

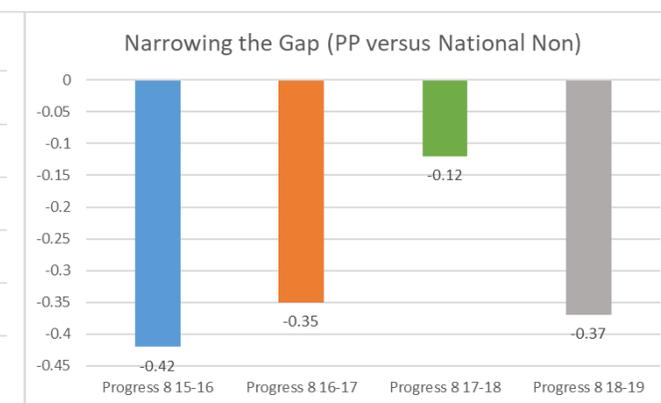
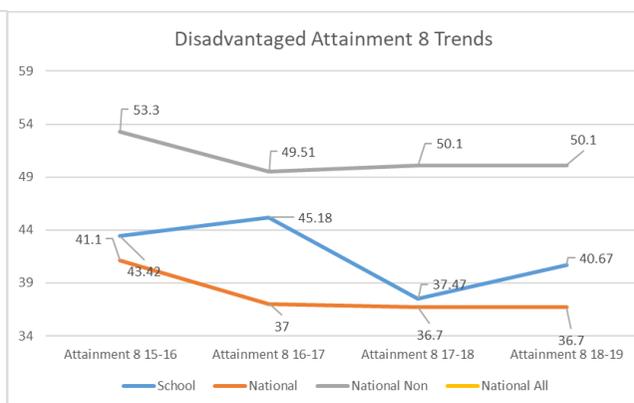
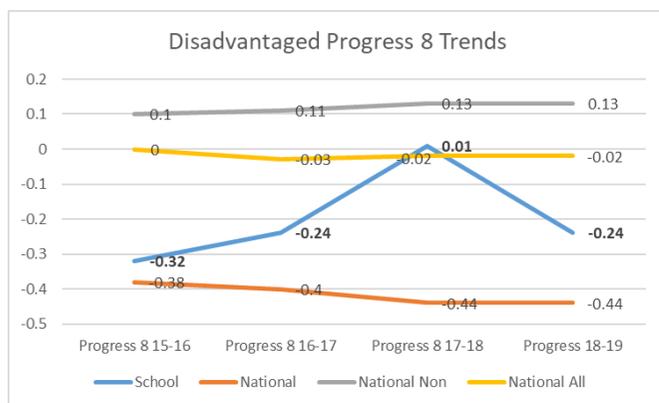
Malton School Pupil Premium Strategy Statement

Academic Year 2019-20

(Including review for 2018-19)

1. Summary information			
School	Malton School		
Academic Year	2019/120	Total PP budget	£116 000
Total number of students	701	Number of students eligible for PP	127

2. Current attainment			
		Students eligible for PP (Malton School)	Students not eligible for PP (national average)
Progress 8 score average (from 2018/19)		-0.24	0.13
Attainment 8 score average (from 2018/19)		40.67	50.1
% of disadvantaged students achieving a strong pass in English and maths (grade 5 or above)	2017/18	0%	50%
	2018/19	33%	50%
% of disadvantaged students achieving a standard pass in English and maths (grade 4 or above)	2017/18	31%	No current DfE data
	2018/19	45%	No current DfE data



3. Barriers to future attainment (for students eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Language development: a significant proportion of Student Premium students have delayed language skills that impact on their ability to access lessons, access texts and to develop their key word vocabulary and subject specific language	
B.	PP students find independent work (homework, revision, private study) a challenge, they find it difficult to organise themselves and prioritise work load	
C.	Further improving the behaviour and reducing the number of fixed term exclusions for student premium students	
D.	Low self-esteem, aspiration and lack of resilience	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for students eligible for PP are 88% (below the target for all children of 95%). In most year group's lower attendance for student premium students is linked to those students currently in receipt of free school meals rather than those who have been received free school meals in the last six years or are classed as looked after children.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	An increasing proportion of PP Students make progress in line with their non PP national peers.	Measured through in school systems for non exam year groups with comparisons between disadvantaged students and non and through outcomes for students in Year 11 and Year 13
B.	A reduction in the number of behaviour incidents and exclusions linked to PP students.	School data systems show a reduction in the number of student premium students receiving fixed term exclusions, detentions and negative comments for the next academic year.
C.	Improvements in high quality first teaching that takes account of student's literacy needs by engaging strategies to improve language development.	Evidence of improved focus on language development observed in lesson observations and through quality assurance procedures.
D.	Improved attendance for PP students	The attendance of disadvantaged students(particularly those on free school meals) to improve towards the whole school target of 95%

5. Planned expenditure					
Academic year		2019/20			
Academic					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead
Increase the GCSE progress and attainment of Pupil Premium students to be at least in line with national non Pupil Premium students.	Targeted in-class interventions which raise attainment.	Classroom teachers are best placed to offer appropriate intervention and should have knowledge of effective practice based on research such as EEF and Hattie	Training from lead practitioner team to focus on effective strategies for high quality first teaching	£1000	Subject leaders and Head of Inclusion
	Maths and English intervention, small group work and one to one.	Students for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.	Regular data analysis and review of interventions.	£2500	Subject leaders and Head of Inclusion
	Subject level interventions – one to one and group work.	Students for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.	Data analysis and appropriate intervention in subjects.	£2500	Subject leaders and Head of Inclusion
	Additional tutoring for LAC students	A LAC student with significant personal and behaviour challenges not currently attending school but receiving tutoring brokered by Virtual School and partly funded through Pupil Premium funding	liaison with Virtual School and Stepney Road Children Home	£3200	Head of Inclusion
Achievement mentoring and support	Bespoke school version of 'Achievement for all' <ul style="list-style-type: none"> Pastoral worker to work with targeted PP students across school Additional mentoring to support learning Additional work with parents of PP students as and when required 	Students for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.	Targeted pastoral care and mentoring through a PP mentor, including working on engaging with parents where appropriate in order to facilitate improved working relationships with school Student learning considerations documents updated to reflect most current information that will support staff to address PP barriers.	£11000	PP Mentor

Raise attainment of students who have had long periods of underachievement or absence.	Academic mentor to work with individuals to address barriers to learning and develop strategies to increase attainment.	Some students have significant barriers to learning due to gaps in knowledge. In extreme cases it may be felt that students require a differentiated timetable and intensive academic support.	Regular attendance and progress discussions at SLT level and with key pastoral leaders and curriculum staff. Head of inclusion to support appropriately with alternative curriculum where appropriate PP mentor to work with pastoral team to support in re-engagement process.	£3000	Head of Inclusion Key stage leaders PP Mentor
Close literacy gaps at KS3 to ensure readiness for GCSE.	Accelerated Reader in Key Stage Three.	Literacy is the key building block to academic achievement, any literacy barriers must be identified early in year 7 and intervened throughout KS3 to ensure students are GCSE ready. Internal data, accelerated reader assessments and EEF report on accelerated reader demonstrate the effectiveness of these approaches.	Evidenced in the work of students in particular in English and Maths but across all subjects	£3000	Head of Communications Faculty
	English tutor time literacy interventions. This includes resources for reading activities during tutor time.	See above	Head of English using progress data and other assessment data to inform the programme.	£500	Head of Communications Faculty
Close numeracy gaps in KS3 students to ensure readiness for GCSE.	Focus on whole school numeracy through form time activities on Hegarty Maths.	Applying numeracy across the curriculum will improve students understanding of numeracy as well as raising its importance for future life.	Baseline testing in mathematics to identify any knowledge, skills and understanding gaps.	£240	Head of Mathematics and Computing Faculty Head of Inclusion
	One to one and small group work intervention	It is important that we identify numeracy gaps when students arrive at school and close them as soon as possible.	Numeracy policy to be renewed alongside literacy policy.	£1000	

High Quality First Teaching	Developing language skills including developing subject specific vocabulary.	Developing student's language skills and subject specific vocabulary will improve access to the curriculum and allow students to be increasingly successful in school. New GCSE's have require higher language skills so focussing on language skills will improve access to GCSE's	<ul style="list-style-type: none"> Review of teaching of key vocabulary and development of teaching strategies. Develop use of Showbie for creating subject specific Glossaries and vocabulary resources 	£1000	Deputy Headteacher
	Ensure feedback is purposeful and effective.	Feedback proven (EEF, Hattie, Lemov) to have a significant impact on academic attainment providing it is targeted and purposeful.	Twilight CPD sessions for all staff. Monitoring through quality assurance.	£1000	Deputy Headteacher
	Develop growth mindset in all students.	EEF growth mindset research shows that thorough and persistent work on developing growth mindset in students can have a positive effect on attainment.	Growth mindset will be the main thread which will run through all teaching and learning CPD throughout the year.	£1000	Deputy Headteacher
	Development of student learning considerations documents to inform staff of any relevant barriers and appropriate strategies for students	Staff being aware of the barriers for each individual student rather than applying a pupil premium stereotype is vital for supporting students appropriately to make good progress.	Thorough individual student learning considerations documents for each student.	£3800	Head of Inclusion Senior Pastoral Team
Students supported to complete additional learning tasks including effective examination preparation	Additional homework club sessions at lunch time and after school After School revision rooms Additional transport provided to ensure that PP students to attend	Our own findings suggest that our student premium students are less likely to attend after school sessions as many of these students have issues with transport if they do not get the school bus.	Supporting students to attend homework club through a staffed lunch time provision and supported transport for one night a week to allow access to other subject based support.	£5400	Head of Inclusion

Higher attendance at revision parents forum from PP students and their parents of carers.	<p>Focused 'How to revise' workshops with content adapted for ability groups.</p> <p>Parents Forum to focus on effective preparations for exams including revision skills with targeted letters for PP students</p>	Pupil premium interviews suggest many of the students struggled with effective revision strategies and their parents did not attend the parent's forum focused on this areas.	Sessions led by lead practitioners with targeted letters to parents of students who would most benefit from attendance arranged by year leaders	£1000	<p>Lead practitioner team</p> <p>Key Stage Leaders</p>
Total budgeted cost					£41,140

Behaviour, Attendance, Social and Emotional					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead
To ensure whole school behaviour is excellent ensuring all students experience a purposeful and calm learning environment that follows the positive discipline system.	Whole school behaviour improvement through embedding of positive discipline policy.	Low level disruption can have a significant effect on the learning of vulnerable students; this must not be tolerated. EEF – Behaviour intervention	SLT and whole school monitoring and intervention with individual classes and students who present negative behaviour.	£4500	RJW
To enable the tracking, support planning of interventions for PP students. To deal with any problems and issues quickly including communication with parents.	<p>Pastoral support at KS3 and KS4 of PP students and their families.</p> <p>Pastoral leaders interventions based on needs identified for specific students.</p>	Previous experience shows that students from disadvantaged backgrounds and their parents and carers are more likely to require additional support and guidance in successfully progressing through their school career.	Key Stage Leaders and Head of Inclusion to discuss barriers to learning frequently and ensure appropriate strategies are implemented for students. PP mentor to be involved in support for delivery of strategies identified. Development of nurture groups for Key Stage 3 students to tackle behaviour and social difficulties	£22000	<p>Head of Inclusion</p> <p>Lead TA</p>
To create positive behaviour change in students whose behaviour is a barrier to learning.	<p>Mentoring programme of students with appropriate role models to improve behaviour.</p> <p>Establish the role of an ATA with a specialism in SEMH to develop nurture group and mentoring provision</p>	Some students require structured behaviour change programme with mentoring to address social and emotional barriers to learning. EEF – Behaviour intervention	Embed programme and review effectiveness.	£2000	<p>Behaviour Mentors</p> <p><i>Behaviour Manager Team</i></p> <p><i>Senior Leadership Team</i></p> <p><i>Key Stage Leadership Teams</i></p> <p><i>Additional Mentors</i></p> <p><i>ATA (SEMH)</i></p>
Improve PP attendance above 93%	Key Stage leaders work proactively to intervene swiftly with poor attenders.	National and in school data shows the correlation between attendance and achievement.	First day response from attendance clerk.	£5000	<p>Attendance Clerk</p> <p>Key Stage Leaders</p>

			Key Stage leaders to meet with SLT links and discuss intervention for attendance concerns.		
Reduce persistent absence of student premium students	Early intervention with students whose attendance was weak last year.	Internal data shows bespoke intervention improves attendance of PA students.	Key Stage leaders to meet with SLT links and discuss intervention for persistent absence concerns.		Key Stage Leaders
	Additional transport costs for collecting students or home visits	Internal data shows bespoke intervention improves attendance of PA students.	Key Stage Leaders and Head of Inclusion to decide on appropriate strategies to improve attendance which may involve collecting students		Key Stage Leaders Head of Inclusion
To secure smooth transition to secondary school for most vulnerable students.	Thorough transition programme run by KS3 leadership team and the inclusion team.	It is vital that transition lead goes to every primary school to gather information on students and potential barriers to learning. EEF – Transition programmes.	KS3 leader and head of inclusion to use information gathered from primary school to identify support required.	£4000	Head of Key Stage Three Head of Inclusion
Ensure that LAC students are fully supported in school	The Designated Teacher to attend all PEP meetings and other LAC reviews and meetings as appropriate. Designated Teacher to attend Virtual School trainings	Virtual School consider it essential that the designated teacher is given to time to carry out PEP meetings and to follow up on necessary actions.	Designated teacher will allocate their time accordingly.	£3000	
Remove mental health barriers to learning	To provide social, emotional and mental health support for students with particular needs and issues. To signpost to other support services.	Mental health is increasingly effecting pupils' progress and attendance. School counsellors or support from other professionals can offer emotional support and methods of building resilience.	Students identified through pastoral team meetings with head of inclusion and key stage leaders.	£5000	Key Stage Leaders
Total budgeted cost					£45,500

Equal access, material barriers and aspirations					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead
Ensure equal access for educational experiences through personal development activities	Period five personal development activities every Thursday	It is important that students have equal access to all educational opportunities. EEF – Arts participation	Monitored participation in a range of character building activities and experiences. Monitoring of PDA choices to ensure a balanced approach in a range of activities. Collecting feedback from students about their development throughout each activity.	£10,000	Assistant Headteacher Curriculum

	Educational trips funded.	It is important that students have equal access to all educational opportunities. EEF – Arts participation	Trip lead aware of funding opportunities.	£5000	Key Stage Leaders
	Subsidised music lessons	It is important that students have equal access to all educational opportunities. EEF – Arts participation		£3500	
Make sure all students feel included and physically part of the school.	Fund any necessary clothing or equipment for students.	EEF – Limited impact but vital for inclusion and well-being.	Monitored through tutors and pastoral teams as well as subject staff.	£500	Key Stage leaders
	Food Tech ingredients and technology equipment	It is important that students have equal access to all educational opportunities. EEF – Arts participation		£3000	
	I-Pad for Learning Scheme support	Students require i-pads as part of the iPad for learning scheme and the PP funding is used to support a reduction in the overall cost of this scheme.	Key Stage Leaders to support PP students and families with information about the discounted scheme.	£1500	Key Stage Leaders Network Manager
	Transport subsidies	It is important that students have equal access to all educational opportunities. EEF – Arts participation		£460	
Ensure students have as equal access to revision guides as their peers.	Revision guides for all GCSE subjects provided.	Basic resources such as revision guides should be accessible to all students. Previous GCSE results demonstrate the effectiveness of this.	Subject leaders to organise revision guides for students.	£2400	Subject Leaders
Increase proportion of PP students progressing to sixth form study or further education.	Sixth-form mentor run programme to increase aspirations with KS4 students. CEIAG events to support specifically identified progression routes	All students have high aspirations but not all students know what high achievement looks like or how to achieve their best. This programme will ensure students are aware of options and that they make an informed and aspirational choice about their future. Aspiration work EEF.	Sixth-form pastoral member to arrange group work and one-to-one meetings with PP student throughout year. Careers interviews to highlight further support required for bespoke guidance / opportunities	£3000	Head of Sixth Form Head of Inclusion
Total budgeted cost					£29,360
Grand Total Projected					£116 000

6. Review of expenditure				
Academic Year	2018/19	Total PP income	£107,465	
Total number of students	668	Number of students eligible for PP	117	
Academic				
Desired outcome	Approach	Progress/Estimated Impact	Lesson Learned/Next steps	Cost
Increase the GCSE progress and attainment of Pupil Premium students to be at least in line with national non Pupil Premium students.	Targeted in-class interventions which raise attainment.	<ul style="list-style-type: none"> Overall progress 8 score for Pupil Premium students dipped in in 2018/19, returning to the 2016/17 level. However, this was an expected dip due to the nature of the year group and a small number of students whose results exerted downward pressure on the P8 score, but where their outcomes could nevertheless be considered to be successes. The percentage of Pupil Premium Students achieving a strong pass in English and Maths increased The percentage of Pupil Premium students achieving a standard pass in English and Maths also increased 	<p>Appointment of subject specialist ATA's in English and Maths to work within the inclusion team and alongside faculty staff to develop provision and interventions.</p> <p>Involvement in university science research project focussing on PP students</p>	£1000
	Maths and English intervention, small group work and one to one.			£2500
	Subject level interventions – one to one and group work.			£2625
	Additional tutoring for LAC students	<ul style="list-style-type: none"> Student is now engaging with education 	ongoind provision necessary as long term plan for student is negotiated	£1120
Achievement mentoring and support	<p>Bespoke school version of 'Achievement for all'</p> <ul style="list-style-type: none"> Pastoral worker to work with targeted PP students across school Additional mentoring to support learning Additional work with parents of PP students as and when required 	<ul style="list-style-type: none"> Pastoral restructure resulted in a new PP mentor and increased time allocation Shift in focus so that more time allocated to students in Key Stage 3, including LAC and PLAC students, with the intention that relationships are built at a younger age and will support more proactive intervention work throughout the school 	In changing the time allocation, the intention is that improved relationships and additional support offered by the Pupil Premium mentor will yield greater impact on results and outcomes in the long run.	£10345

Raise attainment of students who have had long periods of underachievement or absence.	Academic mentor to work with individuals to address barriers to learning and develop strategies to increase attainment.	Pupil Premium mentor or Key Stage staff met regularly with all PP students to discuss progress. All parents of PP students invited in to participate in discussions about progress and next steps. Additional learning needs identified and addressed by the Inclusion team Barriers to learning were identified and noted in Student Learning Consideration documents Pupil specific strategies to support progress led by the pastoral team Cope course introduced in Year 10		£3000
Close literacy gaps at KS3 to ensure readiness for GCSE.	Accelerated Reader in Key Stage Three.	library reorganised in preparation for the launch of Accelerated reader	Spending on this has been deferred to 2018/19	£0
	English tutor time literacy interventions. This includes resources for reading activities during tutor time.	Reading boxes and additional literacy resources provided to form tutors Literacy policy renewed		£500
Close numeracy gaps in KS3 students to ensure readiness for GCSE.	Focus on whole school numeracy through form time activities on Hegarty Maths.	Hegarty Maths purchased and rolled out across the school. Additional training provided by Maths Head of Faculty Numeracy policy renewed		£240
	One to one and small group work intervention	Maths specialist ATA appointed with a focus on providing more subject specialist support in lessons and also to provide additional support and interventions during the school day.	Further increasing capacity in the TA team will increase the time available for additional intervention	£1000
High Quality First Teaching	Developing language skills including developing subject specific vocabulary.	Trainings delivered by Head of Inclusion focussing on differentiation and on using Showbie to support learning including developing language skills and subject specific vocabulary. Use of a 'help desk' assignment within Showbie introduced and developed ongoing monitoring through QA programme		£1000
	Ensure feedback is purposeful and effective.	Ongoing monitoring through QA programme		£1000

	Develop growth mindset in all students.	Growth mindset is a key element of Teaching and Learning and of student's personal development		£1000
	Development of student learning considerations documents to inform staff of any relevant barriers and appropriate strategies for students	Each student has an personal Student Learning Considerations document that has been populated by the Pupil Premium mentor and the Inclusion and Pastoral teams.	These need ongoing updating and development to ensure that new information regarding students is shared in a timely way. Ongoing monitoring required to ensure that they are being used effectively to support individual students Move to BROMCOM means that a new template needs to be designed for SLC's and there will need to be a considerable time investment to ensure that they are populated	£3000
Students supported to complete additional learning tasks including effective examination preparation	Additional homework club sessions at lunch time and after school After School revision rooms Additional transport provided to ensure that PP students to attend	Homework clubs in place Attendance at after school homework club increased Improved attendance by KS4 PP students at maths club and other after school revision sessions	Need to plan routes and after school sessions carefully to maximise benefits, including working to ensure that provision matches the needs of the students Additional planning by the PP mentor to ensure attendance and to direct PP students to the most appropriate after school sessions	£4268
Higher attendance at revision parents forum from PP students and their parents of carers.	Focused 'How to revise' workshops with content adapted for ability groups. Parents Forum to focus on effective preparations for exams including revision skills with targeted letters for PP students	Additional workshops run by the Lead Practitioner team. A small number of parents of PP students attended the parents forum.	Workshops to be developed and repeated this year Increased focus on personal invitations to parents of Pupil Premium student in order to encourage more parents to attend	£1000
Total budgeted cost				£33,473

Behaviour, Attendance, Social and Emotional				
Desired outcome	Approach	Progress/Estimated Impact	Lesson Learned/Next Steps	Cost
To ensure whole school behaviour is excellent ensuring all students experience a purposeful and calm	Whole school behaviour improvement through embedding of positive discipline policy.	<ul style="list-style-type: none"> Reorganisation of the pastoral team and an increase in capacity ensured more support available for students. 	<ul style="list-style-type: none"> As the school continues to grow, and the number of PP students increase, then the size and structure of the pastoral team will need ongoing review. 	£4500

learning environment that follows the positive discipline system.		<ul style="list-style-type: none"> Improved monitoring means that pastoral staff and the PP mentor can carry out more targeted behaviour interventions Pastoral and Inclusion teams use academic progress data, attendance data and PD data to plan targeted interventions PP mentor or pastoral staff met with parents of a number of targeted PP students. Additional mentoring interventions carried out by pastoral staff, including PP mentor and behaviour manager. SLT mentoring for targeted students Registration nurture groups established, An increase in the number of PP students, particularly those requiring a high level of pastoral support (including LAC and PLAC students) is putting additional pressure on the pastoral team 	<ul style="list-style-type: none"> PP mentor role to include increased focus on meetings with targeted parents from all year groups nurture groups programme to be developed, and development of the role of an ATA with SEMH specialism to focus on pro-active interventions and reduce pressure on the pastoral team. 		
To enable the tracking, support planning of interventions for PP students. To deal with any problems and issues quickly including communication with parents.	<p>Pastoral support at KS3 and KS4 of PP students and their families.</p> <p>Pastoral leaders interventions based on needs identified for specific students.</p>				£26000
To create positive behaviour change in students whose behaviour is a barrier to learning.	Mentoring programme of students with appropriate role models to improve behaviour.				£2000
Improve PP attendance above 93%	Key Stage leaders work proactively to intervene swiftly with poor attenders.	Attendance PP attendance was 88.5%, however there was significant downward pressure on PP attendance due to poor attendance of PP students in Y11 and two additional PP students in Y9 who were not attending provision.	Ongoing increased focus on attendance monitoring.	£4500	
Reduce persistent absence of student premium students	<p>Early intervention with students whose attendance was weak last year.</p> <p>Additional transport costs for collecting students or home visits</p>	Restructure of pastoral team allowed for increased focus on PP attendance, and improved procedures, in KS3	Ongoing support for Y9 (now Y10) students and negotiation around alternative packages to support engagement with education.		
To secure smooth transition to secondary school for most vulnerable students.	Thorough transition programme run by KS3 leadership team and the inclusion team.	<p>An effective and comprehensive transition plan is in place enabling information gathering on all students.</p> <p>Head of Inclusion and Head of Key Stage 3 share information to organise effective enhance transition plans for vulnerable students</p> <p>PP mentor visited targeted PP students in their primary setting to begin relationship building</p>	This is an ongoing programme that is adapted to the individual needs of the cohort each year.	£4000	
Ensure that LAC students are fully supported in school	<p>The Designated Teacher to attend all PEP meetings and other LAC reviews and meetings as appropriate.</p> <p>Designated Teacher to attend Virtual School trainings</p>	Termly PEP meetings held and attended by the designated teacher for all LAC students. PEP paperwork and progress data reported as appropriate to the relevant Local Authorities LAC reviews and CAMHS meeting attended as necessary by the Designated Teacher where appropriate/necessary Virtual School training attended.	Increased number of LAC students, plus the need to liaise with three separate local authorities, had a significant workload impact on the Designated Teacher.	£4500	

Remove mental health barriers to learning	To provide social, emotional and mental health support for students with particular needs and issues. To signpost to other support services.	Compass Buzz L1 training delivered to the whole staff team School wellbeing team established. Pastoral and inclusion teams signpost students to appropriate mental health support as appropriate. Ongoing liaison with mental health professionals to ensure appropriate support for students in school.	Identified staff to attend the L2 and L3 Compass Buzz training. Additional support mechanisms for mental health to be investigated, including establishing the role of an ATA with SEMH specialism. Further staff training around attachment disorder to be organised	£3000
Total budgeted cost				£48,500

Equal access, material barriers and aspirations				
Desired outcome	Approach	Estimated Impact	Lesson Learned	Cost
Ensure equal access for educational experiences through personal development activities	Period five personal development activities every Thursday	PDA programme developed so that there is increased focus on students developing a range of skills PP students supported to ensure that they make choices at the appropriate times so that they can choose from the full range of choices	Improved monitoring of the choices made by students to ensure a range of skills developed. Ongoing development of the programme in order to ensure that new activities are developed reflecting the changing needs and interests of our students	£10,000
Make sure all students feel included and physically part of the school.	Educational trips funded.	Additional support provided	As the school grows, and the number of PP students increase, these budgeted amounts will need to increase accordingly	£3275
	Subsidised music lessons	Additional support provided		£2816
	Fund any necessary clothing or equipment for students.	Additional support provided at the discretion of the pastoral staff		£335
	Food Tech ingredients and technology equipment	Additional support provided		£2285
	I-Pad for Learning Scheme support	All FSM students entitled to a discounted ipad. Funding for ipads for LAC students negotiated with the appropriate virtual school.		£1125
	home to school transport contribution	additional support provided		£240
Ensure students have as equal access to revision guides as their peers.	Revision guides for all GCSE subjects provided.	Revision guides and text books organised by subject leaders and discounts applied as appropriate This significantly increased during 208/19 due to increased investment in revision resources, including maths buster DVD's	as above	£2293

<p>Increase proportion of PP students progressing to sixth form study or further education.</p>	<p>Sixth-form mentor run programme to increase aspirations with KS4 students.</p> <p>CEIAG events to support specifically identified progression routes</p>	<p>Students with aspirations to attend the sixth form met with senior school staff to discuss their applications</p> <p>Additional support for all students at risk of becoming NEET (including PP students) was arranged. All Pupil Premium students progressed to an appropriate Post 16 course.</p>		<p>£3000</p>
Total budgeted cost				<p>£25,369</p>
Grand Total				<p>£107,467</p>