

# The Bemrose School

# Pupil Premium strategy / self-evaluation

1. Summary information					
<b>School</b>	The Bemrose School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£563,875 + £41,000 (Y7 catch-up) = £604,875	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	1135	<b>Number of pupils eligible for PP (Primary/Secondary)</b>	101 Primary 439 Secondary	<b>Date for next internal review of this strategy</b>	Jan 2020

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national)</i>
<b>EYFS % achieving a good level of development (GLD)</b>	66.7	66.7	<i>Not yet available</i>
<b>KS1 % achieving the phonics check</b>	80.0	81.5	<i>Not yet available</i>
<b>KS1 % achieving expected standard in reading, writing &amp; maths</b>	33.3	55.7	<i>Not yet available</i>
<b>KS2 % making expected progress in reading, writing &amp; maths</b>	19.5	26.5	<i>Not yet available</i>
<b>KS2 % achieving expected standard or above in reading, writing &amp; maths</b>	19.5	30.1	<i>Not yet available</i>
<b>KS4 Progress 8 score average</b>	-0.653	-0.117	<i>Not yet available</i>
<b>KS4 Attainment 8 score average</b>	25.95	27.75	<i>Not yet available</i>
<b>KS4 % achieving a standard pass (Grade 4) in English and Maths</b>	17.1	30.4	<i>Not yet available</i>

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Pupils often have complex starting points and lack information about KS4/5 pathways.
<b>B.</b>	Literacy is a barrier for many pupils, specifically Tier 2 vocabulary, reading, and barriers related to EAL. Pupils who are eligible for PP enter KS3 with lower KS2 outcomes in reading and writing.
<b>C.</b>	There is often poor retention of knowledge over time due to high mobility and SEND needs.
<b>D.</b>	Both nationally and within the school the PP gap widens over time requiring high-quality early interventions in the Primary phase.
<b>E.</b>	Pupils who are eligible for the PP with validated KS2 outcomes make less progress than other pupils across the school by the end of KS4.
<b>F.</b>	Many pupils lack the confidence and resilience to maintain the intrinsic motivation required for success, particularly at KS4.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>G.</b>	Many pupils are not exposed to the cultural capital and knowledge of 'growing up in today's society' required to be successful adults due to financial and social barriers to access.
<b>H.</b>	Parents of pupils who qualify for the PP are less likely to engage with school at in-school events, particularly in the secondary phase.
<b>I.</b>	Attendance rates for pupils eligible for PP are below those of other pupils which reduces their school hours and causes them to fall behind.

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )	<b>Success criteria</b>
A. All pupils, regardless of their starting point, have a suitable curriculum and are well-informed about pathways at points of transition as judged by the NEET outcomes.	80% of students with prior data to follow P8 pathway. NEET figure in line with school SIP.
B. All staff will have received INSET on literacy focus/support. There is a coherent whole school approach to the teaching of Tier 2 words and the use of Reciprocal Reader within area curriculums/classrooms as judged through quality assurance processes. Identified pupils are supported through targeted additional literacy support. There is an improvement in core literacy skills at the end of KS2 as seen in national outcomes and throughout KS3 as judged by internal assessment data.	Plans for raising achievement for disadvantaged pupils are approved, costed and reviewed (see SIP). Pupils in English to make expected/above expected progress by the end of the academic year. The gap between reading and chronological age will have diminished. See specific outcomes criteria in SIP.

<p>C. All pupils regardless of starting point or prior experience are efficiently integrated into the school/curriculum to reduce gaps in skills and knowledge. Pupils make expected progress/achieve expected outcomes at KS4.</p>	<p>See specific outcomes criteria in SIP.</p>
<p>D. The progress of pupils qualify for the PP is rigorously tracked throughout the year (reviewed/evaluated/actioned ½ termly) so that high quality early interventions can be implemented for specific pupils to ensure that every child makes expected progress/outcomes at KS1 and KS2.</p>	<p>Progress/outcomes for pupils who qualify for the PP in KS1 and KS2 are in line with national expectations. See specific outcomes criteria in SIP.</p>
<p>E. Students with middle and high prior attainment on entry to the secondary phase who are eligible for PP achieve in line with all pupils and there is high achievement throughout KS4.</p>	<p>Strategies to target disadvantaged pupils in these groups will be embedded in lesson planning and practice. Secondary PPLs will drive pupil achievement to ensure that pupil needs are addressed. See specific outcomes criteria in SIP.</p>
<p>F. All pupils are motivated to succeed and achieve their full potential. They have the confidence and resilience to maintain their motivation, particularly at KS4.</p>	<p>Disadvantaged pupils will demonstrate improved attitudes to learning, evidenced by effort grades/PASS, learning walks and work scrutinies.</p>
<p>G. All pupils are exposed to ‘cultural capital’ through a program of targeted experiences and events throughout the academic year.</p>	<p>Improved attitudes to school, lessons/curriculum areas learning and self-motivation as evidenced through pupil voice/PASS and out of school/cultural capital experiences.</p>
<p>H. The parents of pupils who qualify for the PP are targeted and engaged with at key events throughout the year as judged by attendance at these events and follow-up communication.</p>	<p>There is increased parental engagement at scheduled events within The Bemrose School and in the community.</p>
<p>I. There is an improvement in attendance rates for pupils eligible for PP so that they attend school in line with all pupils.</p>	<p>Disadvantaged pupils’ attendance is in line with or above the whole school attendance figure.</p>

1. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all Whole school - NW leads				
Action	Intended outcomes	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
Teaching: <ul style="list-style-type: none"> <li>- PPL</li> <li>- PP Champions for Pri &amp; Sec</li> <li>- HLTA Eng</li> <li>- HLTA maths</li> <li>- Lit TA</li> <li>- TA Phonics</li> <li>- Small class sizes</li> </ul>	<p>The curriculum serves the pupils in delivering the best opportunities and outcomes to support their futures. All learners develop literacy skills in order to access the curriculum with specific focus on Tier 2 vocabulary and reading.</p> <p>Strategies to improve long-term memory and improve development of transferable skills and knowledge are embedded in teaching so that all students, particularly PP, HPA and MPA, make good progress.</p> <p>From 2018/19 plan</p> <p>There is a strong focus on overcoming barriers to learning among disadvantaged pupils so that they make faster progress.</p> <p>There are consistently high expectations of what PP learners can/should achieve particularly the most able.</p>	<p>The leadership residential outlined SIP with curriculum development as a central element. LDs were tasked to review curriculum provision.</p> <p>84% of 2019 AR lesson observations showed good practice in seizing literacy opportunities.</p> <p>Indications are that HPA and MPA students will have improved P8 compared to last year:</p> <p>HPA -0.9 (2018) [-0.4 / -0.7 2019]            HPA PP -1.14 (2018) [-0.4/-0.5 2019]            MPA -0.6 (2018) [-0.3 / -0.5 2019]            MPA PP -0.8 (2018) [-0.6/-0.7 2019]</p>	<p>The school plans to continue employing Pupil Progress Leads in the Primary and Secondary phases as supported by the improvement in outcomes for PP pupils.</p> <p>Three PP Champions are employed to work across KS1 - 4 . The Literacy TA, Phonics TA and HLTAs in English and Maths will be employed again in the 2019-20 academic year to continue to drive improvements for PP pupils.</p>	£210,040
Off-site	<p>Appropriate curriculum pathways and qualifications are in place to ensure that all pupils are engaged in learning and secure suitable qualifications to enable effective transition at post-16.</p>	<p>In 2018-19, 4 pupils achieved a pass in City and Guilds Level 2 Technical Award in Hair and Beauty Studies. There were 3 passes, 2 merits and 1 distinction in ABC Level 1 Award in Automotive Studies.</p>	<p>Pupil voice indicates that off-site provision has a positive impact on pupils' attitudes towards themselves and school. Off-site provision will therefore continue</p>	£32,000

<p>SISRA / SMHW and Comms</p>	<p>All leaders accurately use both within school and external data sources to track and monitor the progress of disadvantaged pupils</p> <p>Leaders at all levels are held to account for the progress of disadvantaged pupils.</p>	<p>Line management meeting minutes indicate that middle leaders are being more rigorously held to account for the progress of their disadvantaged pupils</p> <p>2nds in area are becoming more engaged in the use of SISRA. This is an area for further improvement in 2019-20.</p>	<p>The progress attainment of disadvantaged pupils at the end of KS4 improved in 2018-19. It can therefore be inferred that within school processes for holding leaders to account is beginning to have an impact on pupil progress.</p>	<p>£4,200</p>								
<p>Care and guidance/ Inclusion team:</p> <ul style="list-style-type: none"> <li>• Lead Inclusion</li> <li>• Heads of House</li> <li>• Night School</li> <li>• Literacy Support</li> </ul> <p>Inclusion Support</p>	<p>The behaviour of PP pupils around the school and within lessons is consistently good and supports effective teaching and learning.</p> <p>Whole school PP attendance is in line with national averages.</p>	<p>FTE reduced from 11 (79%) in 2017-18 to 7 (58%) in 2018-19</p> <p>Number of seclusion reduced from 126 in 2017-18 to 115 in 2018-19</p> <p>IR's– 175 in 2017-18 to 179 in 2018-19</p> <p>Behaviour incidents have shown a 6 % increase from 2259 (62% in 2017-18) to 2561 (68% - 2018-19)</p> <p>PP attendance showed a small increase during the year 2018-19:</p> <table border="0"> <tr> <td>Oct 18</td> <td>92.5%</td> </tr> <tr> <td>Dec 18</td> <td>92.85%</td> </tr> <tr> <td>April 19</td> <td>92.8%</td> </tr> <tr> <td>June 19</td> <td>92.9%</td> </tr> </table>	Oct 18	92.5%	Dec 18	92.85%	April 19	92.8%	June 19	92.9%	<p>The school plans to continue employing Lead Inclusion, Heads of House, Night school, Learning Mentors and Inclusion support, in the Primary and Secondary phases to continue to drive improvements in behaviour and attendance.</p>	<p>£235,410</p>
Oct 18	92.5%											
Dec 18	92.85%											
April 19	92.8%											
June 19	92.9%											

<p>Rewards:</p> <ul style="list-style-type: none"> <li>• Rewards Week: twice per half term (Intu vouchers)</li> <li>• Rewards Day: twice per half term</li> <li>• Rewards Afternoon: Bounce Revolution/ bowling/airsoft subsidised</li> </ul>	<p>Pupils who qualify for PP have positive attitudes to learning so that disadvantaged pupils achieve in line with non-disadvantaged pupils.</p> <p>Pupils who qualify for PP are equitably rewarded for demonstrating positive learning behaviours.</p>	<p>Pupils were rewarded through the whole school development of Kudos points system.</p> <p>Total PP points 31,668 (avg 96)  Total Non PP points 24,522 (avg 100)  Average badges earned through reward system was 5 for both PP and Non PP</p>	<p>There has been greater emphasis on rewarding positive learning behaviour in lessons, especially with Y11 pupils. However, pupil voices indicates that this needs further development including differentiated reward schemes for targeted cohorts.</p>	<p>£20,000</p>
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<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Funding of external staffing for one to one tuition for Year 11 pupils at risk of underachievement	To raise attainment where significant underachievement had been identified in English (5 pupils), Maths (12 pupils), and Science (6 pupils) so that all pupils achieved in line with their expected grade.	Despite positive student voice, there was limited impact on pupil outcomes as judged by internal practice exams and final examinations.	Pupils make the most rapid progress when there is high quality provision from their timetabled classroom teacher with a clear understanding of their starting point and next steps in learning. One to one tuition in this form will therefore be discontinued in 2019-20.	£720 + £4180
Continuation of free music tuition for KS3 pupils	Disadvantaged pupils can access to opportunities they would not otherwise receive in order to develop the whole child and the cultural capital required to succeed in the wider world	31 pupils had music tuition (piano, singing, guitar) between Sept and Dec 2018. 26 pupils had music tuition (piano, singing, guitar) between Jan and April 2018. However, a number of pupils chose not to continue the tuition or their tuition was significantly affected by their attendance in school. This was particularly true in piano.	Pupils are keen to take up music tuition – as indicated by the waiting list – and this needs to continue to be funded. However, they need to be supported when learning a difficult new skill so that this is a positive and motivating learning experience for them.	£1,145
Introduction of the GL Assessment PASS (Pupils attitudes towards self and school) survey in Years 7, 10 and 11 in October and June	Leaders have a secure understanding of disadvantaged pupils' attitudes towards themselves and school and can therefore efficiently target interventions and evaluate their impact.	The PASS survey identified four distinct vulnerable groups across the school. Secondary PPLs put in place interventions to address the identified needs and the impact of these was evaluated in the 2 <sup>nd</sup> survey. This has fed into 2019-20 school improvement planning.	A key finding was the positive impact of small group mentoring in raising achievement and improving pupils' attitudes towards themselves and school. This approach will now replace Year 11 one to one mentoring through four bespoke projects.	£682

<p>Primary Booster Groups in KS1 and KS2 (Phonics, Maths, Writing and Reading).</p>	<p>Primary pupils are able to achieve to their potential in the key areas of reading, writing and maths and they achieve their end of year targets.</p>	<p>Rates of progress for pupils in KS2 booster groups were better than KS1. Reading booster groups had more impact in KS1. Writing and Maths boosters, overall, had better impact than Reading boosters in KS2.</p>	<p>Personnel change in the delivery of Boosters for 2019-20 will need careful management to ensure that they have consistent impact.</p>	<p>£16,758</p>
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**iii. Other approaches Proposals (JP)**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<p>To make a 'Resources, Outcomes and Enrichment' proposal budget available for teachers to spend on targeted PP students.</p>	<p>Pupils are supported financially with the costs for study related materials and resources. Pupils are rewarded for their efforts and achievements in school. School provides resources and experiences to enrich the life experiences of disadvantaged pupils. The school is able to support initiatives which provide vulnerable pupils the best possible start to the day and during the school day. Disadvantaged pupils have full access to curricular and extra-curricular visits.</p>	<p>All PP resources and outcomes bids were scrutinised by the PP leads. Only bids conforming to the agreed proposal criteria and with clear and tight success criteria were approved by the PP leads. The bids approved this year were for:</p> <ul style="list-style-type: none"> <li>• PE kit – spares and team kits</li> <li>• Food and Tech resources KS3/4</li> <li>• Revision guides KS4 (various areas)</li> <li>• Geography trip KS4</li> <li>• PiXL revision app keyrings</li> <li>• London rewards trip Y11</li> <li>• Gold ties and gold badges</li> <li>• Prize day: awards and trophies</li> <li>• Music tuition (guitar and piano)</li> <li>• Purchase passports for students</li> <li>• Y7 theatre trip</li> <li>• Y11 Airsoft trip</li> <li>• Y11 study skills refreshments</li> <li>• Y7 Derby Uni trip</li> <li>• Y11 Art visit to London</li> <li>• KS3/4 Girls' fixtures kits and spare PE kit</li> <li>• STEM Bombardier trip</li> <li>• EYFS duck eggs project</li> <li>• Milk for the Primary breakfast club</li> <li>• KS2 meet the author event</li> <li>• Y6 residential visit to Caythorpe</li> <li>• Y4 residential visit to Pine Lake</li> <li>• Y11Thackary Museum trip</li> <li>• Y10 Sociology revision guides</li> <li>• Book Festival trip</li> <li>• The Open Centre RE Day</li> <li>• Y11 Prom' decorations/refreshments</li> <li>• National Space Centre visit</li> <li>• Food for Go4Set</li> <li>• Y9 Girls' Bletchley Park ICT visit</li> </ul>	<p>We will continue to operate a system whereby teachers bid for PP funding so that they can provide resources, enrichment opportunities and support in place to enable PP students to achieve to their fullest potential. Some teachers need to be supported to make good quality applications for funds. The procedures of applying for funding need to be made clear and the importance of good quality, and timely, evaluations stressed. When approving bids this year, PP leads will evaluate the impact of similar previous projects (or repeated projects) when considering their approval.</p>	<p>£20,000</p>
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## 2. Planned expenditure

Academic year

2019-20

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?
Teaching: <ul style="list-style-type: none"><li>- PPL</li><li>- PP Champions for Pri &amp; Sec</li><li>- HLTA Eng</li><li>- HLTA maths</li><li>- Lit TA</li><li>- TA Phonics</li><li>- Small class sizes</li></ul>	PP pupils are supported with their specific learning needs and they make good progress in their learning. Strategies for supporting PP pupils are robustly evaluated by PP Champions.	PPLs' role focuses on pupil progress in school. They work directly with teachers and other agencies (internally and externally) to ensure the best outcomes are achieved. PP Champions oversee the spend of the Resources, Outcomes and Enrichment budget and PP intervention (Staffing) budget. They also hold senior leaders to account for the progress of their improvement plans where they relate to PP pupils. Support staff are deployed with a clear focus on PP pupils.	The Teaching and Learning SIP will be evaluated by the Leadership Team regularly, as will the Pupil Premium SIP.	BK (T&L) JP (PPC Key Stages 1&2) JD (KS3) CZS (KS4).	T&L SIP review – 14/11/19 and 5/3/20  PP SIP review – 26/9/19 and 23/1/20

Off-site	To develop appropriate curriculum pathways and qualifications to ensure that all pupils are engaged in learning and secure suitable qualifications to enable effective transition at post-16	2018-19 outcomes indicate that pupils can secure qualifications that will support post-16 transition.	Pupil voice indicates that off-site provision has a positive impact on pupils' attitudes towards themselves and school	RH (Off-site lead) ASC (Head of Secondary)	Curriculum and Outcomes SIP review – 28/11/19 and 19/3/20
SISRA / SMHW and Comms	<p>To enable all leaders to be able to accurately use both within school and external data sources to track and monitor the progress of disadvantaged pupils</p> <p>To ensure that leaders at all levels are held to account for the progress of disadvantaged pupils</p>	<p>The progress attainment of disadvantaged pupils at the end of KS4 improved in 2018-19. It can therefore be inferred that within school processes for holding leaders to account is beginning to have an impact on pupil progress.</p> <p>SMHW began to allow leaders to track and monitor the setting of homework across the school. This will allow for targeted support for areas where there is inconsistency in 2019-20.</p>	<p>Line management meeting minutes will be used to track SISRA use. The PiXL Engagement leadership programme will ensure that 2nds in area have the knowledge and skills required to effectively make use of SISRA information.</p> <p>SMHW use will be monitored by the DHT for T&amp;L.</p>	<p>DK (Data lead) ASC (Head of Secondary)</p> <p>BK (DHT T&amp;L)</p>	Curriculum and Outcomes SIP review – 28/11/19 and 19/3/20

<p>Care and guidance/ Inclusion team:</p> <ul style="list-style-type: none"> <li>• Lead Inclusion</li> <li>• Heads of House</li> <li>• Night School</li> <li>• Literacy Support</li> <li>• Inclusion Support</li> </ul>	<p>To improve pupils behaviour around the school and within lessons in order to support effective teaching and learning.</p> <p>To improve whole school attendance to above national averages</p>	<p>Care and guidance team continue to focus on pupil behaviour around the school and in lessons. They work directly with pupils/parents and other agencies (internally and externally) to ensure that best behaviour is developed and demonstrated. PP champions hold senior leaders to account for the progress of their improvement plans where they relate to PP pupils. Learning mentors, HOH, Inclusion support staff are tasked with a clear focus on PP pupils.</p>	<p>The Behaviour &amp; attitudes and Personal Development SIP will be evaluated by the Leadership Team regularly, as will the Pupil Premium SIP.</p>	<p>EW (DHT PDBW)</p> <p>JP (PPC Key Stages 1&amp;2)</p> <p>JD (KS3)</p> <p>CZS (KS4).</p>	<p>PDBW SIP reviews – 19/09/19, 05/12/19 and 26/03/19</p> <p>PP SIP reviews – 26/09/19 and 23/01/19</p>
<p>Rewards:</p> <ul style="list-style-type: none"> <li>• Rewards Week: twice per half term (Intu vouchers)</li> <li>• Rewards Day: twice per half term</li> <li>• Rewards Afternoon: Bounce Revolution/ bowling/airsoft subsidised</li> </ul>	<p>To improve attitude to learning through targeted reward systems, as a school and within individual year groups, areas and targeted cohorts of pupils</p>	<p>2018-19 point totals show an increase from 2018-17. Positive pupil feedback from school council and wider school body. Pupils have great incentives to collect reward points due to reward shop opening periodically</p>	<p>The Behaviour &amp; attitudes and Personal Development SIP will be evaluated by the Leadership Team regularly, as will the Pupil Premium SIP.</p>	<p>EW (DHT PDBW)</p>	<p>PDBW SIP reviews – 19/09/19, 05/12/19 and 26/03/19</p>
<b>Total budgeted cost</b>					£497,450

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continuation of free music tuition for KS3 pupils	To ensure disadvantaged pupils can access to opportunities they would not otherwise receive in order to develop the whole child and the cultural capital required to succeed in the wider world	There was strong pupil uptake in 2018-19 and pupil voice indicated that pupils valued this opportunity.	There will be more direct support and encouragement for pupils taking up music tuition. The school reward scheme will be used to create positive reinforcement.	MR (LD Creatives)	PDBW SIP reviews – 19/09/19, 05/12/19 and 26/03/19
Continuation of the GL Assessment PASS survey in Years 7 and 10	To have a more secure understanding of disadvantaged pupils' attitudes towards themselves and school in order to more effectively target interventions and evaluate impact	The information ascertained in 2018-19 informed school improvement planning and created a sharper understanding of the needs of the cohort.	The information will form part of line management meetings with agreed actions minuted and returned to.	CZS (AHT KS4)	PDBW SIP reviews – 19/09/19, 05/12/19 and 26/03/19  PP SIP reviews – 26/09/19 and 23/01/19
Primary Booster Groups in KS1 and KS2 (Phonics, Maths, Writing and Reading).	Targeted PP pupils achieve their end of year targets in relation to National tests.	EEF shows that small group tuition has impact on pupil progress and outcomes – the smaller the group, the more impact.	Monitored by Primary PPLs and Primary PP Champion.	JP (AHT Primary)	Curriculum and Outcomes SIP review – 28/11/19 and 19/3/20
<b>Total budgeted cost</b>					

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To make a 'Resources, Outcomes and Enrichment' proposal budget available for teachers to spend on targeted PP students.	Staff are able to bid for sums of money to support initiatives which directly have a positive impact on PP pupils' achievement / engagement in school or develop their cultural capital.	PP funding is made available for all teachers to use. The funding is granted to bids which identify specific success criteria. The success criteria must focus on improved outcomes for PP pupils.	PP SIP will be reviewed by the leadership team and governors.	JP (AHT Primary) JD (AHT KS2/3), CZS (AHT KS4)	PP SIP reviews – 26/9/19 and 23/1/20
<b>Total budgeted cost</b>					<b>£20,000</b>

### **3. Additional detail**

Year 7 catch up premium (£41,000):

- In 2018/19 we received 41,000 and in 2019-20 we received 41,000
- In Year 8 (those accessing numeracy and literacy catch up funding) currently 77% in maths and 64% in English are on track to make expected progress or more.
- Pupils received:
  - Additional out of hour's numeracy sessions and intervention groups
  - Additional out of hour's literacy sessions and intervention groups
  - Breakfast club for literacy and numeracy groups
  - Registration recovery group - literacy
  - Registration recovery group – numeracy
  - Reading classes every day for 20mins with each day with 4 staff
  - In class reading intervention for those within 2 years of chronological reading age
  - Morning literacy withdrawal/intervention for all whose reading age is <2 years below chronological age
  - Easter school for literacy and numeracy intervention sessions
  - Year 7 progress reward scheme
  - PPL focussed support