



# Blessed Hugh Faringdon Catholic School

## Pupil Premium & Catch-Up Premium

### Strategy Statement 2018-19



1. Summary information					
<b>School</b>	Blessed Hugh Faringdon Catholic School				
<b>Academic Year</b>	2018/19	<b>Estimated PP budget</b>	£146,795	<b>Date of most recent PP Review</b>	March 2017 + Updated July 2018
		<b>Estimated Literacy / Numeracy Catch-Up</b>	£15,000		
<b>Total number of pupils</b>	761	<b>Number of pupils eligible for PP</b>	142	<b>Date for next internal review of this strategy</b>	May 2019

2. Current attainment - 2018			
	Pupils eligible for PP at Blessed Hugh Faringdon Catholic School	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average for all Pupils)
<b>Progress 8 Score English</b>	- 0.27	+0.00	+0.00
<b>Progress 8 Score Maths</b>	- 0.44	+0.00	+0.00
<b>Progress 8 Score average</b>	- 0.36	+0.00	+0.00

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )		
<b>A.</b>	There is a gap in progress between disadvantaged pupils and non-disadvantaged pupils.	
<b>B.</b>	Progress in Maths is not in line with that of English.	
<b>C.</b>	Low levels of literacy and numeracy.	
<b>D.</b>	Low levels of aspiration leading to lower than expected progress.	
<b>E.</b>	Challenging social, emotional and behavioural needs.	
<b>External barriers</b> ( <i>issues which also require action outside school</i> )		
<b>F.</b>	Low attendance / persistent absence of Pupil Premium students.	
<b>G.</b>	Lack of independent home study.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Narrowing the gap in progress between disadvantaged and non-disadvantaged pupils across all subjects at all Key Stages.	Progress of disadvantaged pupils is in line with that of non-disadvantaged pupils.
<b>B.</b>	Increased attainment for disadvantaged pupils in Maths.	Higher progress 8 scores for Maths for disadvantaged pupils. No gap between progress 8 scores in English and maths for disadvantaged pupils at BHFCS and other pupils nationally.
<b>C.</b>	Increased literacy and numeracy skills.	Low levels of literacy and numeracy are addressed early on in Key Stage 3 to ensure

		that these pupils are GCSE ready by Key Stage 4.
<b>D.</b>	Increased levels of aspiration in all pupils; having a positive impact on progress.	<p>Pupils are confident learners and feel encouraged to achieve.</p> <p>The potential is recognised in all pupils and all feel valued and ambitious about their futures.</p>
<b>E.</b>	Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.	<p>Pupils experiencing social, emotional and behavioural needs are able to access the curriculum and make good progress.</p> <p>Reduction in the percentage of disadvantaged pupils who receive one or more fixed term exclusions.</p> <p>Reduction in the percentage of disadvantaged pupils who receive one or more internal isolations.</p> <p>Overall attitude to learning scores for disadvantaged pupils in line with other pupils.</p>

<b>F.</b>	Increased levels of attendance for disadvantaged pupils.	Increased percentage of attendance for disadvantaged pupils Decrease in the percentage of persistent absentees who are disadvantaged. Overall rates of attendance and persistent absenteeism for disadvantaged pupils in line with other pupils.
<b>G.</b>	Increased numbers of pupils extending and developing their learning at home.	Increased number of pupils and parents engaged in home study; impacting directly on overall progress.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attainment for disadvantaged pupils in Maths	All pupils in KS4 to receive PLCs, highlighting key skills and knowledge gaps preventing pupils from making expected progress in Maths	Progress in Maths at KS4 does not meet the national average progress figures. There is an in-school gap between the progress in English and Maths.	All pupils at KS4 will receive PLCs and teaching & intervention are tailored by all teachers to address areas for development on PLCs.	SL & Subject Teachers	Termly
Increased attainment for disadvantaged pupils in Maths	Continue to use Maths Mastery for KS3 lessons	Progress in Maths at KS3 is not yet at the expected level for all pupils.	Continue to teach Maths in KS3 using the Maths Mastery approach - designed to enhance understanding and enjoyment, as well as raise attainment for every child. Mathematical concepts are explored in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience.	HOD & Dept	Termly Annually
Increased attainment for disadvantaged pupils in Maths	Bespoke interventions running throughout academic year for students underachieving.	Progress in Maths at KS4 does not meet the national average progress figures. There is an in-school gap between the progress in English and Maths.	Rigorous monitoring of progress within interventions. Progress clearly outlined and measured and further steps to be taken where adequate progress is not made.	DH, HOD & Dept	Termly

<p>Increased literacy and numeracy skills</p>	<p>Schemes of work to incorporate and identify literacy and numeracy skills in all subject areas to support the development of such skills.</p>	<p>Some pupils arrive in Year 7 with lower than expected levels of literacy and numeracy skills.</p>	<p>Review of departments' progress and performance figures at KS3 and 4.</p> <p>Ensure that teaching across all subject areas builds upon and develops key literacy and numeracy skills through regular observations and sharing of good practice.</p>	<p>AHT (T&amp;L)</p> <p>All line managers – middle leaders and Senior Leadership Team</p> <p>All teaching staff</p>	<p>Termly for departments</p> <p>Observations three times per year as part of the school Appraisal Policy.</p>
<p>Narrowing the gap in progress between disadvantaged and non-disadvantaged pupils.</p> <p>Increased levels of aspiration in all pupils; having a positive impact on progress.</p>	<p>Mixed ability model for KS3 – in place for Years 7 &amp; 8 during Academic Year of 2018-19.</p>	<p>Pupils in 'lower' sets have low aspirations for their futures as a result of the 'hard setting' model based on academic ability.</p>	<p>Pupils will be taught in mixed ability groups – tutor groups for non-core subjects and a 'thin' setting model adopted in some core subjects such as English and Maths.</p>	<p>H, DH, Subject Leaders</p> <p>All teaching staff</p>	<p>Termly Annually</p>

<p>Narrowing the gap in progress between disadvantaged and non-disadvantaged pupils.</p> <p>Increased levels of aspiration in all pupils; having a positive impact on progress.</p>	<p>The appointment of the Accelerated Achievement Coordinator.</p> <p>The appointment of AHT with responsibility for leading on the PP action plan.</p>	<p>Pupils with high prior attainment and low prior attainment do not always make expected progress in core and non-core subjects.</p>	<p>The Accelerated Achievement Coordinator will work with Subject Leaders and teachers to identify pupils for extracurricular support, activities and enrichment.</p> <p>Tracking of all groups of pupils against target / expected progress and working with teaching staff to address issues, develop strategies and increase levels of aspiration and academic progress for all.</p> <p>Working with organisations such as The Brilliant Club, Future First and Oxford Pathways.</p>	<p>AAC AHT (SE) AHT (PP)</p>	<p>Annually</p>
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<p>Increased levels of aspiration in all pupils; having a positive impact on progress.</p>	<p>Careers advice and support</p>	<p>Many pupils often have low aspirations for future study and careers prospects.</p>	<p>Allocated Individualised career support from Adviza for all KS4 pupils.</p> <p>The use of guest speakers such as Young Professionals, Future First representatives and a range of other speakers from various careers, universities and other agencies.</p> <p>All Year 10 Pupils to complete one weeks work experience in various industries and professions – working with the Central Berkshire Education Business Partnership.</p> <p>Developing relationship with Study Higher – across all Key Stages.</p>	<p>AAC AHT (SE) AHT (PP)</p>	<p>Annually</p>
<p>Increased levels of aspiration in all pupils; having a positive impact on progress.</p>	<p>Introduction of the Faringdon Scholarship</p>	<p>Not all the most able pupils – disadvantaged and non-disadvantaged, stay on for further study in the Sixth Form.</p> <p>The funding available with this scholarship, should be an incentive to enable the most academically able pupils to continue their studies. Pupils will be encouraged to fund study related items with this money– laptops, books etc.</p>	<p>Pupils apply for the Faringdon Scholarship. If pupils are successful they receive funding. The impact of this will be measured annually to analyse retention of the most able pupils, including disadvantaged pupils.</p>	<p>H, DH, YL</p>	<p>Annually</p>

<p>Increased levels of aspiration in all pupils; having a positive impact on progress.</p>	<p>The development of Student Leadership roles within the school</p>	<p>Low levels of aspiration across year groups. Pupils lack a sense of duty, responsibility and service to their school community.</p>	<p>A range of student leadership roles have been created and allocated to pupils across KS3-5. These roles will become more embedded in the school community and will grow throughout the next academic year. Over 10% of the pupils in the school currently hold a position of leadership.</p> <p>Plans for next cohort of roles in place early 2019.</p>	<p>AAC AHT (SE)</p>	<p>Annually</p>
<p>Narrowing the gap in progress between disadvantaged and non-disadvantaged pupils.</p> <p>Increased levels of aspiration in all pupils; having a positive impact on progress.</p>	<p>Development of Level 1, 2 and 3 curriculum pathways</p>	<p>Progress and attainment at KS4&amp;5 has highlighted an issue that the current curriculum model has not necessarily met the needs of all pupils – including some disadvantaged pupils making less than expected progress in the open element subjects due to a narrowing of the curriculum to meet the requirements of Progress Measures and the EBacc.</p>	<p>A new curriculum model has been designed for 2018-19 to incorporate clear Level 1,2 and 3 pathways of study for individual pupils.</p> <p>New subjects and courses were introduced in September 2017 including Level 1 &amp; Travel and Tourism, Level 2 Health and Social Care. This will complement the range of Level 2 &amp; 3 courses currently offered.</p> <p>Review into curriculum for Jan 2019 to take place</p>	<p>H, DH</p>	<p>Termly &amp; Annually</p>

Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.	Development of the whole school behaviour policy	Implementation of the school's behaviour policy to support the learning of all pupils, including a rewards budget.	A clear policy and protocol to be followed with high expectations for behaviour and sanctions to address poor behaviour.  Rewards are used to recognise achievement and positive behaviour.  Analysis of behaviour data by HOYs will inform strategies and interventions for specific pupils, disadvantaged and non-disadvantaged.	HOYs	Termly
Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.	Implementation of new KS3 and KS4 Pastoral and Achievement Roles	Support provided for Year Leaders through the introduction of the new roles.	Focused interventions with students, with staff working alongside Year Leaders to ensure tight turnaround of investigations and need for pastoral support.	HOYs, LM	Termly
<b>Total budgeted cost</b>					<b>£27,338</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Narrowing the gap in progress between disadvantaged and	A full intervention programme for KS3,4 & 5 pupils	Pupils who are not making the expected progress in individual subjects.	Extra intervention sessions will be provided for targeted pupils. These will be time-bonded and the impact will be measured and evaluated.	DH, AHT (Y11)	Termly

non-disadvantaged pupils			Many masterclasses take place after school, on Saturdays and during school holidays.		
Increased attainment for disadvantaged pupils in Maths.	Maths small group tuition for targeted groups of pupils making less than expected progress. Maths tutor employed.	Currently progress in Maths is below national data for expected and exceeding progress. There is an in-school gap between the progress in English and Maths.	Recruitment of new maths teachers and the development of the new Subject Leaders in maths. Recruitment of Maths tutors to work with small groups. Extraction of small groups in Y11 for tuition with some strategic extraction of Y10 in Summer Term. Intervention Group for English Language running for Y11 students.	H, DH, HOD (En & Ma)	Termly
Increased attainment for disadvantaged pupils in Maths	Intervention groups for those not making expected progress in Maths.	Not all pupils are making expected progress in Maths.	Review progress made by targeted pupils as a result of Maths intervention.	H, DH, HOD, EO	Termly

<p>Increased literacy and numeracy skills</p>	<p>Use of Lexia to support literacy and reading with target pupils.</p> <p>Reading intervention programme</p>	<p>Some pupils have a lower reading age than that expected.</p>	<p>SENCO to target pupils with low reading ages and literacy skills. Pupils are taught in small targeted groups by trained members of staff and complete the Lexia programme to master essential reading skills and increase reading ages.</p> <p>HLTAs to be trained in the delivery of this programme.</p> <p>A specialist literacy TA is also used to work with pupils to improve literacy and reading.</p> <p>The appointment of a Deputy SENCO to assist the SENCO in achieving this.</p> <p>Monitoring and tracking of impact for small group interventions</p>	<p>SENDCo &amp; SEN Staff</p>	<p>On completion of the intervention programmes</p>
<p>Narrowing the gap in progress between disadvantaged and non-disadvantaged pupils.</p> <p>Increased levels of aspiration in all pupils; having a positive impact on progress.</p>	<p>Development of Level 1,2 and 3 curriculum pathways</p>	<p>Progress and attainment at KS4&amp;5 has highlighted an issue that the current curriculum model has not necessarily met the needs of all pupils – including some disadvantaged pupils making less than expected progress in the open element subjects due to a narrowing of the curriculum to meet the requirements of Progress Measures and the EBacc.</p>	<p>A new curriculum model has been designed for 2018-19 to incorporate clear Level 1,2 and 3 pathways of study for individual pupils.</p> <p>New subjects and courses introduced in September 2017 including Level 1&amp; Travel and Tourism, Level 2 Health and Social Care offered as part of the 2018 package. This will complement the range of Level 2&amp; 3 courses currently offered.</p>	<p>H, DH</p>	<p>Termly &amp; Annually</p>

<p>Narrowing the gap in progress between disadvantaged and non-disadvantaged pupils.</p> <p>Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.</p>	<p>Alternative curriculum provision for targeted pupils.</p>	<p>Some individual pupils are not accessing the curriculum and can become at risk of exclusion due to a number of factors including poor behaviour.</p>	<p>Working with alternative education providers such as Cranbury College and Red Balloon to secure alternative provision that is suited to for these pupils. Pupils are supported through a programme of alternative provision off-site to maximise their chances of academic progress and attainment.</p>	<p>H, AHT, HOYs</p>	
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<b>Total budgeted cost</b>					<b>£45,250</b>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Increased levels of attendance for disadvantaged pupils.</p>	<p>Use of the Local Authority Educational Welfare Officer service</p>	<p>Some pupils, including disadvantaged pupils have poor attendance to school. A large proportion of the school's pupils with persistent absenteeism are disadvantaged pupils.</p>	<p>The AHT with responsibility for attendance and Year Leaders work with the EWO to identify pupils with poor or persistent absence and implement strategies to improve attendance across this group.</p> <p>Year Leaders meet fortnightly with EWO and report back to MAS and SLT with actions</p>	<p>HOYs</p>	<p>Termly</p>

<p>Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.</p>	<p>Behaviour support</p>	<p>Behaviour issues in some groups of pupils have been identified as a barrier to learning and progress.</p>	<p>The school's Inclusion Area manager and the KS3 and KS4 Pastoral and Achievement Co-Ordinators work with pupils to address behavioural issues, using strategies to resolve issues and re-integrate pupils into lessons. A reformed PSP system is now underway to monitor and intervene with pupils whose behaviour is preventing them from making progress.</p>	<p>PS, HOYs</p>	<p>Weekly Termly</p>
<p>Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.</p> <p>Increased levels of aspiration in all pupils; having a positive impact on progress.</p>	<p>School Counsellor in school for two days per week</p>	<p>Mental health and wellbeing can be a barrier to learning and progress for individual pupils including many disadvantaged pupils.</p> <p><b>10%</b> of children and young people (aged 5-16 years) have a clinically diagnosable mental problem<sup>3</sup>, yet <b>70%</b> of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age (Children's society 2008)</p>	<p>The school counsellor will be in school two days per week. A referral system will enable staff to make referrals for children to see the school counsellor.</p>	<p>H, SENDCo, AHT</p>	<p>Termly</p>
<p>Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.</p>	<p>Whole staff mental health and wellbeing training.</p>	<p>Not all staff are trained and aware of how to identify signs of mental health issues and support pupils with mental health and wellbeing concerns.</p>	<p>Key staff attending further Mental Health training at Reading Council, following training last academic year</p>	<p>KS3 &amp; KS4 Team</p>	<p>Annually</p>

<p>Increased levels of aspiration in all pupils; having a positive impact on progress.</p>					
<p>Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.</p> <p>Increased levels of aspiration in all pupils; having a positive impact on progress.</p> <p>Increased levels of attendance for disadvantaged pupils.</p>	<p>The employment of KS3 and KS4 Pastoral and Achievement Co-Ordinators</p>	<p>Pastoral issues and concerns can have a negative impact on attendance and progress. Many pupils, including those who are disadvantaged benefit from pastoral care, helping them to overcome barriers of social, emotional and behavioural needs.</p>	<p>Pastoral and Achievement Co-Ordinators work closely with all staff to monitor the wellbeing of all pupils.</p> <p>Weekly triage meetings with Year Leaders ensure that relevant information is shared and individual pupils are closely monitored and supported.</p>	<p>KS3 &amp; KS4 Team</p>	<p>Weekly Termly</p>

<p>Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.</p>	<p>A review of pastoral support structure in the school</p>	<p>A need to ensure that we are providing the highest quality pastoral support for all pupils, sharing information with key staff and making the best use of the student support services that are available.</p>	<p>The pastoral support structure of the school will be internally reviewed. An action plan for any developments will be put in place to ensure that pastoral support is always effective and targeted at pupils who have a need for this.</p>	<p>AHT (PSA)</p>	<p>Annually</p>
<p>Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.</p> <p>Increased levels of attendance for disadvantaged pupils.</p>	<p>Breakfast club</p>	<p>Some pupils, including many disadvantaged, are not ready to learn when they arrive at school – many have not eaten a suitable breakfast at the start of the day. This can impact upon levels of concentration, poor behaviour and progress.</p>	<p>A free breakfast is available to all pupils every day. This is promoted to parents and pupils are encouraged to attend.</p> <p>Attendance will be monitored and regular analysis will take place to look at the groups of pupils benefiting from this service.</p>	<p>KS3 &amp; KS4 Team</p>	<p>Termly</p>
<p>Increased numbers of pupils extending and developing their learning at home.</p>	<p>Use of <i>Show my homework</i></p>	<p>Pupils do not extend their learning outside of lessons. Completion of homework and parental engagement with this can be limited. Many parents are not aware of the homework that their children should be completing and how they can best support them.</p>	<p>All homework for all year groups is be set using this system. Parents and pupils are able to access this information at home and school.</p> <p>Access data and completing of homework will be analysed by Year Leaders to determine interventions needed and target pupils who are not extending their learning outside of the classroom. This information will be easily communicated with parents via the school, and the <i>Show My Homework</i> program.</p>	<p>AHT (T&amp;L) KS3 &amp; KS4 Team</p>	<p>Termly</p>

<p>Increased levels of attendance for disadvantaged pupils.</p> <p>Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.</p>	<p>The use of 'In-Touch' SIMS message system</p>	<p>Communication between school and parents can be limited due to various factors. This system allows information to be relayed to parents immediately and regularly.</p>	<p>Information such as pupil absence, behaviour issues and school events can be shared with parents. Attendance of pupils will be monitored along with the attendance of parents to school events such as parents' evenings.</p>	<p>SBM, Admin All staff</p>	<p>Daily Weekly Termly</p>
<p>Narrowing the gap in progress between disadvantaged and non-disadvantaged pupils.</p>	<p>Membership of The PiXL Club</p>	<p>Not all Pupils, including those who are disadvantaged make the expected progress.</p>	<p>The school works in partnership with PiXL and other PiXL schools to track, identify and target pupils who are not making the expected progress.</p> <p>PiXL strategies are adapted and implemented to raise standards.</p>	<p>DH, AHT (Y11)</p>	<p>Termly</p>
<p>Narrowing the gap in progress between disadvantaged and non-disadvantaged pupils.</p>	<p>Use of tracking programs: 4Matrix and FFT</p>	<p>Not all pupils are making the expected progress including groups of pupils such as those who are disadvantaged.</p>	<p>Regular data collection and analysis using these programs. Pupils and groups of pupils not making expected progress are identified and relevant strategies and interventions put in place to address this.</p> <p>Training for SLs and YLs on best use of 4Matrix to enable effective use in data analysis</p>	<p>EO, DH, Middle Leaders</p>	<p>Termly Annually</p>
<p>Narrowing the gap in progress between</p>	<p>Use of Barriers Fund</p>	<p>An opportunity to provide resources and needs for students to access the</p>	<p>Bids from departments will be received, where support can be given. Bids will include an intent of</p>	<p>AHT (PP)</p>	<p>Termly</p>

disadvantaged and non-disadvantaged pupils.		curriculum and support in their learning, progress and attainment.	use and an estimated impact of expenditure. All funding issued will then be reviewed with clear impact measured.		
<b>Total budgeted cost</b>				<b>£93,670</b>	

<b>6. Review of expenditure</b>			
<b>Previous Academic Year</b>	2017-18		
<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Maths small group work /0.8 Maths teacher	An additional 4 months of progress to expected classroom progress	Small group targeted students (those who are significantly underachieving in maths) make approximately double the progress of their peers.	£19,500
Targeted Maths GCSE Away Day	Moving of students from Grade 3 to Grade 4	70% of students converted from grade 3 to grade 4.	£1,200
Revision master classes/Interventions	Students targeted to be achieving in line with target grade and at least +0.00 P8 Score	Impact evident in whole school P8 score	£3,750
Additional teachers in English and Maths	An additional 3 months of progress to expected classroom progress due to smaller class sizes	Smaller class sizes in place within Core Subjects.	£40,000
PiXL and PiXL6 membership	Expected progress for all, with bespoke PiXL strategies targeted at PP students	PiXL Strategy impact on PP students; mentoring, tracking, interventions.	£4,800
Lexia Software	Increase of at least 4 months in Reading age (standard) every year – reviewed each term	Impact evident – progress measured through regular testing.	£500

LSA for Reading intervention programme at KS3	An additional 5 months of progress and implementation of skills across the curriculum	Impact evident – progress measured through regular testing.	£11,500
LSA for numeracy support	An additional 5 months of progress and implementation of skills across the curriculum	Support for PP students provided & impact measured.	
The Hardship Fund	Equipping students to attend school without barriers	Tracking in place, impact evaluation done on case-by-case basis.	£1,000
Data tracking software – 4matrix	Closer tracking of all students on Middle Leader level; targeting and monitoring of PP explicitly; interventions put into place to support identified PP students	On-going training, with periodic updates allowing Middle Leaders to interrogate PP data.	£1,900
Sound Training for Reading intervention programme	An additional 5 months of progress and implementation of skills across the curriculum	Impact evident – progress measured through regular testing.	£500
Pastoral Support	Clear impact on attendance/exclusion + incident reduction	Monitor impact of new roles of KS3 and KS4 Pastoral and Achievement Co-ordinators.	£29,000
Alternative curriculum provision	Impact on individual student-basis but also on learning progress and attainment of other students in cohort	Impact recorded and measured internally Use of Accelerated Achievement Co-ordinator to target PP students and ensure transition to Post-16 placements, minimising PP NEET students.	£10,000
Post-16 Provision Support	All students to receive Adviza advice & be placed/supported in appropriate Post-16 placement, suitable to individual needs	Use of Accelerated Achievement Co-ordinator to target and prioritise PP students and ensure transition to Post-16 placements, minimising NEET PP students.	£15,000
Breakfast Club	Ensure students have opportunity to eat before school, no child arrives to school hungry	BC is a valuable resource to PP students	£10,000