

Pupil premium strategy / self- evaluation (secondary)

| 1. Summary information | | | | | |
|------------------------|-------------------------|----------------------------------|--------|--|-----------------------|
| School | Priory Pembroke Academy | | | | |
| Academic Year | 18/19 | Total PP budget | £66640 | Date of most recent PP Review | Next Review Nov 19 |
| Total number of pupils | 214 | Number of pupils eligible for PP | 73 | Date for next internal review of this strategy | March 19 |

| 2. Current attainment | | |
|----------------------------|--------------------------------------|--|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average 2017) |
| Progress 8 score average | -0.41 | 0.11 |
| Attainment 8 score average | 35.44 | 49.76 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A. | KS2 Reading and Writing levels on entering the school are lower for PP students than their peers, which creates a barrier to them making good progress in all subjects. |
| B. | KS2 Maths levels on entering the school are lower for PP students than their peers, which creates a barrier to them making good progress. |
| C. | Historic evidence shows the number of PP students who participate in extra-curricular and leadership activities is lower than that of their peers. Evidence shows there is a correlation between readiness for school, wider school engagement and positive academic progress |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance rates for PP students have improved, but are below the target for all students of 97%. This reduces their time in school and impacts on the progress being made. |

| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
|--|---|--|
| A. | Progress for PP students in English improved to diminish the difference to the National 'other' Progress8 score (+0.09 in 2017). | <p>PP students to improve progress in English (close the gap to come in line with national other).</p> <p>Module grades for all year groups based on robust and moderated regular assessment used to track progress and direct intervention / support.</p> <p>Regular use of formal reading and spelling assessments to track progress of students in all year groups, and ensure that intervention, support and challenge is at the appropriate level.</p> <p>Implementation of the Reader Programme, and Reading lessons for all KS3 students.</p> <p>The OECD report found that not reading for pleasure is a bigger barrier to students than their socio-economic background.</p> |
| B. | Progress for PP students in maths improved to diminish the difference to the National 'other' Progress8 score (+0.11 in 2017). | <p>PP students to improve progress in maths (close the gap to come in line with national other).</p> <p>Module grades for all year groups based on robust and moderated regular assessment used to track progress and direct intervention / support.</p> <p>Regular use of question level analysis to track progress of students in all year groups, and ensure that intervention, support and challenge is at the appropriate level.</p> |
| C. | Improve the attendance rate for PP students in line with school expectations. | <p>Reduce the number of persistent absentees (PA) for PP students to below 10%.</p> <p>Overall attendance for PP students to improve to in line with other students nationally (target 97%, currently 95.3%).</p> |
| D. | Increased aspirations and involvement in enrichment for PP students, to improve readiness for school, and consequently having a positive impact on student progress. | <p>Improved student attitudes to school, captured through mentoring, pupil voice and survey responses.</p> <p>PP student representation within student leadership groups and extra-curricular activities to reflect the whole school proportions (30%).</p> <p>All PP students receiving careers guidance at least 3 times per academic year to prepare them for the next stage in their education/training, and to build aspirations,</p> <p>All KS4 PP students to have visited Post-16 provider open days, careers fairs, and engaged with industry through careers events, mock interviews and careers interviews, with access to external events prioritised for PP students.</p> <p>Students in Year 11 to have post-16 applications completed by December 2018, and offers in place by Easter 2019.</p> |

5. Planned expenditure

Academic year

2018-2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|--|--|--|--------------------------------------|
| Introduce and embed Reading Lessons and the Reader program | Improved attitude to reading and learning. Improved access to the whole curriculum through improved vocabulary and knowledge of world issues/events. Improved progress of PP students, in order to close the gap between them and their peers. Improved life chances for students. | Improved literacy through Reading for Pleasure will allow PP students increased access to the curriculum, leading to increased attainment. Improved literacy skills will have a positive impact on performance in all subject areas | Appoint a Reading Leader Establish a dedicated and well resourced Reading Room and lending library Training for the Reading Leader Include 'Reading' lessons in all Year 7 & 8 timetables, max group size 10 Cross-curricular Reading events, until reading becomes 'normal' Regular review by Reading leader and SLT link | Reading Leader / AH Curriculum | March 2019 |
| Provide specialist Learning Support Assistants for English and Maths | Improved support for PP students when accessing the core curriculum. Outcomes for PP students in English & maths are at least in line with expected progress | LSAs with specialised knowledge of the curriculum, working to support classes, providing targeted 1:1 intervention and small group work will provide consistent and targeted support to students based on their current progress and regular feedback. | Regular monitoring of current progress to ensure closing the gap, and improved results. Improve literacy and maths skills of PP students through targeted and planned interventions, coordinated by subject leads and LSAs. Increase confidence in English and Maths through 1-1 or small group support, focusing on making small, regular and sustainable improvement, based on question level analysis of regular assessed tasks. Improved outcomes in examinations at KS4. Narrowing of attainment gap with improved results for all students. LSAs to be directed by the subject staff. | HOD – English HOD – Maths AH Curriculum AH Assessment | March 2019 |

| | | | | | |
|---|--|---|--|--|-----------------------|
| <p>Reduce class sizes</p> | <p>Increased support for PP students, enabling increased access to the curriculum. Increased confidence due to timely and specific feedback to aid improvement.</p> <p>Improved progress of PP students, in order to close the gap between them and their peers.</p> | <p>Increasing teaching capacity, providing more teaching groups with a smaller number of students. This will increase staff-student contact during curriculum time, improving quality and frequency of feedback, including verbal and live marking, which will provide PP students with the prompt feedback and encouragement to support their improvement.</p> | <p>Group sizes for 2018-19 average 17 students. Monitoring of groups to maintain small groups, taking into account new students. Careful and considerate timetabling to provide all students with staff experienced in the delivery of the curriculum Provide support through CPLD for staff new to a subject. Provide all staff CPLD on effective feedback and differentiation n lessons.</p> | <p>DH - T&L Lead AH - Curriculum</p> | <p>March 2019</p> |
| <p>Continued Professional Development for all staff and governors</p> | <p>All teaching and support staff to have access to current research and practise.</p> <p>Student support and outcomes improved due to improved staff practise.</p> <p>Improved progress of PP students, in order to close the gap between them and their peers.</p> | <p>To provide training to staff to develop effective support for PP students within the Increased knowledge of staff will lead to improved efficiency and effectiveness of in school systems and increased classroom. Accessibility of the curriculum. Individual needs of students met more effectively, leading to improved outcomes for students</p> | <p>* Courses to be selected using evidence of effectiveness and applied for through T&L Lead. Dissemination to all staff through T&L sessions and use of peer observation and learning walks to evaluate impact on progress. * Increase the profile of PP students and the Pupil Premium strategy within the Academy through: weekly inclusion of PP in the "Friday email" (staff update); creation and regular update of a PP noticeboard, with up to date research, links and current strategy focus; PP Summary document included in staff files; update to staff each module through the T&L sessions. Work with the Priory Researcher in Residence to regularly review strategy and keep up to date with best practice.</p> | <p>AH Curriculum</p> | <p>March 2019</p> |
| <p style="text-align: right;">Total budgeted cost</p> | | | | | <p>£40,000</p> |

| ii. Targeted support | | | | | |
|--|--|---|--|----------------------|---|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Establish a PP Champion, and mentoring program for all PP students | Improved attitude to learning for PP students Identify individual barriers to learning and support students overcoming them. Provide students with a 'Champion' or link member of staff Improve the attendance rate for PP students | Pupil Premium students all have very different situations, each bringing their own barriers to learning. By providing a dedicated PP Champion who will meet with them at least 3 times a year, all students will have an opportunity to identify their barriers, steps they can take to overcome them, and support the Academy can provide. | Appoint a PP Champion Provide training to PP Champion – current thinking in PP strategy, academic and pastoral monitoring, mentoring techniques) Decide criteria for mentoring timetable, and inform students / parents / carers. Agree guidelines for mentoring process Begin program of mentoring. Regular meetings with AH Curriculum, PP Champion and PSO team to support interventions. | AH Curriculum | March 2019 |
| Provide access to Counselling services and Additional Pastoral Support for SPP | Improved wellbeing of students, which has a direct impact on their attitude to school and learning. Improve the attendance rate for PP students | The Children's Society report "The Damage of Debt" cites clear links between low income families struggling financially with increased mental health issues for young people. The emotional needs of students must be addressed to ensure we are meeting their needs and providing an appropriate education. Supporting students with mental health needs will lead to improved attendance, increased engagement in lessons, and subsequently improved outcomes for the students. | Students will be referred for counselling by members of staff (teaching and support), or as a result of a parental request. All referrals will be made to the pastoral team who will ensure appropriate provision is put in place. PSOs will provide additional mentoring for SPP students each module, with additional funding to support any needs identified. All students are supported in identifying signs of mental health, and how to access support through an extensive SMSC and PSHE programme. | AH – Student Welfare | March 2019 |

| | | | | | |
|---|--|--|---|---------------|------------|
| Support the provision of curriculum resources for PP students | Improved progress of PP students, in order to close the gap between them and their | Individualised support of curriculum areas and educational visits is essential to increase engagement in lessons and with homework, which will lead to improved attainment due to deepened understanding of subject. Funding is available to support the development of classroom teaching and to provide bespoke interventions. Enrichment through experience of cultural visits and completion of examination work with required field work can be supported upon request. All requests for funding must identify specific PP students and the intended impact on them. This will then be followed with a review of the funding use. | Funding uses so far in have included: <ul style="list-style-type: none"> - Purchase of GL Assessment package to assess all students Reading, Spelling and Mathematical ability – results are then used to identify gaps and provide specific intervention. - Purchase of additional English resources to support progress in KS4. - Y8 trip to Literacy conference (Cambridge) - GCSE Drama Theatre trip - Revision evening, including purchase of revision materials, including guides, revision planners and essential stationary to enable Year 11 students to make an effective start to their revision, with a targeted campaign to ensure attendance of PP students. | AH Curriculum | March 2019 |
|---|--|--|---|---------------|------------|

Total budgeted cost £18,500

iii. Other approaches

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|---|---|--------------|--------------------------------------|
| Provision of Breakfast and After school Club facilities | <p>Improve the attendance rate for PP students</p> <p>Increased aspirations and involvement in enrichment for PP students, improving readiness to learn.</p> | <p>Wrap-around facilities for students provide a social environment, opportunity to develop leadership skills, involvement in projects and a safe place for vulnerable students.</p> <p>Students are more prepared for a school day following a nutritious breakfast, and are more likely to attend school, and be punctual when they have attended breakfast club.</p> <p>After school club provides an good learning environment to complete homework and continue to develop other skills, including completion of elements for the Pembroke Pledge.</p> | <p>Staff rotas to be created in advance, and all orders done to ensure the provision is effective and encouraging. Regular review and monitoring of access to this provision by PP students to ensure their needs are being met, with student voice.</p> <p>Activities after school include, homework support, Pembroke Pledge, involvement in projects and competitions, team building, and essential life skills.</p> <p>Students improve social skills through engagement with staff and peers. Independence in students increases as they learn basic skills (preparation of breakfast, serving, planning visits, writing letters, budgeting etc) and</p> | Deputy Senco | March 2019 |

| | | | | | |
|--|---|--|---|----------------------|------------|
| | | | vulnerable students are provided with a safe environment Monitored by senior LSA and overseen by senior leadership team. | | |
| Provision of specialist careers provision | Increased aspirations and involvement in enrichment for PP students | In order to raise student aspirations, a thorough careers programme will be embedded from Year 7 to enable students to make good choices throughout their education. Visits to further education establishments, local industry and meetings with local businesses will be used to develop the programme and ensure that students are receiving high quality support and guidance. | <ul style="list-style-type: none"> - Regular meetings will be held with Careers officer, SMSC lead and Pastoral team to review and refine the careers provision in place, and plan next stages. - Establish morning 'Careers Clinics' with appointments to support students - Cultivation of links with local further education, apprenticeship providers and local businesses by the careers lead to continue development of a robust and effective careers programme. - Timetabled careers interviews for all students, calendared in line with key dates for students (eg sixth form application dates, year 9 options) with PP students starting the cycle. - Regular careers focus in the SMSC programme of study for all students in years 7-11. - Use of Subject Immersion Days to develop careers and life skills programme; including but not limited to careers talks, Barclays life skills, first aid. | AH - Curriculum | March 2019 |
| Attendance monitoring and support to improve | Improve the attendance rate for PP students in line with other students | The Attendance team will monitor the attendance of PP students closely creating action plans for individuals to improve attendance and punctuality. | <p>The Attendance team will monitor the attendance of PP students closely:</p> <ul style="list-style-type: none"> - Immediate contact with parents when a PP student has an unexplained absence (first day, and subsequent follow up), - investigate ways to improve attendance and punctuality in collaboration with parents and any other involved agency. - Use of attendance panel meetings to follow up persistent and increasing absence trends. | AH – Student Welfare | March 2019 |

| | | | | | |
|--|--|--|--|--|--|
| | | | Weekly attendance update to PP lead, pastoral teams and SLT, highlighting trends, key students and actions in place. | | |
|--|--|--|--|--|--|

| | | | | | |
|----------------------------|--|--|--|--|---------------|
| Total budgeted cost | | | | | £8,000 |
|----------------------------|--|--|--|--|---------------|

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

| 6. Review of expenditure | | | | |
|---|---|--|--|-------|
| Previous Academic Year | | 2017-2018 | | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Development of a whole school literacy programme | Improved progress of PP students, in order to close the gap between them and their peers. | <ul style="list-style-type: none"> - Use of Reading and Spelling assessments to benchmark and regularly assess development of student literacy will enable the implementation of a personalised intervention package. (delivered in 1-1 or small group sessions) - Staff Literacy training, delivered by Literacy lead, each module will support the development of a whole school approach to further support students, with a focus on support for PP students. Focus on development of reading for meaning, improving spellings, structuring answers. - Reviewed regularly by teaching staff and monitored by T&L Lead | <p>GL Assessment package purchased with an assessment plan implemented in 18/19 to base line test, and the monitor progress of students. This provides accurate assessments comparable to other students across England. This coupled with the Precision Teaching intervention programme will act on identified gaps and support students in the development of reading and writing standards.</p> <p>Staff training in Literacy support within subject areas delivered each module. A more targeted approach, lead by the new Head of English is needed to make a whole school approach successful and to support the Reader programme which will be embedded in 2018-19</p> | £3500 |
| Continued Professional Development opportunities (by request or through review by T&L Lead) | Improved progress of PP students, in order to close the gap between them and their peers. | <ul style="list-style-type: none"> - Courses to be selected using evidence of effectiveness and applied for through T&L Lead. Dissemination to all staff through T&L sessions and use of peer observation and learning walks to evaluate impact on progress. - Development of a working party to develop the PP strategy, review actions to date, disseminate information to key stakeholders within the Academy, and develop an effective mentoring programme. - Increase the profile of PP students and the Pupil Premium strategy within the Academy through: weekly inclusion of PP in the "Friday email" (staff update); creation and regular update of a PP noticeboard, with up to date research, links and current strategy focus; Creation of "Summary document" for staff information files; update to staff each module through the T&L sessions. - Work with the Priory Researcher in Residence to regularly review strategy and keep up to date with best practice. | <p>Provision of current educational research to support the development of strategies to support students I lessons. This research will be used to develop the 18/19 strategy and support staff development and training sessions.</p> <p>Work with the pastoral team continued on an informal basis due to staffing changes. This will be developed and embedded in 18/19, and will also include members of the student support department.</p> <p>Regular updates were provided to staff through the "Friday Email", Inset updates and staff training time in module Tuesday meetings. A dedicated noticeboard informed staff of new research findings, EEF recommendations and a copy of the strategy document. For 2018/19, these documents and updates have been included in the staff handbook. This will continue, with more frequent updates and links to blogs and research to challenge staff thinking.</p> <p>AH worked with the Researcher in Residence to refine the PP strategy for 17/18. This included learning walks and student voice, which was repeated during a later visit. This provided challenge to think and ensured each intervention and spending plan was thoroughly planned to</p> | 0 |

| Specialised Learning Support Assistants for Maths and English | <p>Outcomes for PP students in English & maths are at least in line with expected progress</p> <p>Improved progress of PP students, in order to close the gap between them and their peers.</p> | <ul style="list-style-type: none"> - Regular monitoring of current progress to ensure closing the gap, and improved results. - Improve literacy and maths skills of PP students through targeted and planned interventions, coordinated by subject leads and LSAs. - Increase confidence in English and Maths through 1-1 or small group support, focusing on making small, regular and sustainable improvement, based on question level analysis of regular assessed tasks. <p>Improved outcomes in examinations at KS4. Narrowing of attainment gap with improved results for all students. LSAs to be directed by the subject staff. Updates to AH on interventions and outcomes fortnightly.</p> | <p>Specialist learning support assistants were with their main subject for the majority of their time in 17/18. This enabled the development of a strong working relationship between core subjects and the Student support department. In 2018/19 this will be developed to ensure specialist LSAs will be with their subject at all times. This has enabled them to be fully involved in department meeting and planning time. This has improved LSA use within the classroom and developed the use of differentiation, support and challenge within these subjects. As a result the gap between PP and Other students in Maths closed to 0.15 difference (both positive scores), and is closing in English.</p> <p>Further training is being undertaken as part of the SEN review to ensure subject specialist LSAs are secure in their knowledge and intervention strategies to continue to support in these departments. Specialist LSAs are being developed in other areas as a result of this success.</p> | 38000 |
|---|---|---|---|-------------|
| ii. Targeted support | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Counselling service (including CASY and mentoring) | Improve the attendance rate for PP students | <ul style="list-style-type: none"> - Students will be referred for counselling by members of staff (teaching and support), or as a result of a parental request. All referrals will be made to the pastoral team who will ensure appropriate provision is put in place. <p>All students are supported in identifying signs of mental health, and how to access support through an extensive SMSC and PSHE programme.</p> | <p>Students were referred for counselling by members of staff (teaching and support), or as a result of a parental request. All referrals were made to the pastoral team who ensure appropriate provision is put in place. This service is essential in supporting some of our vulnerable students and ensuring they attend school. This provision will continue to be supported by both the pastoral and PP funds.</p> <p>All students are supported in identifying signs of mental health, and how to access support through an extensive SMSC and PSHE programme. This programme is constantly under review and development, to ensure that student needs are met.</p> | 2000 |

| | | | | |
|---|--|---|---|------|
| Curriculum Resources (by request directly to PP Lead) | Outcomes for PP students in English & maths are at least in line with expected progress Improved progress of PP students, in order to close the gap between them and their peers. | Funding uses so far in have included: <ul style="list-style-type: none"> - Purchase of new exercise books across the school. Designed to improve marking, feedback, self and peer assessment as effective Feedback is recognised as adding an additional 8 months learning to students. - Purchase of Peer mentoring resources to support redevelopment of Buddies - Purchase of transition packs for Sept 2017 intake to ensure all students have the essential equipment from day one. - Purchase of additional English resources to support progress in KS4. - Revision evening, including purchase of revision materials, including guides, revision planners and essential stationary to enable Year 11 students to make an effective start to their revision, with a targeted campaign to ensure attendance of PP | This element of the budget is set aside for teaching staff to access to support PP students in their curriculum areas. While this allocation is important in supporting in this way, it is not as well utilised as it could be. For 2018/19 the funding request process and curriculum support will be reviewed to increase access and support within lessons as part of the first wave quality teaching. | 3000 |
|---|--|---|---|------|

iii. Other approaches

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
|--|---|--|---|------|
| Provision of breakfast, lunch and after school club, including staffing. | Improve the attendance rate for PP students Increased aspirations and involvement in enrichment for PP students, improving readiness to learn. | <ul style="list-style-type: none"> - Staff rotas to be created in advance, and all orders done to ensure the provision is effective and encouraging. - Regular review and monitoring of access to this provision by PP students to ensure their needs are being met, with student voice. - Activities after school include, crafts, games, homework support, involvement in projects and competitions, team building, and essential life skills. - Students improve social skills through engagement with staff and peers. - Independence in students increases as they learn basic skills (preparation of breakfast, serving, planning visits, writing letters, budgeting etc) and vulnerable students are provided with a safe environment <p>Monitored by senior LSA and overseen by senior leadership team.</p> | Breakfast club and Afterschool club provided an important resource for many of our vulnerable and PP students. We will continue to provide this for students, but will introduce a nominal cost for breakfast club to support the purchase of food. Staffing will continue to be funded through PP funding. Afterschool club was not providing students with the best opportunities to develop social, personal or academic skills. For 2018/19, afterschool club will be reduced to 3 evenings a week, with a clear focus on homework support, extended learning and an opportunity to complete elements of the Pembroke Pledge. | 8000 |

| | | | | |
|---|--|--|--|--|
| <p>Attendance monitoring and support.</p> | <p>Improve the attendance rate for PP students</p> | <p>The Attendance team will monitor the attendance of PP students closely:</p> <ul style="list-style-type: none"> - Immediate contact with parents when a PP student has an unexplained absence (first day, and subsequent follow up), - investigate ways to improve attendance and punctuality in collaboration with parents and any other involved agency. - Use of attendance panel meetings to follow up persistent and increasing absence trends. <p>Weekly attendance update to PP lead, pastoral teams and SIT highlighting trends, key students and actions in place</p> | <p>This system has continued to have a positive impact on the attendance of students. With the increased capacity of the pastoral team, the mentoring and inter-agency approach will continue to improve attendance of students.</p> | |
| <p>Careers guidance, through regular interviews and development of a careers strand in the SMSC scheme.</p> | <p>Increased aspirations and involvement in enrichment for PP students</p> | <ul style="list-style-type: none"> - Regular meetings will be held with Careers officer, SMSC lead and Pastoral team to review and refine the careers provision in place, and plan next stages. - Cultivation of links with local further education, apprenticeship providers and local businesses by the careers lead to continue development of a robust and effective careers programme. - Timetabled careers interviews for all students, calendared in line with key dates for students (eg sixth form application dates, year 9 options) with PP students starting the cycle. - Regular careers focus in the SMSC programme of study for all students in years 7-11. <p>Use of Subject Immersion Days to develop careers and life skills programme; including but not limited to careers talks, Barclays life skills, first aid.</p> | <p>All students received a careers interview and students in KS4 attended at least one careers event in readiness for post-16. Students had an increased opportunity to attend events at Riseholme college, a link which will continue.</p> <p>The appointment of a careers advisor in 2018/19 will continue to strengthen the careers provision, with increased inclusion in the PSHMRE and SMSC programmes. The programme for KS3 will be improved to build careers and aspirations opportunities from Year 7.</p> | |

| | | | | |
|---------------------|--|---|--|-------------|
| <p>Support Fund</p> | <p>This fund has been created to support students and their parents/carers with essential items, such as uniform, equipment and emergency travel. Access to funding is made via a direct application from the parent/carer to the AH – Assessment and Curriculum, or through discussion with the pastoral team. This will ensure that all students have access to essential items, that all students can access the curriculum and therefore make good progress and aims to remove barriers to attendance and learning</p> | <p>- AH – Assessment and Curriculum will assess each request on an individual basis to ensure the needs of the student are being met to ensure they continue to make good progress.</p> | <p>Access to money through this element of the PP Strategy has been made infrequently, but appropriately, to support students outside of the timetabled curriculum to ensure they are ready to learn each day. This fund will continue to support students in this way, as recommended by the pastoral team, or by request from parents.</p> | <p>3000</p> |
|---------------------|--|---|--|-------------|

7. Additional detail

