



King Egbert School Pupil Premium Information and Analysis

September 2015

“The pupil premium began to be allocated to schools in 2012 and is targeting funding at pupils from low income families who generally do not achieve as well as pupils from more advantaged backgrounds. Government funding will support them in reaching their potential and help schools to reduce educational inequalities.” (DFE)

King Egbert School is committed to investing the pupil premium fund effectively to provide opportunities for our students to thrive in our school, enjoy their learning experiences and maximise their progress whatever their starting point.

The context of our school (RAISE Online 2014)

	2012	2013	2014	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	1,248	1,250	1,282				
National	990	978	957	8	617	845	1,047
% girls							
School	49.6	48.9	49.9				
National	49.6	49.6	49.7	0.0	45.8	48.1	49.6
% of pupils known to be eligible for free school meals (FSM)*							
School	18.7	19.8	21.1				
National	26.7	28.2	28.5	0.9	14.4	21.6	30.6
% of pupils from minority ethnic groups							
School	34.4	35.4	35.8				
National	23.5	24.5	25.6	0.0	5.1	9.0	17.3
% of pupils first language not / believed not to be English							
School	22.8	24.3	25.5				
National	13.0	13.6	14.4	0.0	1.7	3.6	8.1
% of pupils supported at school action							
School	6.2	6.2	13.5				
National	12.1	11.2	10.4	0.0	6.1	8.7	11.3
% of pupils supported by school action plus or with a statement of SEN							
School	11.5	12.1	8.4				
National	8.1	7.7	7.3	0.0	4.1	6.0	7.9
% stability							
School	93.0	93.2	94.2				
National	92.3	92.4	92.1	46.0	88.5	91.7	93.7
School deprivation indicator							
School	0.15	0.15	0.15				
National	0.21	0.22	0.22	0.03	0.12	0.16	0.23

Pupil Premium Expenditure 2014-2015

Total Number of Students on roll Y7-11: **989**

Number of students eligible for PP funding: **214 (22%)**

Total amount allocated to King Egbert School: **£180,455**

Total amount of Y7 Catch-Up Premium: **£12,500**

Number of students eligible for Catch-Up Premium: **24 (12%)**

Pupil Premium Summer School: **£8250**

King Egbert School is allocated **£180,455** for pupil premium for the school year 2014-2015. This is a government funded programme to promote the achievement of students who have received free school meals in the last 6 years and/or those who are in Local Authority Care and children of members of the forces. Extra funding has also been allocated for Y7 students who have not achieved level 4 in mathematics or English (Reading) at KS2.

We have audited the needs of every pupil in the pupil premium cohort to ensure we are providing for their academic and pastoral needs with this extra resource as shown below, however there are a range of mentoring, support, homework clubs and range of other interventions taking place outside of this budget. All interventions are tracked and the specific needs of each child are assessed termly in light of progress data and other information to ensure a tailored and personalised programme of support is in place.

All public examination re-sits at KS4 and KS5 for pupil premium eligible students are now automatically funded by the school to ensure access is equal for all students and not limited by issue of cost. We also fund the cost of remarks when deemed appropriate for eligible students.

The remainder of the funding is being used to support students to participate in activities for which the school asks for a voluntary contribution in order for them to operate, for example curriculum generated excursions, reward outings and enrichment activities.

King Egbert School offers 2 summer schools to aid the transition from primary school. The first is open to the whole year group and the second focuses on the pupil premium and vulnerable cohort and provides learning experiences in the core subjects and establishes routines of the school in a secure environment. All activities and staffing are funded through the Pupil Premium Summer School Fund.

The school has invested in a reading scheme called Accelerated Reader. All Y7 and Y8 students have dedicated curriculum time to access this scheme. Research shows that students who have good literacy levels can better access the curriculum, enjoy their learning and perform better in examinations. Reading for pleasure is a significant factor in improving social mobility. This programme is part funded by pupil premium as it helps the school to track levels of literacy for different cohorts of our students.

Use of funding	Amount	PPI year group benefiting	Rationale
LSA English	19040	Y7-11	Provides specific support for targeted students in lessons, in small groups and one to one. Develops resources and materials to support students' access to the curriculum. Supports the whole school literacy strategy to raise levels of literacy. Supports the Accelerated Reader Programme.
HLTA Maths	22401	Y7-11	HLTA teaches targeted maths groups which contributes to the setting of maths groups at KS3 and KS4. This differentiation has proved successful in the maths department and allows for an additional maths group in Y11. The HLTA coordinates and delivers focused maths intervention for students with less than L4 on entry to school and runs maths homework club.
LSA Science	15542	Y7-11	Subject specific LSA provides support for targeted students. Priority is given to KS4 students. Supports students in the 3 science subjects.
Additional in-class support in Science	3166		Additional in class support for targeted KS3 students.
Extra Teacher	39170	Y7-9	An additional teacher of Humanities allows the setting of Humanities subjects enabling targeted intervention in Humanities groups. This allows for smaller group sizes where need is greatest. Teachers of literacy based subjects focus on the school's priority of raising literacy levels.
HLTA	23042		Teacher of Y7 Literacy intervention for students with less than L4 in English on entry to the school. Delivers Accelerated Reading Programme to Y7 and Y8 students.
Family Support Workers	31903	Y7-11	Provide support through the transition process from primary school. Track the progress of vulnerable students and provide advocacy and support for identified families. Provides support for family learning in the community. Provides homework club in the community. Provides opportunities and experiences for identified students beyond school and their home life.
Year Manager	30353	Y7-11	New appointment to support the Y10 cohort with academic progress as well as social and emotional well-being. Year Manager will work with identified students in a variety of year groups through the delivery of a range of pastoral and academic intervention.
Intervention Teacher	17808	Y10 and Y11	Dedicated teacher to support vulnerable cohort. Supports students in lessons and provides one to one support. Tracks and monitors progress of cohort. Provides leadership and guidance for other staff on strategies to maximise progress of cohort.
Support to access curriculum in DT in KS3	675	Y7-9	Additional funding for students on FSM to access curriculum.
Access to Enrichment activities	420	Y7-11	Additional funding for students on FSM to access Enrichment experiences.
Accelerated Reader	7820	Y7-8	A reading programme designed to increase literacy levels through regular reading and quizzing. This has been built into the curriculum in Y7 and Y8. Pupil premium pays a proportion of the total cost of this programme.
Total Expenditure	211340		Overspend of £18,385

End of Year Analysis 2015

The following paper provides an overview of the work completed this year on our whole school priority of closing the achievement gaps between our PPI students and non-PPI students.

Our school priorities this year have been:

Maximise progress of all students whatever their starting point by:

- ❖ Having an inclusive culture and high expectations of progress for all
- ❖ Continually seeking to improve the quality of Teaching, Learning and Assessment
- ❖ Ensuring the climate for learning is positive
- ❖ Meeting the individual needs of students, particularly vulnerable cohorts PPI/EAL/SEN
- ❖ Preparing students for all aspects of life

Student Progress

Table shows trend of gap decrease ↓ or increase ↑ (It is important to note that comparisons over these recent years should take into account the changes in GCSE and BTEC specifications and assessment).

Year 11	2013 Gap	2014 Gap	2015 Gap
Attainment - 5+ A*-C passes including English and Maths	-40%	-42%	-40%
3LOP English	-25%	-22%	-13%
4+ LOP English	-21%	-32%	-19%
3 LOP Maths	-9%	-25%	-27%
4+ LOP Maths	-50%	-30%	-33%
Attendance	-3.2%	-2.3%	-2.5%
Persistent absence (<85%)	-7.1%	-5.9%	-4.4%

Year 11	2013-2014	2014-2015
Attainment - 5+ A*-C passes including English and Maths	↑2%	↓2%
3LOP English	↓3%	↓9%
4+ LOP English	↑11%	↓13%
3 LOP Maths	↑16%	↑2%
4+ LOP Maths	↓20%	↑3%
Attendance	↓0.9%	↑0.2%
Persistent absence (<85%)	↓1.2%	↓1.5%

Value Added Data (Capped EM)

PPI Cohort

2013			2014			2015		
PPI	Non PPI	Gap	PPI	Non PPI	Gap	PPI	Non PPI	Gap
1017	1039	22	993	1023	30	1010	1037	27

EAL Cohort

2013			2014			2015		
EAL	Non EAL	Gap	EAL	Non EAL	Gap	EAL	Non EAL	Gap
1028	1055	27	1000	1022	22	1035	1038	3

Whilst the headline figure of 5A*-C (EM) shows a significant gap between the performance of our PPI and non-PPI cohorts, there is evidence that the gap between these cohorts is closing. Our vulnerable cohorts VA measure is above the national average for similar cohorts in English and significantly above in maths. There has been significant investment in literacy provision for students and the positive impact of this is now showing in the progress of our PPI cohort.

Further investment into numeracy and the application of mathematics is a priority for 2015-2016 and additional lessons will be given to all Y7-9 students from September 2015. Y10 and Y11 students will continue to benefit from additional lessons and targeted support in mathematics.

Student attendance remains high and persistent absence (attendance below 85%) is decreasing. The gap between PPI and non PPI persistent absence is closing due to the positive impact of our Year Managers, Attendance team and Extended Schools Coordinators.

Value added is a measure of the progress students make between different stages of education. The national average is given as a score of 1000. A score above this shows that the cohort of students have made greater progress than expected. Our VA scores show the good progress that our PPI and EAL cohorts make against national predictors. It should be noted that our PPI cohort entered the school with an average level of 3a compared to non-PPI students who entered the school with an average of 4b.

Catch up premium

All students eligible for the catch up premium benefit from additional literacy lessons in Y7-9 and/or targeted maths intervention groups. 20 students in this cohort had additional literacy lessons. All students in this cohort benefitted from smaller maths groups.

Average level on entry English	3.47
Average level on entry Maths	3.37
English Average LOP	3
Maths Average LOP	2.5

The school has invested in additional maths lessons in Y7-9 and strategies to improve the progress of LA students in maths are a priority this year.

Supporting Literacy and Literacy-Based Subjects

Students in Y7, Y8 and Y9 performing below L4c on entry to the school in English are given additional literacy lessons as part of their curriculum. The information below shows the positive impact of additional literacy learning on the PPI cohort. The predicted trend shows significant progress and that gaps closing between non PPI cohorts and PPI cohorts with literacy intervention.

The school is now embedding these intervention strategies into mainstream lessons and literacy continues to be our whole school priority.

2014-2015 Leavers

	3LOP Eng only	4LOP Eng only	3LOP Eng Lang	4LOP Eng Lang	Progress 8
Whole cohort	62%	29%	62%	27%	0.448
Non PPI	72%	45%	64%	30%	0.575
PPI	54%	15%	50%	11%	-0.026
PPI with Literacy intervention	70%	20%	67%	0%	0.269

Current Y11 (2015-2016 Leavers)

	3LOP Eng only	4LOP Eng only	Progress 8
Whole cohort	85%	15%	0.48
Non PPI	81.8%	9.1%	0.494
PPI	88.9%	22.2%	0.419
PPI with Literacy intervention	100%	40%	0.610

Current Y10 (2016-2017 Leavers)

	3LOP Eng only	4LOP Eng only	Progress 8
Whole cohort	92.3%	30.8%	0.49
Non PPI	90%	30%	0.53
PPI	100%	33.3%	0.37
PPI with Literacy intervention	100%	50%	1.42

Humanities

A proportion of the Pupil Premium fund enables additional groups in the humanities subjects to develop the literacy skills required of these subject areas. The data below shows the increased uptake in humanities subjects at GCSE and the VA measure being consistently above the national average.

Uptake of Humanities by PPI students			
	PPI Cohort	Hum PPI	%
Y11 13-14	46	27	58.7%
Y11 14-15	41	22	53.7%
Y11 15-16 (Current Y11)	38	34	89.5%
Y11 16-17 (Current Y10)	43	41	95.3%

VA in Humanities (from RAISE)				
	School	National	School PPI	Nat. PPI
Y11 10-11	1003.6	1000.0	1000.9	997.9
Y11 11-12	1005.0	1000.0	1000.0	998.0
Y11 12-13	1005.3	1000.0	1000.6	998.0
Y11 13-14	1001.8	1000.0	999.6	997.6
Y11 14-15 (Estimated)	1004.3	-	1001.1	-

Accelerated Reader

Accelerated Reader is a web-based programme that aims to encourage independent reading by suggesting books that suit individual learners' reading age and interests. Students in Y7 and Y8 have one lesson a week dedicated to reading and using the Accelerated Reader scheme. After reading an age appropriate book, students complete an online quiz that assesses the student's understanding, comprehension and vocabulary and gives the student a reading age.

Data from the scheme shows that PPI students in Y7 and Y8 have made significant progress with their reading this year. At the beginning of the year 14% of PPI students were in the category 'urgent intervention' required. There are now no students in this category. In Y8 the percentage of PPI students who were at or above benchmark expectations was 33%. This has increased to 59% at the end of the year.

More students are reading for pleasure and this, we believe, will have a long term effect on student achievement. (Refer to EEF evidence in the Close the Gap Newsletter).

Progress Summary Y7-10 (2014 – 2015)

The information below is taken from the 3rd data collection point for the year. Data shown is for the subject areas the pupil premium funding has focused on this year and enables us to compare progress across subjects and year groups.

Priorities:

- Closing the attainment gaps in maths by further developing strategies to meet the needs of our LA cohorts, investigate our grouping methods and review the schemes of learning.
- Continue our work on increasing student attendance.

Y7	Non PPI	PPI	Gap
Progress Measures			
3LOP English	73.3%	59.1%	-14.2%
4LOP English	28.7%	13.6%	-15.1%
3LOP Maths	92.7%	62.2%	-30.5%
4LOP Maths	56.3%	28.9%	-27.4%
3LOP Science	83.2%	68.9%	-14.3%
4LOP Science	47.0%	28.9%	-18.1%
3LOP Geography	85.2%	53.3%	-31.9%
4LOP Geography	45.0%	17.8%	-27.2%
3LOP History	82.6%	64.4%	-18.2%
4LOP History	40.9%	26.7%	-14.2%
All subjects (expected)	80.1%	61.2%	-17.9%
Average Grade	B	C	-1
Pastoral data			
Attendance	95.9%	94.0%	-1.9%
Persistent absence	1.25%	3.03%	-1.78
Days lost to exclusions	4	4.5	-0.5

Y8	Non PPI	PPI	Gap
Progress Measures			
3LOP English	77.6%	78.4%	+0.8%
4LOP English	36.1%	25.5%	-10.6%
3LOP Maths	85.1%	76.5%	-8.6%
4LOP Maths	59.5%	31.4%	-28.1%
3LOP Science	88.4%	78.4%	-10%
4LOP Science	56.2%	31.4%	-24.8%
3LOP Geography	83.1%	80.4%	-2.7%
4LOP Geography	50.7%	27.5%	-23.2%
3LOP History	80.8%	80.4%	-0.4%
4LOP History	45.9%	31.4%	-14.5%
All subjects (expected)	81.5%	76.9%	-4.6%
Average Grade	B	C+	-0.5
Pastoral data			
Attendance	96.1%	94.1%	-1.9%
Persistent absence	3.87%	12.2%	-8.33%
Days lost to exclusions	16	6.5	+9.5

Y9	Non PPI	PPI	Gap
Progress Measures			
3LOP English	77.6%	66.4%	-11.2%
4LOP English	32.0%	15.6%	-16.4%
3LOP Maths	87.8%	82.2%	-5.6%
4LOP Maths	57.8%	28.9%	-28.9%
3LOP Science	82.8%	72.1%	-10.7%
4LOP Science	50.3%	30.2%	-20.1%
3LOP Geography	83.4%	70.5%	-12.9%
4LOP Geography	47.6%	36.4%	-11.2%
3LOP History	81.4%	81.8%	+0.4%
4LOP History	48.3%	36.4%	-11.9%
All subjects (expected)	83.6%	75.4%	-8.2%
Average Grade	B	C+	-0.5
Pastoral data			
Attendance	95.7%	91.7%	-4.0%
Persistent absence	5.76%	8.3%	-2.54%
Days lost to exclusions	1.5	5.5	-4.0

Y10	Non PPI	PPI	Gap
Progress Measures			
3LOP English	92.2%	73.0%	-19.2%
4LOP English	54.5%	24.3%	-30.2%
3LOP Maths	86.8%	81.1%	-5.7%
4LOP Maths	61.7%	16.2%	-45.5%
3LOP Science (avg)	85.6%	86.5%	+0.9%
4LOP Science (avg)	46.6%	40.1%	-6.5%
3LOP Geography	89.3%	85.7%	-3.6%
4LOP Geography	67.0%	42.9%	-24.1%
3LOP History	93.3%	81.3%	-12%
4LOP History	62.7%	43.8%	-18.9%
All subjects (expected)	89.2%	80.2%	-9%
Average Grade	B	C	-1
Pastoral data			
Attendance	95.5%	94.0%	-1.5%
Persistent absence	1.97%	8.33%	-6.36%
Days lost to exclusions	23	3	+20

Research and CPD

King Egbert School is one of a number of schools nationally that have taken part in a research project led by Portsmouth University and the Education Endowment Foundation. Irene Marcuccio, Year Manager for Y7, has led this project which looks at the impact of growth-mind-set intervention. A group of Y7 students have received a programme of intervention lessons designed to develop resilient learners and to give students strategies to overcome difficulties with their learning. The students were tested at the beginning of the project and again at the end of the term. The data has been sent to the programme organisers and the national results will be available to us next academic year. The results of this intervention for our school have shown that the intervention has had a positive impact. The students are responded very well to the programme and all showing positive impact in academic progress.

We have recently been investigating different models of grouping students in our literacy based subjects to maximise the progress and aspiration of our disadvantaged cohorts. We are about to embark on a 2 year research programme led by Kings College, London designed to investigate the impact of small number setting arrangements in English and Maths. This along with plans to work positively with an identified cohort of Y9 students in the literacy based subjects will enable us to evaluate current structures and inform future practice.

The Education Endowment Foundation toolkit is one resource used to inform our practice and focus our school improvement priorities. Research shows that students receiving and most importantly responding to high quality teacher feedback results in approximately 8 months additional progress. Teachers have embarked on a number of training opportunities this year to further their feedback practice. Our QA processes and student opinion show an improvement in the quality of teacher feedback and our best practice has been shared during staff training sessions and 'teach meet' CPD workshops throughout the year.

Enrichment

We believe that all students should have the opportunity to experience enriching activities outside the classroom to enhance learning and develop an appreciation of the world and its people. Enrichment activities are planned throughout the year designed to give our students the opportunity to try something they might not otherwise do. This year students have taken part in a variety of activities including dance, drama, music, sports, charity based activities, cultural awareness, craft and baking. King Egbert School is committed to removing any barriers to access to such activities and so support access to extra-curricular activities for our most vulnerable students.

Extended Schools Service

Kate West and Janine Dos Remedios are our Extended Schools Coordinators. The majority of their work is spent supporting students and their families from the Sharrow and Nether Edge part of our school catchment. Kate West also works in Nether Edge Primary School for half a day. The main focus of their work this year has been on the following:

- Transition from primary school to King Egbert through parent support workshops, summer schools, transition visits to primary schools and home visits.
- Parenting workshops.
- Homework Clubs. There are 2 homework clubs that run to support our students in the community every week.
- Family Learning. A number of Family Learning opportunities are organised in the community ranging from ESOL courses, ICT courses to healthy eating.
- Family Advocacy. Ongoing support for some of our families.
- Engaging Fathers Course. Partnership work with the Local Authority, Muslim leaders, High Storrs School, Nether Edge primary school and the Madina Masjid to engage Fathers in their children's education.

Lottery Grant

Paul Fennell, Year Manager for Y9 has successfully bid for £10,000 funding through the Big Lottery Fund. The funding bid focused on targeting PPI/EAL students and engaging them in outdoor adventurous activities during holiday periods and some weekends, giving them enriching experiences, enhancing their cultural capital and building self-confidence and belief which can be applied to their learning experiences in school.

Activities completed so far that include abseiling, climbing, scrambling, weaselling and caving:

Y11 3 day package at Easter

Y7-10 girls group activity day at May half-term

Y9 boys group activity day at May half-term

Y9 boys group mountain biking day June 13th (Saturday)

Summer Holiday Activities planned:

3 day activity package first week of summer holidays: Y9 boy/girl group

4 day activity package last week of summer holidays: Y9 boys group

Priorities for 2015-2016

- **High quality teaching across the school that supports literacy**
Continued commitment and investment into high quality teaching and continued professional development across the school.
- **Staff training - supporting EAL learners**
CPD plan to include focus on meeting the needs of all learners especially through high quality literacy provision and effective feedback to students.
- **Increased time for developing numeracy in Y7-9**
Development of the maths curriculum to maximise student progress.
- **Positive Discipline**
An evaluation of our behaviour policy and routines will be undertaken in 2015-2016.
- **Structured Enrichment programme**
Our Enrichment programme will provide a guarantee of cultural, enterprising and charitable experiences for all our students.
- **Supporting students' mental health**
King Egbert School will take part in a Sheffield pilot along with colleagues from the Health sector to provide mental health support for students.
- **Mint Class**
An online package that enables staff to organise data about students to ensure the learning environment is positive and maximises student progress.
- **Collaborative learning with MAT partner schools**
Continued work with our partner schools in the Trust and Teaching Alliance.
- **Research into setting across literacy subjects and maths**
A research project led by Kings College, London looking at the best way to group students in English and Maths.
Scrutiny of our grouping arrangements in Humanities and MFL and a commitment to maximising the progress of our vulnerable cohorts.
- **Continued action research and development of Growth Mind-set**
Continuing the work of Carol Dweck to promote resilient learners in our school.
- **CEIAG and destinations**
Greater collaboration with post-16 providers to secure appropriate and sustainable placements thus reducing the risk of students becoming NEET.

Pupil Premium Expenditure 2015-2016

Total Number of Students on roll Y7-11: **988**

Number of students eligible for PP funding: **203 (20.5%)**

Total amount allocated to King Egbert School: **£206,000**

Total amount of Y7 Catch-Up Premium: **£12,000**

Number of students eligible for Catch-Up Premium: **15**

Pupil Premium Summer School: **£7750**

King Egbert School is allocated **£206,000** for pupil premium for the school year 2015-2016. This is a government funded programme to promote the achievement of students who have received free school meals in the last 6 years and/or those who are in Local Authority Care and children of members of the forces. Extra funding has also been allocated for Y7 students who have not achieved level 4 in mathematics or English (Reading) at KS2.

We continue to audit the needs of our pupil premium and vulnerable cohorts to ensure we are providing for their academic and pastoral needs with this extra resource as detailed in the table below. However there are a range of mentoring, support, homework clubs and range of other interventions taking place outside of this budget. All interventions are tracked and the specific needs of each child are assessed termly in light of progress data and other information to ensure a tailored and personalised programme of support is in place. The school spends approximately £20,000 a year on additional holiday intervention and revision workshops and a proportion of this is paid for using Pupil premium funding.

All public examination re-sits at KS4 and KS5 for pupil premium eligible students are now automatically funded by the school to ensure access is equal for all students and not limited by issue of cost. We also fund the cost of remarks when deemed appropriate for eligible students.

The remainder of the funding is being used to support students to participate in activities for which the school asks for a voluntary contribution in order for them to operate, for example curriculum generated excursions, materials required for practical subjects and enrichment activities.

King Egbert School offers 2 summer schools to aid the transition from primary school. The first is open to the whole year group and the second focuses on the pupil premium and vulnerable cohort and provides learning experiences in the core subjects and establishes routines of the school in a secure environment. All activities and staffing are funded through the Pupil Premium Summer School Fund.

Use of funding	Amount	PPI year group benefiting	Rationale
LSA English	£18,287	Y7-11	Provides specific support for targeted students in lessons, in small groups and one to one. Develops resources and materials to support students' access to the curriculum. Supports the whole school literacy strategy to raise levels of literacy. Supports the Accelerated Reader Programme.
HTLA Maths	£29,441	Y7-11	HLTA teaches targeted maths groups enabling additional groups within the setting structure. The HLTA coordinates and delivers focused maths intervention for students with less than L4 on entry to school and runs maths homework club. The HLTA along with teachers of maths will contribute to the research project on setting in maths and English this year.
LSA Science	£14,730	Y7-11	Subject specific LSA provides support for targeted students. Priority is given to KS4 students. Supports students in the 3 science subjects.
Additional Humanities teacher	£40,703	Y7-11	An additional teacher of Humanities allows the setting of Humanities subjects enabling targeted intervention in Humanities groups. This allows for smaller group sizes where need is greatest. Teachers of literacy based subjects focus on the school's priority of raising literacy levels
HLTA to support Literacy	£19,537	Y7-9	Teacher of Y7 and Y8 Literacy intervention for students with less than L4b in English on entry to the school. Delivers Accelerated Reading Programme to Y7 and Y8 students.
Extended School Coordinators	£33,770	Y7-11	Provide support through the transition process from primary school. Track the progress of vulnerable students and provide advocacy and support for identified families. Provides support for family learning in the community. Provides homework club in the community. Provides opportunities and experiences for identified students beyond school and their home life.
Year Managers (6 × 20.5%)	£39,726	Y7-11	Year Managers will work with students in a particular year group delivering a range of pastoral and academic intervention. A dedicated Safeguarding and Inclusion Manager oversees the most vulnerable students and their families including our Looked After cohort.
Additional holiday intervention and revision (20.5% of total cost)	£4500	Y10-11	Additional support for students during the school holiday for exams.
PPI subsidy – Enrichment/Curriculum access/Uniform	£4000	Y7-11	Additional funding for students on FSM to allow access to the curriculum and Enrichment activities as well as providing uniform if needed.
Accelerated Reader (20.5% of cost and additional library books)	£5000	Y7-8	A reading programme designed to increase literacy levels through regular reading and assessment. This has been built into the curriculum in Y7 and Y8. Pupil premium pays a proportion of the total cost of this programme.
Student support	£1500	Y7-11	Additional funding to support the emotional well-being and mental health of students. The school will provide taxis for students when required.
Total	£211,195		