)	Ensure that all staff understand and deliver effective feedback. Staff to be aware of the range of methods they can use. Monitor and evaluate the quality of feedback for PP students.	NM	Calendared event
PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between	To fund extra staffing in English, maths and other curriculum areas to allow high quality first wave teaching.	Smaller class sizes can have +3 month impact. (EEF)	Analysis of interventions and classroom practice to ensure that effective practice is in place. Evaluate the impact of smaller class sizes.	DHu £60000	Data collection points

themselves and other students in the school.					
PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school	Use PiXL methodology to support PP students and formulate intervention strategies to support progress.	Impact is evident in maths where PiXL strategies have been used effectively. PP students still need to improve but maths progress is -0.06* compared to English progress -0.65*	Analysis of interventions and classroom practice to ensure that effective practice is in place. DHu/ MJ to coordinate interventions with HoDs and carry out the relevant CPD.	DHu/MJ £6000	Data collection points
PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school.	To provide literacy and numeracy support to year 7 students through catch-up interventions. Continue to support year 8 and year 9 students that are not making progress.	Reading comprehension and oral language can have +5 month impact. (EEF) Literacy underpins the whole curriculum by ensuring that students are at age related expectations they are likely to make progress.	Analysis of interventions and classroom practice to ensure that effective practice is in place.	JK	Data collection points
PP students in Year 7 to make the same expected progress as their peers.	Rainbow maths and Fresh Start. Resources to be available to deliver the course to a high standard.	Reading comprehension and oral language can have +5 month impact. (EEF)	Analysis of interventions and classroom practice to ensure that effective practice is in place.	JK	Data collection points
PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school.	PP students to have access to the online resources that support their courses.	Students use devices to access learning resources. Preferred learning style is to use quick quizzes with instant feedback. An identified group do not have access to these learning resources.	Analysis of engagement with the online resources and evaluate the impact of the usage. Monitor through student voice and monitoring systems.	MJ/YN £2000	

PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school.	Teachers effectively use data to target PP students and provide effective intervention within the class.	Analysis of PP students check the impact of intervention and allows the school to change practice to ensure that improvement in PP outcomes takes place.	All staff to be trained on SISRA and shown how the data can be created to produce intervention groups.	DHu/ HoDs	Calendared event.
PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school.	High quality CPD for all staff.	High quality first wave Teaching and Learning has the highest impact for PP students. Teachers be trained with the latest and most effective strategies will ensure that their classroom practice supports all students.	Staff engage with the CPD calendar, staff attend compulsory sessions and have access to areas they want to develop. All staff to have access to the teaching library.	NM	Calendared event.
PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school.	PiXL subscription – access for all staff.	High quality first wave Teaching and Learning has the highest impact for PP students. Teachers be trained with the latest and most effective strategies will ensure that their classroom practice supports all students.	Pay the subscription fee. Ensure staff are aware of how to log into the system and have access to the resources.	DHu £3200	Calendared event.
PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school.	PiXL training – HOFs to attend relevant PiXL meetings to ensure they fully understand the methodology behind the relevant intervention strategies.	High quality first wave Teaching and Learning has the highest impact for PP students. Teachers be trained with the latest and most effective strategies will ensure that their classroom practice supports all students.	Book HODs on the relevant PiXL meetings. HODs to produce plans for the use of PiXL in their departments. Share strategies with SLT and other HoDs.	DHu £2000	Data collection points

PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school.	Raising Standards Meetings with HOFs to focus on Teaching and Learning and improvement.	To ensure there is a reduction in Within School Variation, sharing good practice and establishing consistency.	DHu and NM to meet at calendared points. Feedback to SLT and actions detailed with forensic analysis of the impact on student outcomes.	NM/ SLT	Data collection points
The disadvantaged students do not necessarily realise their own potential and therefore can be lacking in self- efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational ambition to succeed in their studies.	Assessment tracking, data manager and data administrator.	Timely and in depth data analysis, ensures that staff are held to account so that interventions can be put in place and be evaluated to ensure they are effective.	Analysis of interventions show them to be effective in raising achievement.	DHu	Data collection points

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 progress be reviewed.
All parents of PP students are engaged with the school and support policies, procedures and methods of support for their child.	Meet with students and launch initiatives with them. Engage parents with the strategies in order to gain buy in.	Within school data shows that engagement with school and intervention leads to better to outcomes.	One to one meetings with PP boys carried out by tutors. Plans drawn up for the students and intervention strategies discussed. Clear communication to parents about the requirements for the intervention programmes.	DHu/MJ	
PP students of all abilities to make	Create individualised intervention plans for	Within school evidence from last academic year shows that students that	One to one meetings with PP boys carried out by tutors. Plans	Tutors/ MJ	

progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school.	each Year 11 PP student based on assessment and forecast data.	engage in intervention programmes make progress.	drawn up for the students and intervention strategies discussed. Clear communication to parents about the requirements for the intervention programmes.		
	Publish support programme so all stakeholders have access to it.	Within school evidence from last academic year shows that students that engage in intervention programmes make progress.	Clear calendar of events published on the school website and written communication sent to parents. Analysis of attendance of PP students.	MT	
The disadvantaged students do not necessarily realise their own potential and therefore can be lacking in self- efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational ambition to succeed in their studies.	Year 11 Revision Programme.	Students need to have fully developed revision skills in order to access the wide range of revision material available. Developing independence and resilience are key traits for success.	Analysis of attendance of PP students to intervention strategies. Attendance targets and attendance rates shared with staff.	MJ/DHu £4000	Calendared event.
The disadvantaged students do not necessarily realise their own potential and therefore can be lacking in self- efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational	Bespoke revision packs.	Allow disadvantaged students to target key areas of revision more effectively, increasing engagement and self-efficacy.	Analysis of student outcomes Student voice Teacher input – identification of resources.	MJ/ HoDs £2000	Autumn and Spring Terms.

ambition to succeed in their studies.					
Attendance rates for PP students are below the national average and below the rates of their NPP peers.	Attendance Improvement Coordinator	Targeted intervention with PA students to reduce absenteeism.	Analysis of attendance data disadvantaged students to show gaps closing.	DCr £4400	Monthly with half way point meetings.
Attendance rates for PP students are below the national average and below the rates of their NPP peers.	Tutor interventions	Students need to feel motivated. Students must have in depth discussions about attendance. Introduction of competition and rewards to take place monthly will create a culture of celebration and achievement.	Analysis of attendance data disadvantaged students to show gaps closing.	YN/MJ/HoYs	Monthly with half way point meetings.
The disadvantaged students do not necessarily realise their own potential and therefore can be lacking in self- efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational ambition to succeed in their studies.	Targeted financial support.	Senior leaders can make funds available to support to any student that requires support with their education. Some disadvantaged students encounter barriers to their learning that the school is in a position to help with. Individual support can make a significant difference to the individual's life chances.	Student voice, bespoke support has the desired outcome.	SLT £3100	Individual basis.
The disadvantaged students do not necessarily realise their own potential and therefore can be lacking in self- efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational ambition to success in their studies.	Scholarship Programme	To ensure that all disadvantaged students have access to enrichment opportunities. Are supported to be ambitious with their decisions.	Disadvantaged students are well represented on the scholarship programme, 20% of places to be allocated to disadvantaged students. Full and detailed discussion with SLT to discuss the principles that underpin the programme.	YN £4000	Half- termly

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 progress be reviewed?
The disadvantaged students do not necessarily realise their own potential and therefore can be lacking in self- efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational ambition to succeed in their studies.	Trips and financial support to access extra - curricular activities.	Students are given the opportunity to engage with full curriculum and will not be disadvantaged.	All students that require financial support have access to it. Analysis of the engagement of PP students with extra curricular activities and school trips.	MJ/YN £3000	Half-termly
	Equipment for exams.	Students sometimes do not have the right equipment for the exam. This can lead to wasted time during examinations and therefore hinder their performance.	All students in Year 11 to receive exam equipment pack through a tutorial session on exam practice and steps to success tutorial.	MJ/MT £300	Calendared event
The disadvantaged students do not necessarily realise their own potential and therefore can be lacking in self- efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational ambition to succeed in their studies.	Leicester City Football Club will employ an academic mentor. Mentor to work specifically with PP students and vulnerable students.	Some students require intervention in addition to the school's intervention programme. Specific needs to be addressed and individualised programmes need to be put in place to ensure students are successful in schools.	Work with Leicester City Football club in recruiting a high quality candidate. Work with partner school in establishing clear role and expectations.	YN/ZB £6000	Feb half-term and 6 week cycle afterwards.
	Breakfasts for PP students and invited students before the exams. Access to	Students that have good attendance and attend intervention and support sessions perform well. Analysis shows that good engagement improves grades.	Analysis of PP performance against KPIs.	MT/HODs	Calendared event.

	teachers to go through 'last minute preparation.'				
PP students of all abilities to make progress in relation to their starting points. Disadvantaged students to close the gap between themselves and other students in the school	Staff to be allocated sessions to work with PP students and support within the classroom.	This can reduce the teacher to student ratio in key groups. Based on reduced class size research - Smaller class sizes can have +3 month impact. (EEF)	Analysis of PP performance against KPIs.	DHu £10000	TBC
The disadvantaged students do not necessarily realise their own potential and therefore can be lacking in self- efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational ambition to succeed in their studies.	SLT/ GP to set up careers advice with PP students.	Students must have high aspirations and aim for Post 16 options that match their ability. This ensures that they are working towards grades that reflect their ability and allow the right progression path.	GP/SLT to set up interviews and track that they have been completed.	GP/ SLT	Calendared event.

5. Review of expenditure

Previous Academic year		2019/20			
Intended Outcome	Action	Estimated Impact.		Lessons Learned.	Spent
Improved behaviours seen amongst PP students that leads to a high level of engagement within	Behaviour management systems have been refined and logging system allows groups to be analysed. Core Inclusion group to monitor	<p>New system in place, this leads to accurate logging of behaviours and clear analysis of cohorts and groups. Allows the school to formulate the right strategies to deal with the behaviours and target groups and individuals for support.</p> <p>PP and groups can now be tracked and strategies can be evaluated.</p>		Clear and accurate systems allow quick intervention with key individuals and groups. System supports the teacher in the classroom and has improved the communication with parents. Behaviour policy	

lessons and the school community.	systems and formulate strategies to support specific groups.		requires further simplification. Look to bring in a management system such as Go 4 Schools/ Epraise.	
Improved behaviours seen amongst PP students that leads to a high level of engagement within lessons and the school community.	CPD on behaviour management for all staff.	Teachers are clear on the key strategies that have impact with the students in their classroom. Students are encouraged to discuss their behaviour and understand the consequences for their actions.	Teachers have a good knowledge of behaviour management in this school. Systems can lead to confusion and a more proactive approach is required to support students in preventing poor behaviours from happening.	
To close the gap in attainment and progress between PP students and NPP students. PP students of all ability ranges make progress in relation to their starting points.	Effective feedback CPD session to all staff.	Monitoring and evaluation procedures show that staff use the school policy to feedback to students. Reduction in exclusion rates for 2019/2020 compared to 2018/19.	Consistency leads to good outcomes. Although exclusion rates have dropped, numbers remain too high. This needs to be an area of focus next academic year.	
PP students make expected progress in maths and English and close the gap when compared to their peers.	To fund extra staffing in English, maths and other curriculum areas to allow high quality first wave teaching.	<p>Reduction in class sizes has allowed students to have more access to specialist support in English and maths. As a result of this extra funding there has been significant improvement in both of these areas.</p> <p>Results for 2018/19*</p> <p>P8 for Disadvantaged was -0.58, nationally disadvantaged was -0.45.</p> <p>English element for Disadvantaged was -0.6, nationally disadvantaged was -0.44. 2017/18 Disadvantaged performance for the English element was -0.7.</p> <p>Maths element for Disadvantaged was -0.04, nationally disadvantaged was -0.39. 2017/18 Disadvantaged performance for the maths element was -0.2.</p>	<p>The investment in this area has led to the consolidation of the school's P8 score.</p> <p>There is a good performance in maths when the school's disadvantaged students perform better than their national peers do. Improvement in English will be a key focus in 2020/21.</p>	
PP students make expected progress in maths and English and	Use PiXL methodology to support PP students and formulate intervention	Access to the resources from PiXL have contributed to improved outcomes for PP students. This is evident in a number of subject areas. Students have been able to revise independently using a range of resources to support them with their studies.	Ensuring the resources are targeted and using the QLA tool to ensure the students make the best progress.	

close the gap when compared to their peers.	strategies to support progress.			
PP students make expected progress in maths and English and close the gap when compared to their peers.	To provide literacy and numeracy support to Year 7 students through catch-up interventions. Continue to support Year 8 and Year 9 students that are not making progress.	Fresh start programme has shown to have impact and the students involved in the programme have made progress. Numeracy programme is running but does not match the progress made by the fresh start programme. See catch up section on school's website to see impact.	Numeracy programme is currently being evaluated to ensure that the students involved in the programme make the required progress.	
PP students in Year 7 to make the same expected progress as their peers.	Rainbow maths and Fresh Start. Resources to be available to deliver the course to a high standard.	Fresh start programme has shown to have impact and the students involved in the programme have made progress. Numeracy programme is running but does not match the progress made by the fresh start programme. See catch up section on school's website to see impact.	Numeracy programme is currently being evaluated to ensure that the students involved in the programme make the required progress.	
To close the gap in attainment and progress between PP students and NPP students. PP students of all ability ranges make progress in relation to their starting points.	PP students to receive study aids and specialist resources to support them in preparation for their exams. PP students to have access to the online resources that support their courses. PP students to have access to the online apps in and out of school.	This action was a little more difficult to evaluate. The students that required study aids received the resources but the impact inconclusive due to school closures. Students showed high levels of engagement with the apps the school had purchased. Students used the apps frequently and the apps targeted the areas for development for that individual. Overall effectiveness inconclusive due to school closures.	Subject teacher to monitor the use of the subject study aids and evaluate the impact of the resources. Use baseline testing method. Use the evidence to promote the use of apps with the students so that they can see the benefit of using them. Promote in assembly and tutorials and schedule sessions in the lead up to exams.	
To close the gap in attainment and progress between PP students and NPP students. PP students of all ability ranges make progress in	Teachers effectively use data to target PP students and provide effective intervention within the class.	Data was used effectively in core achievement meetings. Intervention groups were formulated and the right students were identified. This also led to the right intervention strategies being put in place for maths, science and English. Usage of the school's data system improved and individual class teachers carried out QLA for their students during the mock exams.	Mock examinations indicated improvement for 2019/20, however this strategy is inconclusive based on its impact.	

relation to their starting points.				
To close the gap in attainment and progress between PP students and NPP students. PP students of all ability ranges make progress in relation to their starting points.	High quality CPD for all staff on the latest and most effective teaching strategies.	Staff engagement with CPD programme is excellent. Staff engage with the best strategies to deliver in the classroom. Staff use the opportunities to share good practice and develop high quality lessons to engage and support students.	Ensure the teachers that made the best progress with PP students are met with and best practice is shared across the school.	
Access to the latest and most effective teaching resources to support PP students.	PiXL subscription – access for all staff.	This has allowed all PP students to access the resources in a number of subject areas. This has shown improvement in English, maths, science and humanities.	The resources and materials from PiXL are exceptionally high quality. RSL to share best practice across the whole school. Tailored sessions with PP students to ensure complete understanding using the resources.	
Access to the latest and most effective teaching resources to support PP students.	PiXL training – HOFs to attend relevant PiXL meeting to ensure they fully understand the methodology behind the relevant intervention strategies.	This has allowed all PP students to access the resources in a number of subject areas. This has shown improvement in English, maths, science and humanities.	The resources and materials from PiXL are exceptionally high quality. RSL to share best practice across the whole school.	
ii. Targeted support				
To close the gap in attainment and progress between PP students and NPP students. PP students of all ability ranges make progress in relation to their starting points.	Meet with students and launch initiatives with them. Engage parents with the strategies in order to gain buy in.	All PP students had a meeting to discuss progress, aspirations and areas for improvement. This allowed individualised support and clear communication with staff and parents.	Interviews were carried out by SLT. Interviews were high quality but the school wants to increase the frequency of the interviews. The process will be moved to the tutors.	
All parents of PP students are engaged with the school and	Create individualised intervention plans for each Year 11 PP student	Unable to complete this intervention.		

support policies, procedures and methods of support for their child.	based on assessment and forecast data.			
To close the gap in attainment and progress between PP students and NPP students. PP students of all ability ranges make progress in relation to their starting points.	Mentors to encourage and motivate PP boys to attend and provide incentives.	Unable to complete this intervention.		
PP students improve attendance and are in line with their NPP student peers, in addition they meet the national requirement of 96%	All identified students to have tutorial on good attendance matters and the strategies on how to improve and maintain good attendance.	Year 7 94.68% above the national average for Disadvantaged students (90.8%) Years 8, 9,10 and 11 below the national average for Disadvantaged students.	PP students attendance needs to improve. Small group work and target setting session needs to be put in place to work with key individuals. DC being appointed will enable systems to be reviewed and improved.	
PP students improve attendance and are in line with their NPP student peers, in addition they meet the national requirement of 96%	Targeted communication to inform parents of PP students' attendance in relation to key thresholds.	Year 7 94.68% -above the national average for Disadvantaged students (90.8%) Years 8, 9, 10 and 11 below the national average for Disadvantaged students.	PP students' attendance needs to improve. Very limited impact last year. Review of the role of the tutor and reorganisation of strategic leadership.	
To close the gap in attainment and progress between PP students and NPP students. PP students of all ability ranges make progress in relation to their starting points.	Year 11 Revision Programme	Unable to start this intervention.		
iii. Other Approaches				

Desired outcome	Chosen action / approach			
Improved behaviours seen amongst PP students that leads to a high level of engagement within lessons and the school community.	Trips and financial support to access extra - curricular activities.	All PP students that required support for trips and activities received support.	Engagement of PP students leads to better outcomes. The school will look at other activities that can improve engagement of PP students.	
To close the gap in attainment and progress between PP students and NPP students. PP students of all ability ranges make progress in relation to their starting points.	Equipment for exams.	Unable to start this intervention.		
To close the gap in attainment and progress between PP students and NPP students. PP students of all ability ranges make progress in relation to their starting points.	Breakfasts for PP students and invited students before the exams. Access to teachers to go through 'last minute preparation.'	Unable to start this intervention.		

Total Spend £100 000 in 2019/20

* 2018/19 outcomes have been used to establish a baseline measurement.