

Pupil Premium Strategy and Review

1. Summary information

School					
Academic Year	2020/21	Total PP budget	£506,150	Date of most recent PP Review	Feb 2020
Total number of pupils	1329	Number of pupils eligible for PP	555 (42%)	Date for next internal review of this strategy	Mar 21

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.38	n/a
Attainment 8 score average	35.23	n/a

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Poor literacy skills
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B.	Poor metacognitive and study skills; lack of independent study
C.	Lack of resilience in the classroom
D.	Limited experience and/or knowledge about aspirational pathways
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
E.	Attendance and engagement
F.	Material and digital poverty
G.	Poor emotional, physical or mental health (including poor diet and lack of exercise)
H.	Lack of parental engagement and support

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Literacy, oracy and reading of PP students to improve across all year groups so that the gap is reduced between PP and non-PP. (ATR - what, how, measure)	<p>June reading tests show improved reading scores (Hodder/NGRT)</p> <ul style="list-style-type: none"> - 95% of year 7 - significant improvement in years 8 -10 - Establish a clear system for recording and moderating reading progress <p>Oracy is used as a key driver in lessons for all aspects of T&L</p>

		Literacy is seen to improve in students' work - termly review of a test sample across year groups and subjects.
B.	KS3 PP students to show improved rates of progress against targets in all subjects.	<p>Ensure all students receive QFT across all subjects - monitor through BlueSky, LW, book looks and student voice.</p> <p>75% of PP students to meet or exceed targets (FFT).</p> <p>Internal data shows that PP students are making equivalent or better progress compared to their peers and have good or better 'effort' grades as their peers.</p> <p>Gap between PP and non PP to reduce from point of entry (FFT).</p> <p>Progress 8 for PP students to be in line with average of Kent non-selective schools (-0.35)</p> <p>Monitor closely progress rates in English and mathematics to ensure the crossover rate is below 10%</p>
C.	KS4 PP students to show improved rates of progress against targets in all subjects, particularly the core. To improve the crossover in year 11	<p>Ensure all students receive QFT across all subjects - monitor through BlueSky, LW, book looks and student voice.</p> <p>75% of PP students to meet or exceed targets (FFT).</p> <p>Internal data shows that PP students are making equivalent or better progress compared to their peers and have good or better 'effort' grades as their peers.</p> <p>Gap between PP and non PP to reduce from point of entry (FFT).</p> <p>Progress 8 for PP students to be above the average of Kent non-selective schools (-0.35)</p> <p>Monitor closely progress rates in English and mathematics to ensure the crossover rate is below 10%</p>

D.	Improvement in PP attendance	To increase overall attendance among PP students from 90% to 92%, in working towards PP attendance being in line with 'other' pupils.
E.	Improvement in parental engagement	Use Edulink to identify PP parents who are not using Edulink and provide guidance to parents and students to support their use. Parental attendance at parents' evenings (when resumed) to consistently exceed 70% with those eligible for PP to reach 60%.
F.	Improvement in resilience engagement and aspiration	Reduction in behaviour / engagement / community calls. To be recorded on a termly basis.
G.	Improvement in study skills and metacognition	Improved rates of independent learning evidenced through Google classroom. Reduction in the attainment gap between PP and non PP

5.Planned expenditure					
Academic year	2020-21				
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 - this is the largest area of expenditure					
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>Ensure QFT using the TSS guide as a handbook for staff, which focuses on essential teaching strategies for PP students.</p> <p>Staff CPD programme to underpin this by addressing areas for development, staff coaching needs and curriculum implementation (effective planning) so that lessons are consistently good or better.</p>	<p>Reduction in the attainment gap as a result of QFT across all staff and all year groups</p>	<p>QFT using the 8 key principles is a sound evidence-based model for T&L will will raise standards for all, including PP</p>	<p>BlueSky observations, drop ins, book sampling, students voice</p>	<p>KSA, JDE</p>	<p>November, March, June</p>
<p>Improve teaching of literacy and oracy across all subjects, with a particular focus on academic reading and Tier 2 / 3 vocabulary.</p>	<p>There will be a reduction of the gap between chronological age and reading age. Most 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</p>	<p>To further develop a whole school approach to literacy and oracy to enable all teachers to support PP students in the classroom.</p>	<p>ATR</p>	<p>November, March, June</p>

		vocabulary rich learning environment moves progress with disadvantaged and non-disadvantaged students.	Students in years 7 to 10 will complete a reading test (Hodder or NGRT) at the start and end of each academic year. interventions. Literacy remains a teaching and learning focus across the school through learning walks, book sampling and student voice.		
Invest in additional staffing so that group sizes can be kept smaller in the core allowing effective deployment of staff for PP students	PP students will make faster progress in smaller groups with a carefully differentiated curriculum	Higher levels of 1-2-1 support both academically and emotionally . Greater scope for personalised intervention within lessons. 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	BlueSky observations, drop ins, book sampling, students voice	PSO	November, March, June

		each student will receive will increase, improving outcomes for pupils - resulting in around three months' additional progress for pupils, on average			
Extend the teaching and learning team to build capacity for LW, book looks and observations	Increased number and variety of reported LW, book sampling and dropins	Clear and consistent picture of the provision for all students across all subjects	PP is a focus of weekly T&L meetings. Increase in recorded observations with specific reference to PP provision	KSA	November, March, June
Deliver high quality character education across the curriculum	Character education prepares students for their life beyond school and supports their own understanding of how they can become the adult they want to be.	PP students show increased levels of engagement with their future plans and higher levels of aspiration post 16.	AHT who line manages Character Education to maintain a tight overview of the planning and delivery of the curriculum.	SGR, KWR, JDE	November, March, June
Total budgeted cost					£300,000
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?
Well being	Students develop greater emotional resilience which will support them in school. Students can also access the mental health interventions they may need. Staff are also more aware of some of the main challenges facing teenagers which might impact on their academic progress	Increase in number of students requiring support over the last academic year.	Wellbeing team manage the programme and interventions. QA by DHT who oversees and authorises the workshops, training and interventions which are provided.	OWH, ANB	November, March, June More frequently if required.
Specialist literacy intervention	There will be a reduction of the gap between chronological age and reading age. Most 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	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,	ATR, LJE, HDA	November, March, June

		non-disadvantaged students.	book sampling and student voice.		
Effective deployment of additional community staffing	All students are safe in school with access to a year group lead and PSM. Teaching staff are supported in lessons by community staff in their zones.	The school roll has increased. COVID has necessitated additional staffing to provide adequate safeguarding and monitoring of PP students	Community principals and vice-principals report daily on behaviour and engagement, community teams meet daily to review and discuss students of concern.	DCL and community principals	November, March, June
Addressing material / digital / food poverty	Equity of access to school, blended learning and a healthy diet for all PP students, particularly in the event of further lockdown	Without the correct materials and resources to use at home PP students are already put at a disadvantaged which has been exacerbated during the COVID period	Senior team oversees the provision of equipment, vouchers and IT equipment where appropriate.	JLO, KSA,	November, March, June
Use of TA and support staff (Pod, Link, library) for interventions	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	Monitoring, review and impact evaluations of the SEN strategies will regularly take place	LJE, GPE	November, March, June

	The Link was created to reduce the number of behaviour calls received by SEND pupils,. COVID has made it necessary to create Link facilities in every year group bubble with the associated costs	support their well being and academic progress. Reduction in tally of behaviour calls for SEND/PP students			
Student mentoring	To ensure pupils are supported so they have the life skills and the strategies to succeed academically at school and beyond and close the attainment gap	Studies have found that mentoring can have positive impacts for pupils from disadvantaged backgrounds such as attitudes to school, attendance and behaviour	Monitoring, review and impact evaluations of this strategy will regularly take place.	JLO	November, March, June
Total budgeted cost					£45,000
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?
Ensuring a COVID safe site for all students, but especially PP whose attendance is fragile	Attendance at 92% or higher; limited number of students using COVID fears as a reason not to attend.	Post lockdown levels of anxiety for families were very high. The school needed to	Monitor attendance; student voice	KSA, BOP	November, March, June

		send a really clear and consistent message with robust systems to reassure families.			
Total budgeted cost					£20,000
Continue to closely track and follow up poor attendance	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	Attendance Officer to closely monitor and work directly with SEAAS, students and families with attendance concerns and focus support on improving attendance and punctuality. SLT to mentor Year 11 students with attendance below 95%. SLT monitor attendance patterns on a daily basis. Senior members of staff are attendance mentors to support specific groups of students in different year groups	OWH, ANB	Reviewed daily, termly and at the main SIP review points

			<p>where there are specific concerns regarding attendance.. There are also attendance mentors specifically assigned to year 11 students.</p> <p>A comprehensive reward system is in place to raise the profile of the importance of attending school.</p>		
Total budgeted cost					£30,000
Ensure effective systems for mapping and tracking are maintained after switch to Bromcom	All staff will be able to take accurate registers, add information for their students and locate contact details. Specialist staff will be able to generate the required data to closely monitor the data generated on a daily basis	Accurate registers are a statutory requirement. Bromcom is the Trust's preferred MiS so all staff must be able to use it confidently	Regularly review the information that is being generated	PSO, NRI	Initially daily/weekly. Once the system is bedded in, termly
Develop the work of the outcomes team to support SLs	To ensure PP students make good progress and that the attainment gap is reduced.	Evidence from the EEF toolkit shows that the tracking of PP students as a discrete group allows	The outcome group will monitor and track the progress and attainment of PP students and	PSO, AWE, SSH, TPO, CCO, KBO. JDE	November, March, June

		effective targeting interventions to be put in place to narrow the achievement gap between PP students and their non-PP peers	implement appropriate interventions. Monitoring, review and impact evaluations of whole school and department strategies will regularly take place		
Department expenditure	Departments are to use 5% of their budget for direct support of PP students to ensure they have the subject-specific resources they would otherwise not have access to	Material poverty is a significant barrier for our PP students with educational items often low on the list of priorities	Monitoring, review and impact evaluations of whole school and department strategies will regularly take place	SLs	
Total budgeted cost					£62,000
Careers and progression	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.	Monitoring, review and impact evaluations of careers and Post-16 strategies will regularly take place	ASE	November, March, June
Enrichment	To ensure PP students have the same opportunities as their	Research suggests that PP students accessing extra -	Monitoring, review and impact evaluations of	RDE, ASE	November, March, June

	non-disadvantaged peers have so they can experience the same activities and take part in life changing experiences.	curricular activities, trips and experiences promotes high aspirations about their future which leads to higher academic progress.	this strategy will regularly take place.		
Total budgeted cost					£25,000
Continue to develop effective communication with PP parents and carers and the wider community	Continue publication of the eZine and newsletter. Improve parental interaction with Edulink. Train students to train their parents.	According to EEF, parental engagement through better communication is shown to make a moderate impact for moderate cost.	Monitoring, review and impact evaluations of this strategy will regularly take place	SLT	November, March, June
Provide breakfast for all. Ensure PP students are taking up their FSM. Monitor vulnerable students who may not eat at home	To ensure PP students have a good start to the day with breakfast and a well balanced nutritious meal at lunchtime.	Research suggests hungry students are less attentive, and more disruptive. Breakfast can improve students' academic attainment.	Monitoring, review and impact evaluations of this strategy will regularly take place	OWH, ANB	November, March, June
Continue to support PP students with uniform, games kit and shoes.	This provision is put in place to support families of PP students who need help with the purchase of a uniform or essential kit.	Covid has increased the number of families facing financial hardship. Providing uniform can	Monitoring, review and impact evaluations of this strategy will regularly take place.	DMM	November, March, June

		make a strong contribution to the improvements in attendance and attainment.			
Total budgeted cost					£10,000

6. Review of previous expenditure				
Previous Academic Year		2019/20		
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

<p>Improve literacy and reading for all key stage 3 students. Collate 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>All students in Years 7-10 were tested at the beginning of the year. Covid lockdown prevented testing at the end of the year to allow a comparison. Hodder testing from the previous two years has indicated clear progress with students improving on average by 1 year and 5 months across an academic year. PP students performed slightly better at 1 year and 6 months. SEN made 11 months of progress across the year</p>	<p>Data from previous years supports a positive impact from literacy strategies on reading.</p> <p>This year Trust wide use of the GL assessment NGRT reading and spelling tests should provide more detailed data regarding student reading ability. Testing will also be termly and allow quicker and more accurate evaluation of intervention impact.</p> <p>Other year groups will continue to use Hodder to get start and end point data</p>	
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<p>Develop staff in their delivery of Oracy in the classroom</p>	<p>Students will be able to communicate confidently and articulately using subject specific terminology</p>	<p>Trust learning walks highlighted the quality of oracy in lessons. The Spark project was cut short de to Covid.</p>	<p>Oracy will continue to be a priority focus for whole school teaching and learning.</p> <p>Economist and Burnet News Club resources have been set up to support discussion. Current restrictions make it challenging to pursue group oracy tasks.</p>	
<p>Ensure DA AMA students are taught at the appropriate pitch, with challenge and ASPIRE</p>	<p>To improve outcomes for high achieving PP students</p>	<p>In years 7-10 DA/AMA students are not currently identified as a single group.</p>	<p>Accurate tracking to be put in place for DA/AMA students across all year groups and subjects.</p>	
Total budgeted cost				£25,000
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
Accelerated reader and specialist trained library interventions	There will be a reduction of the gap between chronological and reading age. All students will make rapid progress towards English target grades.	<p>All students in Years 7-10 were tested at the beginning of the year. Covid lockdown prevented testing at the end of the year to allow a comparison. Hodder testing from the previous two years has indicated clear progress with students improving on average by 1 year and 5 months across an academic year. PP students performed slightly better at 1 year and 6 months. SEN made 11 months of progress across the year</p> <p>There was no end of year testing for the impact of sounds-write due to the Covid lockdown.</p>	<p>Accelerated reader to continue with year 7 and 8 which reading was most impacted by lockdown.</p> <p>In 2020-21 we aim to develop reading across the curriculum so that all students are given access to high quality reading materials in every lesson. Specialist reading interventions such as Lexia and <i>Sounds Right</i> will continue through the SEND team. Library interventions will resume after COVID restrictions are removed.</p>	
Total budgeted cost				£45,575
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														
Improve attendance rates for pupils eligible for PP	Attendance to improve for PP students	<p>PP attendance improved between the years 2018/19 and 2019/20 by 1.8%. At the end of the 2019/20 academic year, PP attendance was 91.9% which is an improvement on the previous year. The breakdown of the termly attendance for year on year comparison is below to show this improvement.</p> <table border="1" data-bbox="831 770 1254 1305"> <thead> <tr> <th data-bbox="831 770 1003 847">2018/19</th> <th data-bbox="1003 770 1254 847">2019/20</th> </tr> </thead> <tbody> <tr> <td data-bbox="831 847 1003 924">T1 90.5</td> <td data-bbox="1003 847 1254 924">T1 93.7</td> </tr> <tr> <td data-bbox="831 924 1003 1000">T2 90.3</td> <td data-bbox="1003 924 1254 1000">T2 91.8</td> </tr> <tr> <td data-bbox="831 1000 1003 1077">T3 90.1</td> <td data-bbox="1003 1000 1254 1077">T3 91.9</td> </tr> <tr> <td data-bbox="831 1077 1003 1153">T4 90.3</td> <td data-bbox="1003 1077 1254 1153">T4 91.9</td> </tr> <tr> <td data-bbox="831 1153 1003 1230">T5 90.1</td> <td data-bbox="1003 1153 1254 1230">T5 - CLOSED</td> </tr> <tr> <td data-bbox="831 1230 1003 1305">T6 90.1</td> <td data-bbox="1003 1230 1254 1305">T6 - CLOSED</td> </tr> </tbody> </table>	2018/19	2019/20	T1 90.5	T1 93.7	T2 90.3	T2 91.8	T3 90.1	T3 91.9	T4 90.3	T4 91.9	T5 90.1	T5 - CLOSED	T6 90.1	T6 - CLOSED	The attendance team will continue to monitor the attendance of our most vulnerable students through daily lesson checks, daily calls home, home visits if necessary.	
2018/19	2019/20																	
T1 90.5	T1 93.7																	
T2 90.3	T2 91.8																	
T3 90.1	T3 91.9																	
T4 90.3	T4 91.9																	
T5 90.1	T5 - CLOSED																	
T6 90.1	T6 - CLOSED																	

Increase parental engagement

AHT to work with SLs, Community Leaders and classroom teachers to contact parents of PP students prior to parents' evenings to confirm attendance.

	All	PP	Other
Year 7	61%	45%	76%
Year 8	59%	35%	54%
Year 9	65%	57%	73%
Year 10	71%	67%	75%
Year 11	73%	55%	90%

This was the first year when the school adopted a completely digital approach for the way parental communications take place. Edulink played an important role in keeping parents up to date with the upcoming events. Digital platforms like "facebook" were also used effectively to publicise key school events.

AHT will continue to work with the wider school community to encourage more parents, especially of PP students, to take interest in their children's learning.

However, lack of number of slots available mainly due to the higher amount of subjects being studied, especially at KS3 still remains a challenge in getting more parents' through the door at the parents' evening.

		<p>Parents of PP students without appointments were contacted by SSH and DA lead with the help of communities and teachers, which encouraged more parents to book appointments. SSH delivered training for the staff so that they can book appointments for the parents without internet access. It is worth noting that some of the figures stated above are lower than the actual figures due to some parents choosing not to sign-in at the entry.</p> <p>The parents were asked to share their views about the school via survey and the feedback was acted upon.</p>		
Outcomes group	To ensure that PP students make good progress and achieve their target grades	Internal data from terms 1 and 3 shows that in years 7-9 the % of PP compared to non-PP students making expected progress in the EBacc subjects was encouraging, with a maximum gap of 14% compared to the 25% on entry. All PP students made additional progress. In	The outcomes group will continue to generate data for staff to use in order that departments can identify where they need to focus their DIPs. The summary of iSubjects has been extremely useful in	

		<p>Year 10, positive progress for PP is seen in French, Photography and English.</p> <p>Year 11 academic team maintained accurate registers and contacted PP students who did not attend Period X, encouraging them and their parents to engage with the supported learning.</p> <p>Year 11 PP students Basic 4+ measured increased by 23 pts compared to 2018.</p> <p>The Basics 4+ Measure</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> <th>Compared to 2019</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>25%</td> <td>48%</td> <td>↑ 23pts</td> </tr> <tr> <td>AMA</td> <td>72%</td> <td>86%</td> <td>↑ 14pts</td> </tr> <tr> <td>SEN (K & E)</td> <td>5%</td> <td>14%</td> <td>↑ 9pts</td> </tr> </tbody> </table>		2019	2020	Compared to 2019	Disadvantaged	25%	48%	↑ 23pts	AMA	72%	86%	↑ 14pts	SEN (K & E)	5%	14%	↑ 9pts	<p>seeing where our PP students require extra support.</p>	
	2019	2020	Compared to 2019																	
Disadvantaged	25%	48%	↑ 23pts																	
AMA	72%	86%	↑ 14pts																	
SEN (K & E)	5%	14%	↑ 9pts																	
Total budgeted cost				£46,000																
Teaching and Learning Team	<p>To improve the standard of teaching and learning in classrooms; as a result all PP students are able to make good progress</p>	<p>There has been a focussed drive on securing Quality First Teaching, using the 8 key principles as a foundation. All staff identify PP students on seating plans and using a green dot in order to prioritise marking and feedback. School-wide teaching strategies include 2-1</p>	<p>We will maintain the tight focus on QFT and continue to provide whole school training on engagement, assessment, feedback and marking. We will update the PP section of the 'TSS guide to QFT' to focus on</p>																	

		questioning of PP students; prioritising of PP books and high quality verbal feedback. The BlueSky data for PP learning walks shows ...	the EEF recommendations for closing the gaps through our whole school Character Education programme.	
Total budgeted cost				£29,875
Professional Development of teaching staff	To ensure PP students make good progress by continuing to develop staff in their feedback, teaching and other aspects of their professional development.	In 2019-20 staff undertook a wide range of training - both in school and online - on improving QFT and developing the whole child. Staff now have a stronger understanding of the impact of ACEs on students (which PP students are more likely to encounter). Staff have also been trained in recognising the signs of poor mental and emotional health, which is a barrier to learning.	Staff to receive further training to understand the extent of ACEs and their impact on PP students. Staff to receive further training on how to recognise the barriers of individual students rather than the generic PP label. All students (PP and non-PP will benefit)	
Total budgeted cost				£21,000
Reduced class sizes	To ensure PP students make at least good progress and are exam-ready by placing them in smaller focussed	KS4 outcomes 2020:	To continue with this strategy (equivalent of 4 additional teachers recruited into core for next academic year)	

classes with our best teachers. This is especially the case in English, mathematics and science.

Disadvantaged Pupils (FSM, E6 and LAC)	RESULTS # Students 4+	RESULTS % Students 4+	RESULTS # Students 5+	RESULTS % Students 5+
Basics (English and Maths)	41	48	16	19
English (best grade Lit or Lang)	61	71	43	50
Maths	47	55	17	20
English Literature	51	59	33	38
English Language	60	78	42	55
Combined Science*	40	47	24	28
Humanities	38	44	17	20
Geography	23	44	13	25
History	15	56	4	15
MFL	1	100	1	100
Computer Science	9	45	5	25

Improvements against 2019 (caveat: 2019 is a published figure, 2020 is a SISRA-based figure)

	2020	2019
DA A8	35.23	29.57
DA P8	-0.38	-0.81
DA English P8	-0.03	-0.93
DA Maths P8	-0.21	-0.65
DA Ebacc P8	-0.25	-0.95
DA Open P8	-1.01	-0.75

Total budgeted cost **£130,000**

Nurture and curriculum support - the Link

To ensure PP students who are not ready for secondary school receive the support

PP students with SEND (especially year 7 post transition) were able to access specialist SEND support in the Link.

Link provision has been put in place within the year group bubbles.

	<p>they need academically and personally to succeed.</p> <p>The Link was created to reduce the number of behaviour calls received by SEND students.</p>	<p>Staff are regularly updated with SEND information so that they can deliver QFT with the appropriate support in class.</p>	<p>PP students who need additional emotional support will continue to carry a LINK card and receive guidance in how and when to use this correctly.</p> <p>For the coming year, LINK staff need to be able to access Google classroom on Chromebooks so that students in the LiNK can access their learning. Staff will need to update their classrooms with the current learning.</p>	
Total budgeted cost				£50,000
Careers and post-16 guidance	<p>To ensure students are making informed choices about their futures we will continue with our tailored career programmes which start in year 7 and continue throughout</p>	<p>Destinations data 2020: Year 11</p>	<p>We will continue to deliver high quality support for students from yr 7 through bespoke careers lessons, character education and careers fairs (when possible due to COVID). We have adapted post-16 recruitment to allow all year 11 students to attend an information evening</p>	

KS3/4 and into post-16.
To ensure staff are fully aware of the GATSBY benchmarks and the role of all staff in delivering high quality careers and progression advice

College	32
College EHCP	5
TSS Sixth Form	30
Other Sixth Form	6
Training Provider	4
Apprenticeship	1
NEET	1
Employment	3
Moved out of Area	2
Unsure	2
TOTAL	86

from year 13:

Apprenticeship	1
NEET	2
Employment	6
Moved out of Area	2
University	5
TOTAL	16

with appointments. Staff will continue to receive training in meeting the GATSBY benchmarks through their curriculum.

Total budgeted cost				£8,000
Department budgets	Departments are to use 5% of their budget for the direct benefit of PP students, to ensure they have key resources, revision guides and stationery to promote learning	Due to COVID this was even more important. All PP students were provided with exercise books, stationery, equipment and a reading book for their home learning. Where appropriate, departments provided revision guides and other resources. Departments allocated additional time and resources to the preparation of learning packs for PP students with no internet access or device.	To continue to ensure all PP students have the right equipment in place for home and school learning. Pre-empt Tier 2 or national lockdowns with learning packs and additional stationery in place in advance.	
				£16,000
EduLink	To increase communication with PP parents	There are still a large proportion of PP parents not using EduLink	We will continue to use EduLink until Bromcom is embedded. The priority is the frequency and quality of communication with PP parents.	
Total budgeted cost				£4,750
Enrichment	To ensure that PP students have the same opportunities	In spite of COVID there was a wide range of trips and activities which PP students	Trips and enrichment activities are currently suspended due to COVID restrictions.	

	as their non-disadvantaged peers, so that they can experience the same activities and take part in life changing experiences	were supported in attending. The % of PP students taking part is given in brackets: Paris 8 (40%) Swale Dance Fever 8 (80%) Poetry workshop - 15 (100%) Inquiring minds Wire Trip 1 (10%) Maths Challenge 4 (45%)	When we are able to resume we will continue to prioritise PP participation.	
Total budgeted cost				£17,405
Mentoring	To ensure Students are supported so that they have the life skills and strategies to succeed academically and beyond.	JLO Students who were mentored showed greater resilience and self-discipline which they attributed to being able to discuss their concerns with mentors. Regular contact home from mentors helped develop stronger home-school ties and communication, which also supported the parental engagement drive.	Mentoring to continue in a structured way. JLO has a spreadsheet of mentors who must have completed training before they can start to work with students. Potential barriers this year are the limitations imposed by COVID bubbles meaning mentors have to go and find students in their break/lunch times. Impact of this needs to be monitored.	

Total budgeted cost				£14,500
1-2-1 or 2-2-1 support	To ensure PP students are fully equipped with the skills and 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 mixed work.	PP students benefit from individual support in lessons and in addition to lessons. Staff are able to use the PP strategies of effective verbal feedback and developing aspirational mindset to build confidence. Book looks, learning walks and student voice...		
Total budgeted cost				£15,000
Study clubs, Saturday and holiday school	To ensure PP students have access to focussed, high quality support in preparing for exams.	Some subjects ran holiday and Saturday sessions prior to COVID, with great success (Business, Music) to ensure that students were on target to complete the coursework element of their courses.	We will review the feasibility of Saturday and holiday school in Term 2. This will impact on staff workload which under the current COVID restrictions is already putting a significant strain on staff.	
Total budgeted cost				£8,000

Breakfast club	To ensure PP students have eaten prior to lessons so that they can focus on learning.	Uptake varied between year groups. Students arriving late, or on buses, did not always have time to get to the canteen before lessons.	We will continue to monitor uptake and ensure supply meets demand. We will review where students collect breakfast from once COVID restrictions are lifted.	
Total budgeted cost				£3,900
Uniform	To support families of PP students who need help purchasing a uniform. To ensure there is a supply of spare uniform available (especially shoes) for students who arrive at school without. To keep a supply of PE kit for students who do not have any. Yo keep all the items clean and hygienic	PP students have been able to dress smartly with correct uniform, allowing for equity of uniform across PP and non PP. Shoes in particular have been useful where families cannot afford 2 pairs. Keeping students smart and with parity of appearance helps level the playing field in school.	We will continue to monitor the impact of this strategy and the budgeted cost necessary to maintain this level of support.	

	so that there is no stigma attached to borrowing.			
Total budgeted cost				£2500

7.Additional detail

