



Willenhall E-ACT Academy Pupil Premium Policy & Strategy

This policy is designed to give academies an indication of how academy policies can be drafted. It is not exhaustive in respect of best practice or the regulatory frameworks that apply in relation to academy policies. Academies should tailor template policies to ensure that they reflect current practice and the ethos at the academy. Academies should ensure that all policies are effectively implemented and reviewed regularly. Academies are advised to read the applicable statutory and advisory guidance before implementing this policy.

Document provenance

This policy was approved by Trustees as follows –

Committee: Education and Personnel

Date: February 2018

Frequency of review: 2 years

Next review date: February 2020

ELT Owner: Director of Education and Deputy CEO

Author: Regional Educational Director

Summary of changes at last review:

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Related documents:

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Willenhall E-ACT Academy Pupil Premium Policy & Strategy

1. Introduction and purpose

- 1.1 The pupil premium was introduced in April 2011 by the coalition government to address the gap in attainment between students deemed 'disadvantaged' and their peers. Children are considered disadvantaged if:
- eligible for free school meals (or have been eligible in the last six years, known as 'Ever 6');
 - looked after, including continuously for more than six months; or
 - a parent works in the armed forces.
- 1.2 The pupil premium is paid to pupils between the ages of 5 and 16 and it should be spent in ways that close the gap in attainment between these students and their peers.
- 1.3 The 2016/17 rate of payment was:
- £1320 per FSM or Ever 6 FSM pupil in reception year to year 6
 - £935 per FSM or Ever 6 FSM pupil in year 7 to year 11,
 - £1900 per looked-after child (who has been looked after for more than a day, has been adopted, has been in care); and
 - £300 per service child or Ever 3 service child.
- 1.4 The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.
- 1.5 Ofsted inspections report on how schools' use of the funding affects:
- the attainment of the pupils who attract the funding
 - the progress made by these pupils
 - the gap in attainment between disadvantaged pupils and their peers

2. Key principles

- 2.1 Our academy has the following key principles in relation to the expenditure of pupil premium funds:
- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
 - Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all pupils.
 - All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
 - Research, trailing and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
 - In providing support we will not socially isolate pupils. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

3 Making decisions regarding the use of Pupil Premium

- 3.1 When making decisions about using pupil premium funding it is important to consider the context of the school and subsequent challenges faced.
- 3.2 Common barriers for FSM children can be less support at home, weak language skills, and a lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.
- 3.3 In making decisions on the use of the Pupil Premium we will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- 3.4 We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils. We will:
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
 - Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances
 - Be transparent in our reporting of how we have used our Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resources has been used to make a difference
 - Recognise the fact that FSM pupils are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account
 - Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
 - Use the Pupil Premium for all year groups not just those taking examinations at the end of the year

4 Roles and responsibilities

- 4.1 We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils

The Headteacher and Senior Leadership Team

- 4.2 The Headteacher and the Senior Leadership Team are responsible for implementing this policy. They will ensure that:
- all staff are aware of their responsibilities in narrowing the gaps of our pupils.
 - all staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.
 - through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

- all strategies are evaluated as robustly as possible to ensure that the approach applied is have the desired effect. In order to do this effectively, the Headteacher and SLT will, where relevant, undertake ongoing evaluations of the strategies being used, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.
- 4.3 It will be the responsibility of the Headteacher to include the following information in the annual report for the AAG/RAB/Board of trustees (see section 4.6):
- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
 - An outline of the provision that has been made since the last annual report
 - An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

Teaching and Support staff

- 4.4 Teaching and support staff will:
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
 - Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
 - Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
 - Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
 - Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement
- 4.5 We will provide opportunities for staff to engage in a range of professional development opportunities suite to their particular needs and roles. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Raising Achievement Boards, Regional Performance Boards and the Board of Trustees

- 4.6 The Board of Trustees ultimately have an important role in ensuring our school complies with legislation and this policy, along with is specific stated actions for narrowing gaps is implemented.
- 4.7 Through the Raising Achievement Boards (RABs), Regional Performance Boards (RPBs) and Education & Personnel Committee (EPC) the Board of Trustees will:
- At least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In doing this, the trustees (through the RABs, RPBs and EPC) will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies,

views, surveys etc.) data as evidence of impact.

- Ensure that, as part of their scrutiny, monitoring and evaluation, the impact of each selected strategy in relation to the expenditure of the pupil premium is assessed regularly, and that appropriate changes are made in a timely manner where impact is not being evidenced.
- At the end of the academic year, the Regional Education Director, through the RABs, will ensure that there is an annual statement prepared by the Headteacher and issued to parents, via the website, on how the Pupil Premium funding has been used to address the issues of narrowing the gaps in our school and the impact this has had. The template in Appendix B must be used for this purpose.
- Ensure that the Headteacher has met statutory requirements in publishing key information relating to the use of Pupil Premium on the school website. Appendix A of this policy sets out this information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

5 Impact

- 5.1 We regularly measure the attainment and progress of all students with particular reference to all our vulnerable groups.
- 5.2 The Senior Leadership Group (including our Assistant Headteacher with responsibility for this area of work), our SENCo, our Heads of Year, and our Heads of Department evaluate the needs of students and the outcomes of interventions as well as the needs for any additional support that could be put in place.
- 5.3 There is strong communication between pastoral support and curriculum provision to ensure all our students are tracked carefully and their needs are met.
- 5.4 Interventions are logged and progress is monitored to evaluate impact.
- 5.5 The Regional Director of Education is kept informed through regular scrutiny, challenge and support of the Headteacher of this crucial area of work and parents can access information through the school website.
- 5.6 Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.
- 5.7 Our annual review will involve staff, pupils, trustees and parents and carers.

6 Outcomes

- 6.1 Students eligible for Pupil Premium will have been identified and monitored
- 6.2 Pupil premium students will have achieved above the national average and gaps in attainment will have narrowed.
- 6.3 Students will have developed confidence and independence and have been supported with aspirations and ambitions

6.4 Disseminating the Policy

6.5 This Pupil Premium policy along with the details of actions will be published:

- On our website (with paper copies available on request in the school office)
- In the staff handbook and as part of induction for new staff
- Included in the termly newsletters for parents and carers
- As a summary in the school brochure

6.6 We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate, to share information about the Pupil Premium.

Appendix A: Reporting Pupil Premium Spending Online Checklist for Auditing your Website

Reporting Requirements	
<i>Tick if your website includes Pupil Premium information for the:</i>	<i>Tick if the following detail is included:</i>
Current year <input type="checkbox"/>	<input type="checkbox"/> Your Pupil Premium allocation <input type="checkbox"/> How you will spend the allocation <input type="checkbox"/> The <u>intended</u> impact of the spend on disadvantaged pupils
Previous year <input type="checkbox"/>	<input type="checkbox"/> Your Pupil Premium allocation <input type="checkbox"/> How you spent the allocation <input type="checkbox"/> The <u>actual</u> impact of the spend on disadvantaged pupils
Best Practice	
<i>Tick if the information is:</i>	<i>Further information:</i>
Easy to find <input type="checkbox"/>	The link to the Pupil Premium information should be: <ul style="list-style-type: none"> • Embedded in no more than two drop-down menus or links from the homepage • Clearly labelled (e.g. 'Pupil Premium', 'Pupil Premium spending')
Itemised <input type="checkbox"/>	Details of your Pupil Premium spend should be costed .
Measurable <input type="checkbox"/>	Each expenditure should have success criteria attached to it.
Showing demonstrable impact <input type="checkbox"/>	The intended impact should be shown by publishing predicted or actual achievement metrics of the disadvantaged pupils who are receiving the Pupil Premium.
Tabulated <input type="checkbox"/>	A table is the clearest way of presenting the information so people can see how much was spent, what it was spent on, and what the impact was.
Anonymised <input type="checkbox"/>	Information does not identify staff members or pupils.

**Appendix B: Pupil Premium templates for use:
Evaluation of funding for 2017 – 2018**

1. Review of expenditure				
2017 – 2018				
1)				
Desired outcome	Chosen action/ approach	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>The gap between the attainment of PP and Non PP Learners is reduced</p> <p>Improved rates of progress across KS3 and KS4 for PP learners</p>	<ul style="list-style-type: none"> • Academic mentors • Strategic cycle of intervention established • Senior leaders appointed with responsibility for PP and core interventions • Introduction of Progress meetings • Data trackers to monitor and evaluate the impact of interventions upon pupil progress • Purchase of revision guides • Holiday and lesson 6 interventions • CPD for all staff and robust QA to ensure strategies are employed • Introduction of PP champions 	<ul style="list-style-type: none"> • 74% of learning walks identified that PP students were identified and catered for. • Book scrutiny data shows that feedback has improved and there is little to no gap between the quality of presentation and feedback in PP books compared to their peers • Positive pupil voice: students feel well supported. • 2018 results: whilst improvement can be seen in attainment <ul style="list-style-type: none"> ➤ 9-7 E & M – 0.9% to 2.9% ➤ 9-5 E & M – 8.3% to 13.6% ➤ 9-4 E & M – 21.1% to 31.1 % ➤ 5 strong passes inc E&M 8.3% to 11.7%. • Year 11 PP HAPs again improvement in attainment, particularly in English and Maths <ul style="list-style-type: none"> ➤ 9-5 E & M – 8.3% to 13.6% ➤ 9-5 M – 10.1% to 20.4% ➤ 9-4 E & M – 21.1% to 31.1% ➤ 9-4 E – 36.7% to 50.4% ➤ 9-4 M – 25.7% to 34% • PP and non-PP gaps at KS3 and in Year 10 continue to diminish when tracking these students against FFT50 targets. 	<p>New leadership of the PP strategy will ensure a more rigorous drive is maintained throughout the year. Introduction of academic mentors in other key subject areas who will follow the English and Maths model. A more rigorous system for monitoring PP progress and holding staff to account for this progress will be implemented. Target groups will be established and shared following every WAG – these students will be the key priority for every subject. An assistant headteacher will be appointed to drive the work of the academic mentors and utilise the PiXL strategies across the school. The gap between the PP and their peers runs much deeper than the academic. Moving forward, we will introduce an enrichment pledge, SEMH specialist, nurture curriculum and PP targeted CAIG to help close the cultural and social gap. All other strategies will continue.</p>	<p>£120,940.43</p>
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2)				
Desired outcome	Chosen action/ approach	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>Behaviour issues of identified year 9, 10 and 11s are addressed</p>	<ul style="list-style-type: none"> • Appointment of an Assistant Headteacher in charge of the AP • Appointment of Assistant Headteacher in charge of ethos and culture • Free bus passes issued (direct effect on attendance but reduces consequences due to conflict) • Providing Academy uniform (shoes, blazers) – parental support (direct effect on attendance but reduces consequences due to conflict) • PPP – Coffee morning / parental drop-in • SUMO Programme • Internal Exclusion • Managed move / Short stay provision at other schools • Robust reward system • Introduction of an alternative provision at the IC • Mentoring programme • SEN access 	<p>FTE Incidents</p> <p>Sum 2 2017 = 341 (incidents)</p> <p>Sum 2 2018 = 56 (incidents)</p> <p>84% reduction (comparing summer term 2 2017 to summer term 2 2018)</p> <p>43.5% reduction in lost learning hours due to FTE (Autumn vs Summer)</p> <p>C4 Lost Learning Hours</p> <ul style="list-style-type: none"> • 66% Reduction (comparing summer term 2 2017 to summer term 2 2018) <p>Impact at the AP</p> <ul style="list-style-type: none"> • Increase in attendance by 40% • 6% increase from the introduction of the minibus • 100% improvement for AP students in awards on the previous year when at the main site • 56% of AP students achieved set criteria to attend a reward trip • 	<p>Many of the actions from 2017-2018 have impacted positively on the behaviour of the Pupil Premium students. The removal of financial constraints has reduced the amount of conflict which then leads to consequences. Parental engagement through the PPP and coffee mornings will continue this academic year as it provided parents with strategies that support our school ethos and culture. Increased rigor and raising expectations in the academy internal exclusion has reduced lost learning hours and this will continue. The rewards system has increased in priority and engagement as they year has gone one it will continue to be a priority for all staff, reward trips were not regular enough, moving forwards reward trips will be timely and regularly. The rewards shop will be closely monitored and rewards will be aspirational. Additionally there will be rigorous and focused mentoring introduced for persistent repeat offenders and pastoral staff to have a greater understanding and accountability for progress.</p>	<p>£222,549.49</p>

3)				
Desired outcome	Chosen action/ approach	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
Attendance for PP learners is in line with that for Non PP learners across the academy	<ul style="list-style-type: none"> The appointment of a senior leader with responsibility for attendance Home visits by PFI, with follow up conversations in school. Bus passes issued to PP pupils Remove PP barriers to attendance e.g uniform/shoes/pe kit The introduction of attendance staff with responsibility for PP students First day knocks and pick ups. Back to school interviews introduced – ALT mentoring those most vulnerable. Rewards for meeting individual targets 	<p>Summer 2 2017: 83.45% Summer 2 2018: 87.30% (inc Y11) Summer 2 2018: 90.10% (after Y11 left)</p> <p>PP vs Non PP 2017: 9.25% difference PP vs Non PP 2018: 6.6% difference (4.3% difference after Y11 left)</p>	<p>All interventions started this year will continue.</p> <p>Set conditions and review date on bus pass pupils, if no impact pass will not be renewed.</p> <p>PP pupils are part of the secondary working group attendance panels as extra intervention. Use a different approach to using class chart rewards to motivate poor attendees. Pupils start with a number of points e.g 50 and only lose points if they are absent. Non PP pupils will start with zero and work up to a score. A bigger emphasis on the parents that won't engage.</p>	£154,807.46

Other - money available on a bid basis for the specific purpose of supporting PP learners	<ul style="list-style-type: none"> All PP students were given the opportunity to access CAIG A wide range of culturally enriching trips A wide range of enrichment activities to widen students' horizons 	<ul style="list-style-type: none"> Very positive student voice with regards to enrichment and CAIG Behaviour and attendance improvements – students want to come to school 	The entitlement pledge will ensure that all students have access to activities and events designed to add depth to their learning experience. A much greater focus will be placed on tracking and monitoring the impact of these softer forms of interventions.	
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Pupil premium strategy statement (secondary)

1. Summary information					
School	Willenhall E-ACT Academy				
Academic Year	2018/ 2019	Total PP budget	£425K	Date of most recent PP Review	July 2018
Total number of pupils	808	Number of pupils eligible for PP	460	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	Pupils eligible for PP at WEA	Pupils not eligible for PP (national average)
% achieving 5 grade 4-9 incl. EM (2017-18 only)	19.2%	n/a
% achieving expected progress in English / Maths (2017-18 only)	47.1%	71%

Progress 8 score average		-1.248	0.11
Attainment 8 score average		40.43	49.76
3 Desired outcomes			
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>	
1)	To narrow the achievement gaps between PP students and FFT50 targets	All students to achieve in line with or exceed their target grades.	
2)	Improved rates of progress across KS3 and KS4 for PP learners	All students reading at their chronological reading age or better. Students with low starting points are accelerated through effective interventions Improvement in the average P8 score for PP students	
3)	All PP students to be given experiences and opportunities that enrich and deepen their learning and raise their aspirations	All students to achieve in line with or exceed target grades. Attendance/behaviour targets to be met for each individual student No NEET students	
4)	Behaviour issues identified and appropriate, timely interventions are employed.	Attendance/behaviour targets to be met for each individual student Early interventions mean a reduction in FTE, Permanent exclusions, C4, CAMHs referrals, PA	
5)	Attendance for PP learners is at least in line with or exceeding national figures for PP students.	All students to achieve in line with or exceed national figures Attendance targets to be met for each individual student	

Provision	Estimated Cost	Monitoring Strategies	Success Criteria	Impact Evaluation
<p>Academic mentors in each faculty coordinating subject specific interventions with identified students. The programme allows for activity within and beyond the school day and will prioritise the pupil premium students.</p>	£100,000	<p>Weekly monitoring of student progress against target data with HoD.</p> <p>QA cycle: lesson obs, learning walks and book scrutiny</p> <p>Pupil voice</p> <p>Half termly progress meetings to evaluate and re-target according to G2G.</p>	<p>Year 11 PP students to achieve in line with or exceed FFT50 target of 38% against a target for all students of 52% and 63% Non-PP 9-4 - 18.1% against 23% for all students and 27.1% Non-PP 9-5.</p>	<p>To be reviewed each term through the POAP review and self-evaluation process. HoD alongside the Assistant Headteacher for 'Raising Standards' to lead on this</p>
<p>Pastoral staffing costs:</p> <p>Adam Chapman Mary MacDonald Andrea Wade</p> <p>To ensure that interventions are timely and that support is given to those most at risk of disengagement</p>	£55,000	<p>Weekly monitoring of behaviour and attendance data particularly for PP students and those at risk of PA.</p> <p>Tracking of interventions against the data.</p>	<p>The attendance of PP students improves. From 87.3% to the national figure of 92%</p> <p>Percentage of PA students decreases from 34% to 13.1%</p> <p>The number of exclusions decreases from 59 to 45 days lost</p>	<p>To be reviewed each term through the POAP review and self-evaluation process. The Assistant Headteachers for Culture and Ethos/safe guarding and attendance to lead on this</p>
<p>Nurture Curriculum – The most vulnerable students in 7 and 8 (mostly PP) will have alternative provision in the house following a theme based curriculum designed to meet their needs.</p>	£12,000	<p>Half termly monitoring of student progress against target data.</p> <p>Termly reading age data.</p>	<p>Students to achieve in line with or exceed FFT50 target grades.</p> <p>Students reading at their chronological reading</p>	<p>To be reviewed each term through the POAP review and self-evaluation process. The Vice Principal to lead on this.</p>

		QA cycle: lesson observations, learning walks, book scrutiny Pupil voice Staff voice	age or having made at least 2 year's progress. Attendance increase and behaviour decrease for those students receiving support	
Alternative Provision The most disengaged and vulnerable students in 9 – 11 (mostly PP) will have alternative provision at the IC. Allowing the curriculum to be adapted to their bespoke needs. Funding will partly cover staffing and learning resources.	£118,000	Half termly monitoring of student progress against target data. Termly reading age data. QA cycle: lesson observations, learning walks, book scrutiny Pupil voice Staff voice	AP students to achieve in line with or better than FFT50 targets at least 22% 9-4 All students reading at their chronological reading age or having made at least 2 years progress from their starting point. The attendance of AP PP students improves from 77.2% to 91% Percentage of AP PA students decreases from 82.2% to 28% The number of exclusions for AP students decreases from 15 to 5 days lost	To be reviewed each term through the POAP review and self-evaluation process. The Assistant Headteacher for the AP to lead on this.
Literacy and Numeracy interventions – funding of learning materials for small group intervention programmes focussing on: reading, hand writing, spelling,	£10,000	Routine monitoring of student progress against target data every half term by subject teams and the SEND team.	All PP students make progress against the identified gaps in ability to ensure that they are	To be reviewed each term through the POAP review and self-evaluation process. The

comprehension, phonics and numeracy.			on or above target grades. All students reading at their chronological reading age or having made at least 2 years progress from their starting point.	Vice Principal to lead on this.
CAIG - a fund will be created to support student entitlement to offsite/in house careers advice and guidance. To broaden students' horizons, heighten understanding and awareness, and raise aspirations	£8,000	Tracking of interventions against the data. Pupil voice	No NEET students Attendance increase and behaviour decrease due to students having a 'goal'	To be reviewed each term through the POAP review and self-evaluation process. The Assistant Headteacher for ... to lead on this
SEMH specialist – the introduction of a social, emotional and mental health expert to provide specialist, timely intervention.	£20,000	Tracking of interventions against the data. Student voice	Fewer referrals to CAMHS due to timely intervention. Attendance increase and behaviour decrease for those students receiving support	To be reviewed each term through the POAP review and self-evaluation process. The Vice Principal to lead on this.
Peripatetic lessons – Free provision for all of Year 7 and all PP students in other year groups who take up the offer to increase the number of students receiving music tuition	£10,000	The HoD to undertake half termly reviews of uptake and progress against Royal College of Music grading	At least 54% of students accessing lessons are PP and all maintain a year's provision Acquisition of grades.	To be reviewed each term through the POAP review and self-evaluation process. The Vice Principal to lead on this.

<p>Uniform and equipment – a fund will be created for uniform and general equipment support</p>	<p>£5,000</p>	<p>Weekly tutor checks. Routine evaluation of uptake and home school liaison to ensure access to funds.</p>	<p>Year 11 PP students to achieve in line with or exceed FFT50 target of 38% against a target for all students of 52% and 63% Non-PP 9-4 - 18.1% against 23% for all students and 27.1% Non-PP 9-5.</p> <p>All students to achieve in line with or exceed FFT50 target grades.</p> <p>Attendance/behaviour targets to be met for each individual student.</p>	<p>To be reviewed each term through the POAP review and self-evaluation process. The Vice Principal to lead on this.</p>
<p>Part funding of a KS4 intervention programme for all subjects. The programme requires after school and holiday attendance and staffing costs will be met as well as materials (including study guides and access to GCSE Pod) and refreshments. Students also receive a financial reward for attendance using a rewards scheme that offsets prom costs.</p>	<p>£10,000</p>	<p>Tracking of interventions against the data. Student voice</p>	<p>All PP students attend the extra sessions provided for them</p> <p>Year 11 PP students to achieve in line with or exceed FFT50 target of 38% against a target for all students of 52% and 63% Non-PP 9-4 - 18.1% against 23% for all students and 27.1% Non-PP 9-5.</p>	<p>To be reviewed each term through the POAP review and self-evaluation process. The Vice Principal to lead on this.</p>

<p>Rewards – a fund to be set up to ensure that all PP students can access rewards trips</p>	<p>£5,000</p>	<p>Routine evaluation of uptake and home school liaison to ensure access to funds.</p> <p>Student voice</p>	<p>Year 11 PP students to achieve in line with or exceed FFT50 target of 38% against a target for all students of 52% and 63% Non-PP 9-4 - 18.1% against 23% for all students and 27.1% Non-PP 9-5.</p> <p>Attendance/behaviour targets to be met for each individual student.</p>	<p>To be reviewed each term through the POAP review and self-evaluation process. The Assistant Headteacher for Culture and Ethos to lead on this.</p>
<p>Enrichment pledge – a fund will be created to support student entitlement to offsite and in house enrichment activity designed to broaden students’ horizons and raise aspirations. These activities are planned, calendared and targeted solely at PP students</p>	<p>£12,000</p>	<p>Routine evaluation of uptake and home school liaison to ensure access to funds.</p> <p>Student voice</p>	<p>Year 11 PP students to achieve in line with or exceed FFT50 target of 38% against a target for all students of 52% and 63% Non-PP 9-4 - 18.1% against 23% for all students and 27.1% Non-PP 9-5.</p> <p>Attendance/behaviour targets to be met for each individual student.</p>	<p>To be reviewed each term through the POAP review and self-evaluation process. The Vice Principal to lead on this.</p>
<p>E-ACT Passport - a fund will be created to support students’ acquisition of the E-ACT Passport e.g. provision of part or full costs for touch typing or visiting a museum</p>	<p>£10,000</p>	<p>Routine evaluation of uptake and home school liaison to ensure access to funds.</p> <p>Student voice</p>	<p>All students to achieve in line with or exceed FFT50 target grades.</p>	<p>To be reviewed each term through the POAP review and self-evaluation process. The Vice Principal to lead on this.</p>

			Attendance/behaviour targets to be met for each individual student.	
Educational visits and bids a fund will be created to support student entitlement to offsite and in house enrichment activities e.g. provision of part or full costs for visits, field trips or support with specialist equipment	£15,000	Routine evaluation of uptake and home school liaison to ensure access to funds. Student voice	All students to achieve in line with or exceed FFT50 target grades. Attendance/behaviour targets to be met for each individual student.	To be reviewed each term through the POAP review and self-evaluation process. The Vice Principal to lead on this.
Total	£425,000.00		Allocation: £425.000	