

Pupil Premium Review (Saltash)

1. Summary information					
School	Saltash Community School				
Academic Year	2020/21	Total PP budget	£292 841	Date of most recent PP Review	Sept 2020
Total number of pupils	1142 (Y7-11)	Number of pupils eligible for PP	343	Date for next internal review of this strategy	Apr 2021

2. Current attainment		
	Pupils eligible for PP your school *no national data due to pandemic	Pupils not eligible for PP
Progress 8	-0.54	0.09
Attainment 8	35.4	46.5 %
English and Maths at grade 5 or above	14.1 %	42.5 %
English and Maths at grade 4 or above	42.2 %	70.0 %
Achieving Ebacc at grade 5 or above	0.0 %	8.1 %
Achieving Ebacc at grade 4 or above	6.3 %	11.9 %
Entering Ebacc	17.2 %	18.8 %
Staying in education or employment for at least 2 terms after key stage 4	95.3%	99.4%
Progress 8 English	-0.54	0.01
Progress 8 Maths	-0.60	0.06
Progress 8 Ebacc Subjects	-0.55	0.09
Progress 8 Open Subjects	-0.64	0.08

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Underachievement in Core Subject	
B.	Underachievement in Ebacc subjects	
C.	Low level disruption	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor attendance	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged pupils make progress in the core subjects by receiving high quality Teaching and Learning and effective interventions	PP P8 for Core Subjects moves closer to 0 in 2021 (half way English -0.27, Maths -0.30)
B.	Disadvantaged pupils make progress in the Ebacc subjects by receiving high quality Teaching and Learning and effective interventions	PP VA for Science moves to close to 0 in 2021 (half way -0.15) PP VA for Humanities moves to 0 in 2021 (half way -0.48) PP VA for Languages moves to 0 in 2021 (half way -0.30)
C.	Disadvantaged pupils are not involved in low level disruption in the classrooms	The number of PP students withdrawn from lessons will be in line with, or better than, the number of non PP students that are withdrawn from lessons.
D.	Disadvantaged pupils attend school regularly	Overall school attendance is in line with or better than national average for Disadvantaged students Rates of persistent absence in line with national average for Disadvantaged students

5. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved teaching and learning across all subjects	Secondment of a School Improvement Lead (Quality of Education) to work alongside Assistant Head (Teaching and Learning)	DfE suggest that the impact of leadership is second only to the impact of classroom teachers on pupil outcomes	This is a key aim of the School Development Plan which is monitored half termly. (Teaching and Learning handbook, staff training, curriculum maps and concept documents, coaching pairs, HoD training led by SIL) New Building Back better strategy implemented in March 2021	JKY HoDs JKY/JSP/MAO	In line with the School Development Plan
High quality teaching and learning results in all pupils making rapid and sustained progress across the curriculum	SIL and new AH appointment to lead the inhouse training programme around teaching and learning Building Back Better	The EEF Toolkit suggests good feedback (teacher/student and peer/peer) can lead to an average of 8 months additional progress for students. The EEF Toolkit suggests that metacognition and self-regulation approaches can lead to an average of 7 months additional progress for students. The EEF Toolkit suggests that mastery learning can lead to an average of 5 months additional progress for students.	This is a key aim of the School Development Plan which is monitored half termly. (Teaching and Learning handbook, staff training, curriculum maps and concept documents, coaching pairs) New Building Back better strategy implemented in March 2021	JKY HoDs JSP/MAO	In line with the School Development Plan

Pupils with additional needs are supported to access the curriculum and overcome barriers to learning	Study Plus STAR centre CHES Covid catch-up tutoring Build Up	The EEF Toolkit suggests an average of 3 months additional progress for pupils who participate in individualised instruction and 4 months additional progress for pupils participating in small group tuition. The EEF Toolkit suggests an average of 4 months additional progress for pupils who participate in Social and Emotional Learning (STAR centre)	Regular monitoring checks on progress and attendance.	XPH/MAO JNC JNC	After each data drop
Provision for all pupils is informed by most recent thinking and research	Leadership training on improving outcomes	Prof. Becky Allen ResearchEd talk on Pupil Premium Evidence-based debate suggests that schools should move away from an intervention model, towards more general approaches that benefit all pupils. ‘When leadership is poor, the most vulnerable are disproportionately affected’ Marc Rowland	Online courses and conferences. Whole school membership to the National College. Inhouse Middle Leader training run by SIL. Membership to departmental professional bodies. Middle Leaders will undertake Professional reading. DH (i/c PP) will undertake Professional Reading	LMG HoDs	July 2021
		Staffing costs: Student course costs: CPD costs:	£102 000 £18 000 £3 650 Total Cost £123 650		

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils can access resources and extra-curricular activities alongside peers	<p>Teaching resources will be provided.</p> <p>Learning equipment will be provided.</p> <p>Funding will be provided for extracurricular activities.</p>	<p>EEF relates that out of the classroom and metacognitive learning are good markers.</p> <p>The EEF Toolkit suggests an average of 4 months additional progress for pupils participating in outdoor adventure learning.</p> <p>The EEF Toolkit suggests an average of 2 months additional progress for pupils participating in arts education, which although low impact it tends to also be low cost. This is also important for accessing the wider curriculum.</p>	<p>All requests for resources and funding for extracurricular trips and activities will be made to DH (i/c PP)</p> <p>When extracurricular trips and activities can resume, participation will be monitored to ensure all students are accessing them.</p> <p>Disadvantaged students will be provided with devices to support remote learning, in the case of further lockdowns</p>	LMG	July 2021
Disadvantaged pupils make progress towards their targets through receiving high quality teaching and learning and intervention strategies	<p>The National Tutoring Programme (eg mytutor)</p> <p>Personalised courses (CoPE/Build Up)</p> <p>Access to courses through alternative providers</p>	<p>The National Tutoring Programme is a Government funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils' learning.</p> <p>The EEF Toolkit suggests an average of 5 months additional progress for pupils who participate in one to one tutoring and 4 months additional progress for pupils participating in small group tuition.</p>	<p>Attendance and participation will be monitored</p> <p>Progress will be monitored following the data drops</p> <p>Provision and delivery of COPE/Build Up will be monitored.</p>	<p>LMG</p> <p>LMG/MAO</p> <p>LMG/MAO</p>	<p>Overall July 2021</p> <p>Interim following data drops</p>

Disadvantaged pupils attend school regularly	Transport Assistance	If they are not in school, they cannot achieve, and this removes one of the barriers	Attendance monitoring	MAO XSM HoYs EWO	Half Termly
	Provision of Uniform	Removing a barrier to not attending school and not 'feeling different'	Attendance data	XDP	Half termly
				Resources costs: £20 500 Extracurricular costs: £1 500 Course costs: £5 680 Transport costs: £2 500 Uniform costs: £2 000 Total cost £32 180	

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide psychological support for disadvantaged students	<p>Counsellor on-site 3 days a week and access to other professionals for 20 days in the year</p> <p>Professional support to develop Wellbeing Package for tutor period</p>	<p>Well documented need to support MH in young people. Very difficult to access external services.</p> <p>The EEF Toolkit suggests an average of 4 months additional progress for pupils who participate in Social Emotional Learning.</p>	<p>Allocations Panel to ensure students are accessing the correct level of support.</p> <p>The Tutor Programme will be trialled with one Year Group in Summer 2021.</p>	LMG JNC	July 2021
Eliminate low level disruption in classrooms	<p>Behaviour Policy</p> <p>Building Back Better Changing the Culture</p>	EEF Toolkit – Behaviour Interventions analysis suggests that improving behaviour management can result in increased attainment at whole school level (+3 months)	<p>Behaviour Policy addressing Covid 19 changes will be in place and monitored.</p> <p><i>Changing the culture routines will be introduced and training of the staff and children will take place.</i></p>	MAO HoYs	Half termly Review the routines - July 2021
Disadvantaged pupils attend school on a regular basis	<p>Use of Study Plus and STAR Centre to ensure the pupils are safe from risky behaviour</p>	We want to provide a safe learning space where the pupils can establish routines and build 'habit'	Monitoring of provision	MAO JNC	Half termly
	<p>Attendance Strategy for Pastoral Team</p>	If the students are not in school, they cannot achieve. Conversations and looking at individual barriers/reasons for poor attendance can help remove the barriers.	<p>Regular meetings HoY/EWO/ Attendance Manager</p> <p><i>Attendance/engagement monitoring continuing during lockdown</i></p>	MAO XSM HoYs	Fortnightly meetings July 2021 to review strategy

Disadvantaged pupils (and their families) have an advocate and a safe person who they trust	PP Champion	The EEF toolkit suggests Social Emotional Learning and Parental Engagement suggests an average of 4 months and 3 months additional progress respectively	PP Champion meets with the most vulnerable students. Attendance, behaviour and outcomes improve for these students.	LMG/XDP	Regular link meetings Monitoring after data drops Overall review July 2021
To enable students to access the wider curriculum and build cultural capital	Music and Singing lessons (if Covid 19 restrictions allow)	<i>Cognitive skills developed from music lessons appear to transfer to unrelated subjects, leading to improved academic performance -</i> By Freya Wilson Published in <i>Frontiers in Neuroscience</i> , the research is the first large-scale, longitudinal study to be adapted into the regular school curriculum	Student numbers studying Music at GCSE and A Level to increase (particularly Disadvantaged students) Progress to improve for those students receiving funded music lessons	EDV	July 2021
To ensure gaps between disadvantaged pupils and their peers continue to close on transition to secondary school	Transition Lead to work with PP Advocate on enhanced transition	The Ofsted report 'Key Stage 3 the wasted years' identifies the Primary to Secondary transition as a critical time for disadvantaged learners	Transition activities take place PP records for students shared <i>This will be Covid dependent for Sept 2021</i>	ACF/XDP	Transition Plan dates (ACF)
Psychological Support costs: £36 180 Staffing costs: £91 520 Transition costs: £10 400 Total cost: £138 100					

6. Review of expenditure																																
Previous Academic Year		2019-20 Review updated in March 2021																														
i. Quality of teaching for all																																
Desired outcome	Chosen action / approach	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																												
Improved teaching and learning across all subjects	Appointment of AH as Raising Standards Lead to work alongside Deputy Head (Quality of Education)	<p>Outcomes:</p> <table border="1"> <tr> <td></td> <td>17/18</td> <td>18/19</td> <td>19/20 (CAG)</td> </tr> <tr> <td>English P8</td> <td>-0.91</td> <td>-0.36</td> <td>-0.54</td> </tr> <tr> <td>Maths P8</td> <td>-0.91</td> <td>-0.61</td> <td>-0.60</td> </tr> </table> <table border="1"> <tr> <td></td> <td>17/18</td> <td>18/19</td> <td>19/20 (CAG)</td> </tr> <tr> <td>Science VA</td> <td>-0.93</td> <td>-0.49</td> <td>-0.32</td> </tr> <tr> <td>Languages VA</td> <td>-2.30</td> <td>-1.05</td> <td>-0.95</td> </tr> <tr> <td>Humanities VA</td> <td>-0.89</td> <td>-0.79</td> <td>-0.63</td> </tr> </table>		17/18	18/19	19/20 (CAG)	English P8	-0.91	-0.36	-0.54	Maths P8	-0.91	-0.61	-0.60		17/18	18/19	19/20 (CAG)	Science VA	-0.93	-0.49	-0.32	Languages VA	-2.30	-1.05	-0.95	Humanities VA	-0.89	-0.79	-0.63	<p>Learning and Teaching Packs were in place. Use of these needs reviewing, as discussed during Governor visit Feb 2020. Teaching and learning profiles on Classcharts are being used.</p> <p>Classroom non-negotiables in place and seen during drop-ins. These have been extended in 2020/21.</p> <p>Curriculum Peer Reviews to build Middle Leadership capacity took place and will be built upon next year. They have not taken place due to Lockdown 3.</p> <p>CAL role – coaching and positive drop ins – received very favourably. Coaching style appraisal has been used moving forwards.</p> <p>The forensic focus on Teaching and Learning is continuing in 2020/21.</p>	£38 233
	17/18	18/19	19/20 (CAG)																													
English P8	-0.91	-0.36	-0.54																													
Maths P8	-0.91	-0.61	-0.60																													
	17/18	18/19	19/20 (CAG)																													
Science VA	-0.93	-0.49	-0.32																													
Languages VA	-2.30	-1.05	-0.95																													
Humanities VA	-0.89	-0.79	-0.63																													
Pupils with additional needs are supported to access the curriculum and overcome barriers to learning	Study Plus STAR centre	<p>Attendance and behaviour records show improvement for the students accessing this facility. (e.g. TB 65 negative points in 18/19, 25 negative points in 19/20. TB Attendance 90% in 18/19 to 94% in 19/20)</p> <p>Outcomes show improvement for these students (e.g. EF grade 5 Maths)</p>	<p>Regular monitoring checks ensured students were on track and this has continued, including during lockdown.</p> <p>Although successful for keeping many students ‘in school’, the focus of the provision needs to be on progress.</p>	£19 900																												

<p>Pupils who find it difficult to meet their homework commitments are supported by a member of staff to do so, so that they can benefit from the same learning gains as others</p>	<p>Homework Club Support</p> <p>Show My Homework Purchased</p>	<p>Around 50% of the homework club users are PP students.</p> <p>Show my Homework is being used across the school.</p>	<p>This provision has been suspended due to the pandemic. It is unlikely to run in the Academic year 2020/21 due to KS3 Tutor Group bubbles.</p> <p>The homework policy needs revisiting given the gains that it can provide (EEF +5 months)</p>	<p>£7 991</p>
<p>Provision for all pupils is informed by most recent thinking and research</p>	<p>Leadership training on improving outcomes for disadvantaged pupils</p>	<p>Achievement For All Coach visited the school regularly. Provided support for Middle Leaders.</p> <p>Online reading and research undertaken by DH. (For example: An updated practical guide to the Pupil Premium: Marc Rowland)</p> <p>Outcomes were affected by the school closures. Interventions following the second mocks could not take place.</p>	<p>Middle Leader support was received favourably and shaped practice. Achievement For All support could not continue due to school closures.</p> <p>Professional Reading has continued and is now expected of all Middle Leaders. Book summaries shared with appropriate people.</p> <p>DH(i/c PP) attended webinars and online courses during lockdown to be fully informed for the return to school (e.g. Headstart Kernow TIS return to school; Reflecting on remote learning; DfE supporting pupil mental wellbeing webinar; PiXL leadership webinars) This is continuing this academic year. (HSK Same storm, different boat; HSK Return to school, reducing anxiety)</p>	<p>£5 900</p>
<p>Pupils with gaps in knowledge at GCSE are supported to revisit and understand ready for their exams</p>	<p>Subject Staff training on diagnosis-therapy-testing model of intervention</p> <p>PP Core Departmental Champions</p>	<p>Half termly meetings with PiXL Associate, who acts as School Improvement Partner, meeting with DH, AH (RSL) took place. RAP meetings then followed, with actions requested from subject teachers.</p> <p>Outcomes were affected by the school closures. Interventions following the second mocks could not take place.</p>	<p>Wider staff training is needed for the DTT model. The teaching and learning handbook is updated with clear focus on strategies to improve learning.</p> <p>PP Departmental Champions replaced with training for the HoDs.</p> <p>Recovery Curriculum in place following Lockdown 1</p>	<p>£21 560</p>

ii. Targeted support																																
Desired outcome	Chosen action / approach	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																												
Disadvantaged pupils can access resources and extra-curricular activities alongside peers	Requests to Deputy Head i/c PP	All requests were met to ensure no students missed out on any activity due to financial constraints. No students were disadvantaged from learning by financial constraint. Resources were made available to all.	Once we can run a full extra-curricular programme again, access to trips and events needs to be monitored across the school. Are all students accessing the wider curriculum? Consider funding for better provision of resources ('Back on Track, fewer things, greater depth' Mary Myatt)	£10 600																												
Attendance of FSM students improves	Achievement For All structured conversations approach	FSM attendance = 88% which did not show an improvement. This figure was affected by the school closure.	Structured conversations did not happen as intended and will not continue as a strategy Attendance monitoring was good in the Autumn term leading to improved figures. HOYs meeting with the Educational Welfare Officer and school welfare officer will be timetabled for the next academic year.	Inc. above																												
Improve progress in all subjects	Achievement For All Programme to build the capacity of Middle Leaders	Outcomes: <table border="1" data-bbox="667 954 1155 1104"> <tr> <td></td> <td>17/18</td> <td>18/19</td> <td>19/20 (CAG)</td> </tr> <tr> <td>English P8</td> <td>-0.91</td> <td>-0.36</td> <td>-0.54</td> </tr> <tr> <td>Maths P8</td> <td>-0.91</td> <td>-0.61</td> <td>-0.60</td> </tr> </table> <table border="1" data-bbox="667 1136 1263 1324"> <tr> <td></td> <td>17/18</td> <td>18/19</td> <td>19/20 (CAG)</td> </tr> <tr> <td>Science VA</td> <td>-0.93</td> <td>-0.49</td> <td>-0.32</td> </tr> <tr> <td>Languages VA</td> <td>-2.30</td> <td>-1.05</td> <td>-0.95</td> </tr> <tr> <td>Humanities VA</td> <td>-0.89</td> <td>-0.79</td> <td>-0.63</td> </tr> </table>		17/18	18/19	19/20 (CAG)	English P8	-0.91	-0.36	-0.54	Maths P8	-0.91	-0.61	-0.60		17/18	18/19	19/20 (CAG)	Science VA	-0.93	-0.49	-0.32	Languages VA	-2.30	-1.05	-0.95	Humanities VA	-0.89	-0.79	-0.63	Achievement for All will not be renewed but the in-house training programme will continue. All Middle Leaders will be expected to undertake professional reading and will be members of the National College. A number of staff are undertaking NPQ qualifications. (1 HoY NPQSL, 1 HoY NPQML, 2 HoDs NPQML)	Inc. above
	17/18	18/19	19/20 (CAG)																													
English P8	-0.91	-0.36	-0.54																													
Maths P8	-0.91	-0.61	-0.60																													
	17/18	18/19	19/20 (CAG)																													
Science VA	-0.93	-0.49	-0.32																													
Languages VA	-2.30	-1.05	-0.95																													
Humanities VA	-0.89	-0.79	-0.63																													

Disadvantaged pupils meet their targets in English, Maths and Science	Tutor Group Boosters	This intervention did not run as school closures had taken place before the start date	This strategy was successful in the previous year and may be used again in future years. The ongoing pandemic will prohibit their use in 2020/21.	No cost								
Disadvantaged pupils meet their targets in English, Maths and Science	Mytutor course fees	Limited success due to school closure at the time of use and students had not enrolled.	Mytutor is being used again in the Academic Year 2020/21. Strategies need to be considered for engagement, particularly if this is running during a period of lockdown.	£6 700								
Disadvantaged pupils meet their targets in Maths, improving the P8 score	Subject Specialist TA	<table border="1"> <tr> <td></td> <td>17/18</td> <td>18/19</td> <td>19/20 (CAG)</td> </tr> <tr> <td>Maths P8</td> <td>-0.91</td> <td>-0.61</td> <td>-0.60</td> </tr> </table> <p>This was not actually funded from the PP budget so the TA did not work solely with PP students</p>		17/18	18/19	19/20 (CAG)	Maths P8	-0.91	-0.61	-0.60	<p>The evidence does not suggest this was a successful intervention.</p> <p>The LSA team is being restructured to support students within Bubbles rather than subject areas. Lockdown 1 was used for LSAs to enrol in online training.</p>	Not Funded from PP
	17/18	18/19	19/20 (CAG)									
Maths P8	-0.91	-0.61	-0.60									
Attendance of Disadvantaged students improves	Transport Assistance	<p>Overall attendance has not improved for PP students.</p> <p>Individual attendance has improved for students for whom transport assistance was given. (eg: SA, LR)</p>	Closer monitoring of students benefiting from transport assistance is needed, but this is a small expenditure and will continue. Transport does not appear to be the main barrier to attendance. Barriers to attendance need to be identified through conversations with pupils.	£1 600								

iii. Other approaches													
Desired outcome	Chosen action / approach	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									
Provide psychological support for disadvantaged students	Counsellor on-site 3 days a week and access to other professionals for 20 days in the year	Allocations Panel meeting ensured a bigger team around the child when making referrals. PP students were given priority for access to the service.	This service will continue with the Allocations Panel being led by DH (PP) and SENDCo. (EEF suggests SEL has a +4 months impact) Improvement is still needed with recording impact and evaluation measures. Record keeping is much improved with the meeting notes now being recorded on CPOMs.	£38 000									
Continue to improve rates of attendance	Attendance AH Attendance Champion (Y7)	Attendance continues to be a focus. <table border="1" data-bbox="678 635 1144 730"> <tr> <td></td> <td>18/19</td> <td>19/20</td> </tr> <tr> <td>PP</td> <td>91%</td> <td>88%</td> </tr> <tr> <td>Non PP</td> <td>94%</td> <td>92%</td> </tr> </table>		18/19	19/20	PP	91%	88%	Non PP	94%	92%	Attendance will continue to be a focus for the Pastoral Team. It is unknown how the ongoing pandemic will affect the students' attendance and return to physical learning. Online attendance during lockdowns will be monitored closely. PSAs will telephone home and the Attendance manager will contact key families. EWO involvement to continue.	£89 543
	18/19	19/20											
PP	91%	88%											
Non PP	94%	92%											
To ensure that all students but especially the PP cohort have a meal to start the day – thus improving concentration and outcomes.	Breakfast Club	Approx. 35% of Breakfast Club attendees are PP students. XDP is signposting the service when appropriate.	This service will not continue whilst operating in bubbles. We would hope to run it again in the future. Better monitoring of attendance is needed.	£7 232									
Eliminate low level disruption in classrooms	New Behaviour Policy monitored through Classcharts	LEARN Behaviour points rose from 4018 to 4253. Hot spot classrooms and lessons were identified and supported. Lockdown 1 stopped this next level of intervention.	The Behaviour Policy was adapted for Covid-19 mitigations from September 2020/21 The Culture Change strategy will provide consistency and routine which supports the learning of disadvantaged students.	Inc. above									
Improve attendance of persistent absentees	Study Plus and STAR Centre	Study programmes are in place for students in Study Plus and the STAR centre.	These interventions have continued. Increased use of them for students with attendance issues has been hindered by the pandemic.	Inc. above									

Ensure that pupils are safe from the risky behaviours of others		Focussed learning programmes are monitored regularly. Attendance improvements seen for many students who access these facilities as safe places (eg. AC, TB, JH)	The pandemic has hindered the use of Study Plus with Year 10 as we cannot have Year 10 and Year 11 in the same venue.	
To increase the number of students able to access the music curriculum	Music and Singing lessons	4 PP students studied GCSE in 2018/19 6 PP students studying GCSE in 2019/20 9 PP students studying GCSE in 2020/21	We will continue to support music lessons for PP students although they are unable to run in 2020/21 due to the bubbles and Covid guidelines around music lessons. As these restrictions are lifted, access will be provided.	£2 370
Improve attendance	Provision of Uniform	Attendance figures do not provide conclusive evidence of success. Most uniform is bought at the start of the academic year so we can only assume that this enables the students to attend without feeling self-conscious.	We will continue to provide uniform assistance for PP students	£1 050
Improve rates of attendance Improve progress in Core subjects and the Ebacc subjects	Careers advice and guidance via PD and external services	The Careers Provision map is available on the website. All PP students receive a careers interview with CSW. Only 3 of the PP students are recorded as NEET.	Careers interviews will continue. (virtually) Careers events will be more bespoke ensuring that the students access the correct information regarding progression. Careers events will be available for earlier years (All careers provision will continue virtually)	Not from PP budget
PP Champion	Provide 1 to 1 support and parental liaison for the most vulnerable.	It is hard to measure the impact of this role. The part that the PP champion plays in the overall PP strategy is excellent.	This will continue as she is a key member of staff that supports the overall PP strategy	£22 160
Improve attendance of persistent absentees	Education Welfare Officer services	Attendance Officer and EWO meet weekly SENDCo and EWO meet fortnightly AH (Attendance) and HOYs meet when necessary.	Attendance of PP students continues to concern but will be monitored closely through timetabled meetings with Attendance manager, HoY and EWO.	Included above
Improve progress for disadvantaged students in all subjects	Photocopying of resources Providing resources for students	See above (page 11)	See above (page 11)	Included above