

Pupil Premium Strategy and Review

1. Summary information					
School	The Sittingbourne School				
Academic Year	2019/20	Total PP budget	£480,123	Date of most recent PP Review	September 2019
Total number of pupils (Year 7-11)	1251	Number of pupils eligible for PP	561 (45%)	Date for next internal review of this strategy	March 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP
Progress 8 score average	- 0.81	-0.25
Attainment 8 score average	29.57	36.43

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.	Literacy skills entering Year 7 are lower for PP students than for other students, preventing them from making good progress.
B.	PP students make slower rates of progress than their non-PP peers in many subjects, including English and mathematics. High attaining PP students make less progress than other high attaining students across Key Stage 3 and 4.

C.	Some PP students face significant challenges in their lives and have social, emotional and mental health needs that impact on their wellbeing and academic progress.
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	Attendance rate for PP students is below the whole school target. This reduces their time in school and contributes to them not making expected progress..
E.	Parental engagement can be a challenge. Parents of PP students can make a positive contribution to their child's academic achievement if support and encouragement is offered.
F.	Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
G.	Many PP parents experience material poverty in terms of resources, equipment, organisation and attendance of out of school hours learning and educational visits.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	High levels of progress in literacy and reading for Year 7 PP students.	<p>In our current Year 7 cohort (2019-2020), 31% of students have less than 100 on their scaled reading scores from Key Stage 2.</p> <p>Accelerated Reader is a strategy used to improve reading ages for all students in year 7 and 8.</p> <ul style="list-style-type: none"> All Year 7 PP students will make expected progress towards English FFT 50 target grades and will make above average expected progress against reading ages.

		<ul style="list-style-type: none"> • By June 2020, 95% of Year 7 PP students to show improved reading age scores. • To achieve a more accurate and up to date picture of students reading age for Year 7-10.
<p>B.</p>	<p>KS4 - To improve rates of progress for all PP students, with a particular focus on English, mathematics and science. To improve the crossover in Year 11 for PP students.</p>	<p>To reduce the gap between PP and non-PP students, with a particular focus on English and maths basics for grade 4+ and grade 5+.</p> <p>The 2019 data for PP basics are as follows:</p> <ul style="list-style-type: none"> • Grade 4+ for English is -9% and mathematics is -5% • Grade 4+ for English (best of both) is -9% and mathematics is -5%. • Grade 5+ for English is -15% and mathematics is -9%. <ul style="list-style-type: none"> • The internal school data will show that PP students in English, mathematics and science are making equivalent progress in lessons to their 'other' peers. • Focus on quality first teaching so that all PP students are making expected progress in English, mathematics and science towards FFT 50 Targets. With a minimum threshold target of 75%. Quality first teaching is monitored and supported through continued professional development to improve outcomes for all students, with a particular focus on PP students. Where they are not, departments are putting in place interventions, monitored by SL and SLT. • To improve the crossover for PP students so that it is within 10%. • To improve attainment at Key Stage 4 so that key performance indicators show that the gap between 'other' pupils and PP students is less than the 'gap on entry' shown in FFT targets. • Reduce the gap for Basics for English and mathematics so that it is within 10% of all students.

		<ul style="list-style-type: none"> • The 2020 progress 8 score will show an improvement from the previous academic year. Progress 8 for PP students should be inline with the average of Kent non selective schools which is -0.35. • The 2020 GCSE results will show an upward trend in the number of students achieving a grade 4/5+ in both English and mathematics. • To achieve parity between English and mathematics to reduce the disadvantage gap for PP students.
<p>B.</p>	<p>KS3 - To improve rates of progress for all PP students, with a particular focus on English, mathematics and science. To improve the crossover in all years for PP students.</p>	<p>English and mathematics crossover to be improved so that fewer students are making progress in just one of the core subjects.</p> <p>The gap between PP and NPP students making or exceeding expected progress in English, mathematics and science to be less than 10%.</p> <p>The internal school data will show that PP students in English, mathematics and science are making equivalent progress in lessons to their 'other' peers.</p> <p>Focus on quality first teaching so that all PP students are making expected progress in English, mathematics and science. With a minimum threshold target of 75%. Quality first teaching is monitored and supported through continued professional development to improve outcomes for all students, with a particular focus on PP students. Where they are not, departments are putting in place interventions, monitored by SL and SLT.</p> <p>Improve crossover in English and mathematics for PP students so that at least 75% of students are making expected progress in English and mathematics.</p>

C.	Decrease behavioural incidents for PP students	<ul style="list-style-type: none"> • Behaviour data to indicate a reduction in the number of behaviour incidents for PP students. • Currently PP students account for 53% of behaviour points, 60% of behaviour calls and 67% of exclusions. 2019-20 targets is to reduce all figures by 5%.
D.	Improve attendance for PP students	<ul style="list-style-type: none"> • To increase overall attendance among PP students from 90% to 92%, in working towards PP attendance being in line with 'other' pupils.
E.	Improve parental attendance to parents' evenings for PP students.	<ul style="list-style-type: none"> • The introduction of an electronic register will enable the school to monitor the number of parents of PP students who attend parents evening. • Parental attendance to consistently exceed 70% with those eligible for PP to reach 60% - using Edulink to increase parental communication. • Provide transport costs where possible, refreshments and revision packs.
F.	Increase the number of PP students accessing extracurricular activities, trips and experiences that promotes high aspirations about their future.	<ul style="list-style-type: none"> • For 2019-20, a register is in place to monitor PP trips and extra-curricular attendance. • Period X (Year 11 out of school learning) registers are in place to monitor PP student attendance. The intention is to increase the number of PP students attending Period X to 60%. • The intention is to increase the number of PP students extracurricular activities, trips and experiences to 44% which represents the number PP students in the school.

5. Planned expenditure [The highest proportion of the DA budget is spent on Quality First Teaching and staffing]

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?
<p>Improve literacy and reading for all key stage 3 students</p> <p>Accurate reading ages for years 7-10</p>	<p>There will be a reduction of the gap between chronological age and reading age. All students will make rapid progress towards English target grades.</p>	<p>A drive to improve the range of vocabulary students are able to confidently use in verbal and written responses. Research from the EEF toolkit suggests that a vocabulary rich learning environment moves progress with</p>	<ul style="list-style-type: none"> To further develop a whole school approach to literacy and oracy to enable all teachers to support PP students in the classroom. Monitor and assess the literacy interventions. Students in years 7 to 10 will complete a Hodder reading test at the start and end of each 	<p>ATR</p>	<p>November, March and time frames indicated within our school improvement plan.</p> <p>Peer review</p>

		disadvantaged and non-disadvantaged students.	<p>academic year. This data will provide a more updated and accurate picture of students' reading ages. Hodder reading tests results will be used to formulate a baseline for comparison and effective interventions.</p> <ul style="list-style-type: none"> Literacy remains a teaching and learning focus across the school through learning walks, book sampling and student voice. 		
Developing staff in their delivery of Oracy in the classroom	Students will be able to communicate confidently and articulately using subject specific terminology.	Improved oracy leads to improved extended writing and progress. Oracy is identified as the number 1 skill required by employers. Research shows that PP students typically have weaker oracy skills therefore this need to be a key priority to drive progress for PP students.	<ul style="list-style-type: none"> Qualities assured lesson plans for oracy drop down and talk days through the teaching and learning team. Delivery CPD and teaching and learning briefings on oracy strategies. Termly "drop everything and talk days" to increase engagement of staff and students. 	ATR	<p>November, March and time frames indicated within our school improvement plan.</p> <p>Peer review</p>

<p>Embed ASPIRE within the curriculum to raise aspiration and engagement for our academically more able students.</p>	<p>To improve outcomes for high achieving PP students.</p>	<p>The six strands of ASPIRE (aspiration, speaking/oracy, perseverance, investigation, reading and embracing opportunities), once embedded in teaching and learning will facilitate more academic thinking and deeper learning, leading to improved progress.</p>	<ul style="list-style-type: none"> • All staff are supported in developing strategies to ensure that ASPIRE is embedded in lessons. • Regular learning walks and book scrutiny and student will be utilised to quality assure ASPIRE provision. • To provide good quality careers guidance that links to the GATSBY benchmarks. This will allow students to make clear links between subject content and career opportunities. 	<p>JVD</p>	<p>November, March and time frames indicated within our school improvement plan.</p> <p>Peer review</p>
Total budgeted cost					£25,000
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?

Accelerated reader and specialist trained library interventions	There will be a reduction of the gap between chronological age and reading age. All students will make rapid progress towards English target grades.	A drive to improve the range of vocabulary students are able to confidently use in verbal and written responses. Research from the EEF toolkit suggests that a vocabulary rich learning environment improves progress with disadvantaged and non-disadvantaged students.	<ul style="list-style-type: none"> • Monitor and assess the literacy interventions. Hodder reading tests results used to formulate a baseline for comparison and effective interventions. • Literacy remains a teaching and learning focus across the school through learning walks, book sampling and student voice. 	ATR/NMC	November, March and time frames indicated within our school improvement plan. Peer review
Total budgeted cost				£45,575	
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?
Improve attendance rates for pupils eligible for PP	Attendance to improve for PP students.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> • Attendance Officer to closely monitor and work directly with SEAAS, students and families with attendance concerns and focus support on improving attendance and punctuality. (£23,000). • AHTs to mentor Year 11 students with attendance below 95%. Monitoring and intervention of PP students' attendance improves attendance for all students. • Senior member of staff are attendance mentors to support 	OWH	November, March and time frames indicated within our school improvement plan. Peer review

			<p>specific groups of students in different year groups where there are specific concerns regarding attendance.. There is also attendance mentors specifically assigned to year 11 students.</p> <ul style="list-style-type: none"> Tutors are provided with regular attendance percentages to communicate with their tutor groups. This allows for additional support and PP attendance conversations to take place. A comprehensive reward system is in place to raise the profile of the importance of attending school. 		
Increase parental engagement	AHT to work with SLs, Community Leaders and classroom teachers to contact parents of PP students prior to parents evening to confirm attendance	According to EEF, parental engagement is shown to make a moderate impact for moderate cost.	<ul style="list-style-type: none"> AHT (PP Lead) to schedule in preparation for parents' evenings. EduLink will be used to allow effective communication between parents and the school 	BOP SLs, Community Leaders Classroom teachers	<p>November, March and time frames indicated within our school improvement plan.</p> <p>Peer review</p>
Total budgeted cost					£40,000
Outcomes group	To ensure DA pupils make good progress and achieve their target grades.	Evidence from the EEF toolkit shows that the tracking of PP students as a discrete group allows effective targeting interventions to be put in	<ul style="list-style-type: none"> The outcome group will monitor and track the progress and attainment of PP students and implement appropriate interventions. 	PSO, CCO, TPO, SSH, AWE, SCA, BOP	<p>November, March and time frames indicated within our school improvement plan.</p>

		place to narrow the achievement gap between PP students and their non-PP peers	<ul style="list-style-type: none"> Monitoring, review and impact evaluations of whole school and department strategies will regularly take place There is a specific learning leader who leads and holds other staff to account and ensures that OSL is effectively targeted prioritising DA pupils first 		Peer review
Total budgeted cost					£46,000
Teaching and Learning Team	To improve the standard of teaching and learning in classrooms so that it is at least effective; as a result, all DA pupils are able to make good progress.	Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality teaching is the most effective way to improve attainment of PP students	<ul style="list-style-type: none"> There have been additional appointments to this team to increase its effectiveness in English, mathematics and science. All staff are supported in developing PP strategies and to embed these in lessons. Regular learning walks and book scrutiny and student will be utilised to quality assure PP provision 	KSA, JDE, BOP, LJE	November, March and time frames indicated within our school improvement plan. Peer review
Total budgeted cost					£29,875
Professional Development of/for Teaching Staff	To ensure PP students make good progress by continuing to develop staff in their feedback, teaching and other aspects of their	Evidence shows that poor teaching is more damaging to disadvantaged students than non-DA students. By providing PP students with	<ul style="list-style-type: none"> Regular monitoring, review and impact evaluations of whole school and department CPD program will take place. 	JDV, KSA	November, March and time frames indicated within our school improvement plan.

	professional development.	the best teachers we aim to counteract this.			Peer review
Total budgeted cost					£21,000
Reduced Class Sizes	To ensure our most PP students make at least good progress and are exam ready by placing them in smaller focused classes with our best teachers. This is especially the case in English, mathematics and science.	According to the EEF toolkit, as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils - resulting in around three months' additional progress for pupils, on average	<ul style="list-style-type: none"> All staff are supported in developing PP strategies and to embed these in lessons. Regular learning walks and book scrutiny and student will be utilised to quality assure PP provision 		November, March and time frames indicated within our school improvement plan. Peer review
Total budgeted cost					£130,000
Nurture and curriculum support	To ensure pupils who are not ready for secondary school receive the support they need academically as well as personally to succeed.	Supporting DA pupils with SEND in handling their behaviour with a calm and reasonable attitude support their well being and academic progress	<ul style="list-style-type: none"> Monitoring, review and impact evaluations of the SEN strategies will regularly take place 	LJE	November, March and time frames indicated within our school improvement plan.

The Link	The Link was created to reduce the number of behaviour calls received by SEND pupils,.				Peer review
Total budgeted cost					£53,000
Careers and Post-16 Guidance	To ensure pupils are making informed choices about their futures, we will continue with our tailored careers programme which starts in Year 7 and continues throughout.	Providing good quality careers guidance that links to the GATSBY benchmarks will allow students to make clear links between subject content and career opportunities.	<ul style="list-style-type: none"> Monitoring, review and impact evaluations of careers and Post-16 strategies will regularly take place 	ASE	November, March and time frames indicated within our school improvement plan. Peer review
Total budgeted cost					£8,000
Department Budgets	Departments are to use 5% of their budget for direct use of PP students to ensure they have key resources, revision guides, stationery to promote learning	Many PP parents experience material poverty in terms of resources and equipment, so providing these resources allows PP students to fully access the curriculum.	<ul style="list-style-type: none"> Monitoring, review and impact evaluations of department expenditure will regularly take place 	SLs	November, March and time frames indicated within our school improvement plan. Peer review
Total budgeted cost					£16,000

EduLink	To increase communication with parents of DA pupils	According to EEF, parental engagement through better communication is shown to make a moderate impact for moderate cost.	<ul style="list-style-type: none"> Monitoring, review and impact evaluations of this strategy will regularly take place 	NCH Teaching staff	November, March and time frames indicated within our school improvement plan. Peer review
Total budgeted cost					£4,750
Enrichment	To ensure DA pupils have the same opportunities as their non-disadvantaged peers have so they can experience the same activities and take part in life changing experiences.	Research suggests that PP students accessing extra-curricular activities, trips and experiences promotes high aspirations about their future which leads to higher academic progress.	<ul style="list-style-type: none"> Monitoring, review and impact evaluations of this strategy will regularly take place. 	RDE, ASE	November, March and time frames indicated within our school improvement plan. Peer review
Total budgeted cost					£17,405
Mentoring	To ensure pupils are supported so they have the life skills and the strategies to succeed academically at school and beyond.	Studies have found that mentoring can have positive impacts for pupils from disadvantaged backgrounds such as attitudes to school, attendance and behaviour.	<ul style="list-style-type: none"> Monitoring, review and impact evaluations of this strategy will regularly take place. 	JLO	November, March and time frames indicated within our school improvement plan. Peer review

Total budgeted cost					£14,500
1-2-1 or 2-2-1 Support	To ensure PP students are fully equipped with the skills and subject knowledge they need for their exams in the core. This will be implemented where pupils require more intense support or where pupils need to catch up on missed work.	The EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be very effective at promoting academic progress.	<ul style="list-style-type: none"> All staff are supported in developing PP strategies and to embed these in lessons. Regular learning walks and book scrutiny and student will be utilised to quality assure PP provision 	SLs, Key stage Leaders	November, March and time frames indicated within our school improvement plan. Peer review
Total budgeted cost					£15,000
Study Clubs, Saturday and Holiday Schools	To ensure all PP students have access to focussed	The EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be very effective at promoting academic progress.	Monitoring, review and impact evaluations of this strategy will take place.	SLs, ASE	November, March and time frames indicated within our school improvement plan. Peer review
Total budgeted cost					£8,000
Breakfast club	To ensure PP students s have a good start to the day.	Research suggests hungry students are less attentive, and more disruptive. Breakfast can improve	<ul style="list-style-type: none"> Monitoring, review and impact evaluations of this strategy will take place. 	OWE CHI	November, March and time frames indicated within our school improvement plan.

		students academic attainment.			Peer review
Total budgeted cost					£3,900
Uniform	This provision is put in place to support families of DA pupils who need help with the purchase of a uniform.	Many PP parents experience financial constraints, so providing uniform can make a strong contribution to the improvements in attendance and attainment.	<ul style="list-style-type: none"> Monitoring, review and impact evaluations of this strategy will regularly take place. 	DMM	November, March and time frames indicated within our school improvement plan. Peer review
Total budgeted cost					£2,500

6. Review of previous expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all (to be completed)				
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
Outcomes group	To ensure DA pupils make good progress and achieve their target grades. This group will monitor and track the progress and attainment of DA pupils and implement appropriate interventions. There is a specific learning leader who leads and holds other staff to account and ensures that OSL is effectively targeted prioritising DA pupils first	<ul style="list-style-type: none"> • <i>Mixed</i>: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. • Success criteria: not fully met but approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. • Progress 8 data shows that PP students did not make expected progress. 	<ul style="list-style-type: none"> • Focus on attainment to be continued as PP performance remains a priority. 	£40,000

<p>Teaching and Learning Team</p>	<p>To improve the standard of teaching and learning in classrooms so that it is at least effective; as a result, all DA pupils are able to make good progress. There have been additional appointments to this team to increase its effectiveness in English, mathematics and science.</p>	<ul style="list-style-type: none"> • The teaching and learning focus, using the eight key principles, had an impact on the overall level of consistency in the delivery of lessons within the classroom. • The disadvantage gap for the outgoing Year 11 is -0.81 for the non-disadvantaged -0.25. • The performance management cycle included specific DA targets for all teaching members of staff. 	<ul style="list-style-type: none"> • Conduct a more in-depth evaluation of subject by subject interventions to challenge the impact of strategies used and how these can be developed in the next academic year. • Though DA is a focus within the main lesson observation cycle this needs to be refined for the next academic year with a DA specific approach to evaluating the engagement and learning of our DA students. • Performance management targets will continue to be used in the next academic year to continue raise the focus of DA progress and outcomes. 	<p>£35,000</p>
<p>Professional Development of/for Teaching Staff</p>	<p>To ensure DA pupils make good progress by continuing to develop staff in their feedback, teaching and other aspects of their professional development. The</p>	<ul style="list-style-type: none"> • Teaching and learning briefings and specific CPD sessions with specific foci on literacy/oracy has had an impact on the 	<ul style="list-style-type: none"> • Continuation of bespoke CPD with more targeted whole school staff development on oracy and 	<p>£25,000</p>

	Teaching and Learning team has been given additional capacity to train and support individual staff who are less consistent or confident in implementing whole school approaches.	<p>quality of written work produced within all students books.</p> <ul style="list-style-type: none"> The ratio of questioning for DA students and frequency of marking has had an impact for all students. The whole school CPD programme is adaptive to the needs of staff so their specific training needs are met. 	teaching specific vocabulary.	
Reduced Class Sizes	To ensure our most disadvantaged pupils make at least good progress and are exam ready by placing them in smaller focused classes with our best teachers. This is especially the case in English, mathematics and science.	<ul style="list-style-type: none"> This continues to support DA students within the core subjects. 	<ul style="list-style-type: none"> Bespoke mathematics classes where there is a higher ratio of DA students to non DA timetabled with experienced members of staff. 	£130,000
Nurture and curriculum support	<p>To ensure pupils who are not ready for secondary school receive the support they need academically as well as personally so they can succeed in secondary school.</p> <p>This provision is now extended to Year 8 to ensure pupils who need extra support are catered for.</p>	<ul style="list-style-type: none"> Placement into Year 7 allows us to monitor and support vulnerable students, identifying students that need additional intervention out of the classroom. Provide equipment and resources to enable students to access the full curriculum (uniform, PE kit) The students are encouraged to develop both their literacy skills and emotional resilience required to reintegrate into mainstream setting 	<ul style="list-style-type: none"> KS2 data that places them in this group is not always accurate and we need to manage the transition from primary school to secondary school more effectively. 	£50,000
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
Careers and Post-16 Guidance	To ensure pupils are making informed choices about their futures, we will continue with our tailored careers programme which starts in Year 7 and continues throughout.	<ul style="list-style-type: none"> This program is evaluated yearly to assure fit for pupils and students are getting the opportunities into make informed choices about their future. The Kent & Medway Progression Federation have tracked 850 of our former students from the age of 18 who participated in KMPF activities. 34% of our chosen KMPF students entered Higher Education which was higher than the national average participation rate at 24%. 	<ul style="list-style-type: none"> We use Gatsby benchmark to produce an all-inclusive program for students. Parents can view what this program entails on our website 	£7,000
Enrichment	To ensure DA pupils have the same opportunities as their non-disadvantaged peers have so they can experience the same activities and take part in life changing experiences.	<ul style="list-style-type: none"> DA students had the same opportunities where applicable both residential and non-residential trips. This was also the case for Post 16 enrichment activity for further education where transport and lunch was paid for on occasions. 	<ul style="list-style-type: none"> Currently we will use the same approach for student enrichment activities for further education and will disseminate this to the lower school in order to get accurate data for PP student accessing extracurricular activities. 	£10,000
The Link	To reduce the number of behaviour calls received by SEND pupils The Link was created. It provides support for DA pupils	<ul style="list-style-type: none"> This facility is constantly used and provides DA pupils with SEND a safe space to handle their behaviour in a calm fashion. 	<ul style="list-style-type: none"> This has definitely proved to be an effective facility and 	£16,000

	with SEND in handling their behaviour with a calm and reasonable attitude.	<ul style="list-style-type: none"> This facility is also being used to break up the time students spend in PSP 	students are benefiting from this intervention.	
1-2-1 or 2-2-1 Support	To ensure DA pupils are fully equipped with the skills and subject knowledge they need for their exams in the core. This will be implemented where pupils require more intense support or where pupils need to catch up on missed work.	<ul style="list-style-type: none"> Some positive impacts such as attitudes to school, attendance and behaviour. Pupils are additionally supported to raise their attainment. 	<ul style="list-style-type: none"> We will continue to develop this intervention 	£35,000
Mentoring	To ensure pupils are supported so they have the life skills and the strategies to succeed academically at The Sittingbourne School and beyond	<ul style="list-style-type: none"> Some positive impacts such as attitudes to school, attendance and behaviour. 	<ul style="list-style-type: none"> We will continue to develop this intervention. 	£11,000
Breakfast club	To ensure disadvantaged pupils have a good start to the day.	<ul style="list-style-type: none"> PP students have reported that the provision of breakfast has helped them become more attentive and less disruptive in lessons. 	<ul style="list-style-type: none"> This has proved to be an effective service and students are benefiting from this intervention. 	£10,000
Uniform	A provision is in place to support families of DA pupils who need help with the purchase of a uniform.	<ul style="list-style-type: none"> PP parents have voiced their appreciation for this financial assistance 	<ul style="list-style-type: none"> This has proved to be beneficial intervention and we will continue to contribute to food costs 	£2,000