

Pupil Premium Plan 2018 – 2019: What do Devizes School students in receipt of Pupil Premium need in order to close the achievement gap?

EVALUATION & REVIEW SEPTEMBER 2019

Y11 ACHIEVEMENT OF STUDENTS IN RECEIPT OF PUPIL PREMIUM (37 out of 142 = 26%)
 [3 STUDENTS HAVE BEEN REMOVED DUE TO EXTREME CIRCUMSTANCES THUS ACTUAL FIGURE FOR COMPARISON IS 24%]

Y11 DATA (AUGUST 2019)*	GAP 2019	GAP 2018	GAP 2017
% STUDENTS ACHIEVING BASICS (Grade 5+ in English & Maths)	20.1%	1%	26.3%
% STUDENTS ACHIEVING GRADE 5+ IN ENGLISH	25.5%	-5%*	31.8%
% STUDENTS ACHIEVING GRADE 5+ IN MATHS	15.9%	1%	18.3%
% STUDENTS ACHIEVING POSITIVE P8	11.7%	6.3%	n/a



**Devizes School
& Sixth Form College**

Raising aspirations, building futures

*no gap in English - the PP students outperformed the non-PP students in 2018

Y12 & Y13 DATA (AUGUST 2017)	GAP 2019	GAP 2018	GAP 2017
Y13 Av Points score per entry	-2.25	-1.19*	-4.2*
Y12 Av Points score per entry	0.33	3.86	-1.05*

*no gap; the PP students out-performed the non PP students in Y13 in 2017, 2018 & 2019

At Devizes School we target all of our students with minimum expectations.

These come under the following key performance indicators:

- Attendance and Punctuality – no late marks and above 95% attendance
- Behaviour – no ‘behaviour’ points for disruption to learning, no visits to the Isolation Room and no Fixed Term Exclusions
- Achievement – positive Progress 8 score
- Reading – above approx. chronological age for reading
- Home Learning – no ‘behaviour points’ or detentions for lack of Home Learning

To align the strategies for students in receipt of Pupil Premium to our whole school foci, we have 5 HIGHLY ASPIRATIONAL Key Performance Indicators (KPIs). Fewer than 5% of students in receipt of Pupil Premium will

- have an overall attendance of less than 90% - Data from 2018 – 2019 (with 2017 – 2018 in brackets)

Year Group	Total PP students in the year	Total Non PP Student in the Year	Total PP students below 90%	Total Non PP Students Below 90%	Overall % PP students below 90%	Overall % Non PP students below 90%	Gap % PP and non PP
7	54 (97)	107 (121)	10 (14)	5 (7)	18% (14.43%)	4.6% (5.7%)	13.4% (8.73%)
8	81 (73)	123 (101)	24 (20)	13 (4)	29% (27.4%)	10.5% (3.9%)	18.5% (23.5%)
9	61 (50)	108 (101)	20 (11)	16 (4)	34% (22%)	14.8% (3.9%)	19.2% (18.1%)
10	44 (49)	99 (103)	15 (16)	13 (11)	34% (32.65%)	13% (10.6%)	21% (22.05%)
11	37 (47)	105 (100)	12 (20)	18 (34)	32% (42.55%)	17% (34%)	15% (8.55%)

- be excluded from school (FTE) (square brackets [] indicates data from 2017 – 2018)

	PP	Other	Gap
Total (students who have received at least one FTE)	57 (22%) [45 (14.2%)]	34 (6%) [29 (5.5%)]	16% [8.7%]
Boys	39 [29]	21 [22]	
Girls	18 [16]	13 [7]	

- have a negative P8 score (data from 2018 in brackets where appropriate):

Data from Y11 2019 indicated that 43% (48% in 2018) of disadvantaged students had a negative P8 score but the overall P8 for the cohort of disadvantaged students was -0.016 (+0.05 in 2018). (There were 3 anomalous students discounted from the data due to extreme circumstances)

Overall progress of other year groups is below:

Year Group	Y7 - A8 vs FFT 20	Y8 - A8 vs FFT 20	Y9 - A8 vs FFT 20	Y10
Progress 8	+0.19 (+0.05)	+0.29 (+0.23)	-0.08	+0.1 (+0.35)
Progress 8 Disadvantaged Students	+0.16 (+0.10)	0.00 (+0.25)	-0.26	-0.296 (+0.19)
Progress 8 Non-Disadvantaged students	+0.2 (+0.02)	+0.47 (+0.22)	+0.01	+0.26 (+0.43)

- have a reading age below their approx. chronological age

Number of PP students below chronological RA reduced overall

Students AT or ABOVE chronological Reading Age

	September	June	Growth PP vs non PP (gap)
Y7 2018 - 2019	17%	31% (+14%)	+6 months vs +8 months (- 2 months)
Y7 2017-2018	38%	54% (+16%)	N/A
Y8 2018 – 2019	48%	47% (-1%)	+5 months vs + 5 months (0 months)
Y8 2017 - 2018	33%	39% (+6%)	N/A
Y9 2018 – 2019	35%	37% (+2%)	+ 6 months vs + 5 months (-1 month)
Y9 2017 – 2018	35%	42% (+7%)	N/A

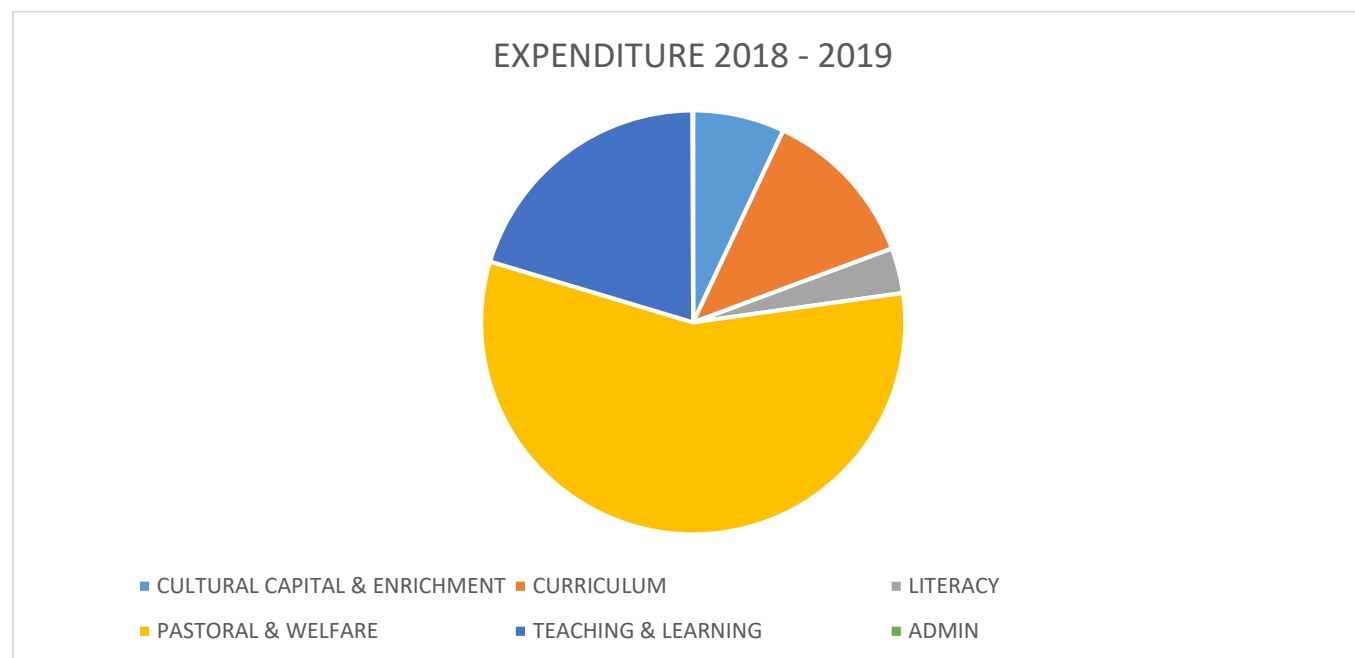
- be in SLT detention at least 5 times for failing to complete Home Learning - total number (% of PP students)

	Year 7	Year 8	Year 9	Year 10	Year 11	Years 7-11
Total	3 (6%)	9 (11%)	3 (5%)	8 (18%)	4 (11%)	27 (10%)
Boys	3	8	3	7	4	25
Girls	0	1	0	1	0	2

- be in ISR for Disruption to lessons at least 6 times in the year - total number (% of PP students)

	Year 7 2018 - 2019	Year 7 2017 - 2018	Year 8 2018 - 2019	Year 8 2017 - 2018	Year 9 2018 - 2019	Year 9 2017 - 2018	Year 10 2018 - 2019	Year 10 2017 - 2018	Year 11 2018 - 2019	Year 11 2017 - 2018	Years 7-11 2017 - 2018	Years 7 – 11 2018 - 2019
Total	9 (17%)	3 (4%)	14 (17%)	4 (7%)	5 (8%)	7 (16%)	10 (22%)	3 (7%)	7 (19%)	alternative sanctions applied	45 (16%)	17 (6%)
Boys	8 (15%)	2 (3%)	11 (13.5%)	4 (7%)	4 (6.5%)	5 (12%)	7 (16%)	2 (5%)	5 (13%)		35 (12.4%)	13 (10%)
Girls	1 (2%)	1 (1%)	3 (3.5%)	0	1 (1.5%)	2 (4%)	3 (6%)	1 (2%)	2 (6%)		10 (3.6%)	4 (3%)

Summary of expenditure



ATTENDANCE & PUNCTUALITY : Fewer than 5% of students in receipt of Pupil Premium will have an overall attendance of less than 90%						
Intervention	Teaching & Learning or Welfare	Cost	Description of intervention	Who responsible ?	Intended outcomes	Impact of intervention (Sept 2019)
Truancy Call	Welfare	£2,200	Absent PP students are targeted at the start of every day that they are absent	VXG/DXH	To ensure all students are supported to attend and achieve. Parents are targeted to understand how best to support their children at school.	<p>- PP students in Y7 – Y11 had an overall attendance of 89.02%. Non PP students Y7 – Y11 had an overall attendance of 94.48%. This reflects a gap of 5.46%.</p> <p>- Y7 attendance showed a gap of 4.62% (96.19% all compared to 91.57% PP); Y8 attendance showed a gap of 5.78% (95.35% all compared to 89.57% PP); Y9 attendance showed a gap of 7.85% (94.29% all compared to 86.44% PP); Y10 attendance showed a gap of 6.45% (94.54% all compared to 88.09% PP);</p>
			Sutton Trust: Parental involvement +3 months			
Education Welfare Officer & Education Outreach Officer	Welfare	£23,500	The school employs a full time EWO to support high attendance at the school. Use of text messages to share information with parents who are reluctant or unable to engage with usual channels of communication (school website, emails etc)	VXG	To ensure all students are supported to attend and achieve. Parents are targeted to understand how best to support their children at school.	

			Sutton Trust: Parental involvement +3 months			Y11 attendance showed a gap of 1.97% (90.45% all compared to 88.48% PP);
Inclusion team: 3 x PLs	Welfare	£43,370	Daily monitoring by PLs of more vulnerable students to ensure that they come to school in a positive state of mind and ready to learn. To work closely with KS2 staff in Primary Schools and share good practice. To contact all Year 6 PP families and to develop relationships to ensure a smooth transition.	TAB, JAM, HXB	These members of staff focus on removing barriers to learning through 1-1 support, contact with parents and other agencies. Students' behaviour and attendance is tracked so they are able to fully concentrate on their learning.	25 targeted Y7 students (Speech & Language difficulties) attended weekly mentoring with RXG. All students presented ideas to their peers and improved their ability to discuss as part of a group. - 52% of Y11 supported by weekly mentoring or ad hoc support around barriers to learning (this could be medical/MH or Exam anxiety etc.).
			Sutton Trust: Social and emotional learning +4 months			
Parent Support Advisor	Welfare	£20,994	The PSA works with parents of some of our most vulnerable students by going round houses to liaise with them about student issues and progress where parents are reluctant to come into school. Phone call to personally invite all parents of students in receipt of PP to Parent's Evening and other events etc. STOP programme used to improve Parent interventions.	AXR	Parents will understand what the school is doing to support their child and the outcomes expected i.e. closing the gap. Parents will attend all events aimed at them.	72% of the group had a positive P8 score and 64% of the group had made progress since Term 1. All PP students sat exams and gained qualifications in English and maths. - 50% of Y10 PP students supported to increase attendance through weekly mentoring and parental communication.
			Sutton Trust: Homework +5 months, Parental involvement +3 months			
School Counsellor	Welfare	£15,954	A Counsellor is employed to support vulnerable students, many of whom are students in receipt of PP. All students are offered a 6 week intensive course plus there is a lunchtime drop-in one day a week.	SXH	A number of vulnerable students, including some with PP are supported to overcome difficulties.	Pupil Premium Referrals to Counselling 9 in Y7, 8 in Y8, 9 in Y9, 4 in Y10, 4 in Y11, 0 in Y12, 0 in Y13 Total = 34 students The impact is: 3 students fast-tracked straight to CAMHS 30% achieved an annual attendance above the national PP average 57% improved their attitude to school 30% improved their social skills and assertive communication with peers: 26% built positive relationships with other adults in school 26% felt counselling offered them a lifeline when they were faced with acutely challenging personal and family circumstances
			Sutton Trust: Social & emotional learning +4 months			

					22% were able to access specialist services at CAMHS & on-going support in school 100% of Y11 students completed their courses & took all their exams 50% of Year 11s seen for counselling have moved on to study A Levels
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BEHAVIOUR : Fewer than 5% of students in receipt of Pupil Premium will be excluded from school (FTE)

Intervention	Teaching & Learning or Welfare	Cost	Description of intervention	Who responsible ?	Intended outcomes/	Impact of intervention
Social & Emotional Behaviour Intervention Plan	T&L / Welfare	£8,000	Working closely with the SENCo/Alternative Provision Manager, KS3 RAL & Assistant Principal, we will buy in an experienced motivational mentor to conduct collaborative learning projects with 3 groups of Y8 and Y9 PP students at risk of exclusion and their parents (£3000). We will also use the SENCo/Alternative Provision Manager to boost these sessions for one day per week (£5000). All students will be responsible for their own positive attitudes to learning. Students will be expected to behave appropriately every lesson without any disruption from peers. Positive behaviour will be frequently rewarded and acknowledged, promoting a culture of success.	Cameron Parker, TWA, AJA, VMM, JAM	The groups of students will improve their attendance, behaviour and reduce their risk of exclusions.	14 students in Y9 and 10 students in Y8 worked with Cameron Parker on a termly basis & TWA on a weekly basis. 4 students left the programme due to changing schools. Over the course of the programme, 80% of remaining students improved behaviour by reducing FTE and ISR events and were successful in lessons more regularly.
			Sutton Trust: Behaviour Interventions +3 months, Collaborative Learning +5 months			
Alternative provision	T&L	£21,800	Ensuring that all students receive the curriculum which best suits their needs. This may be by attending courses off site or by on-line learning	VMM, RALs, PLs, SLP, DPF, PNB	For those students who attend such provision full time to gain a suitable range of qualifications. For those who attend part time to be able to fully reintegrate back in to school.	Personal profiles of students reflecting the impact of Alternative Provision: qualifications gained, improved attendance, reduction in incidents of unacceptable behaviour. 1 PP student from Y11 2019 NEET (off site provision since Y9) Support for PP students resulted in needs being identified and supported in school without the need for alternative provision e.g. EHCPs for 2 students in Y8, additional ASD diagnoses for 3 students in Y9, pastoral care for vulnerable students with MH & behavioural issues
			Sutton Trust: Behaviour Interventions +3 months, Outdoor Adventure Learning +4 months			

						KS4 PP Students educated off site: 2016 – 2017: 12 2017 – 2018: 3 2018 – 2019: 2 2019 – 2020 : 1
Rewards & Enrichment	T&L	£10,000	Pupil Premium students will receive positive discrimination in rewards and enrichment events. Sutton Trust: Behaviour Interventions +3 months	VMM	To improve aspirations and extrinsic motivation and ensuring full inclusion of all PP students.	Termly rewards targeted towards PP students for behaviour, attendance, literacy and citizenship. Repeated rates of ISR were low for Y8 girls and Y7 students with Y9 and Y10 PP male students requiring more action. (see table above)

ACHIEVEMENT : Fewer than 5% of students in receipt of Pupil Premium will have a negative P8 score.

Intervention	Teaching & Learning or Welfare	Cost	Description of intervention	Who responsible ?	Intended outcomes	Impact of intervention (Sept 2019)
Vice Principal – Pupil Premium Lead	T&L	£200	To raise awareness of pupil premium and closing the gap with Governors. To produce the annual pupil premium outline and detailed plan for parents, which includes allocating funding. To produce a review of the effectiveness of the previous year’s plan. All of these to be available on the school’s website. To provide PSA & EWO with mobile phone communication to parents Not evidenced by Sutton Trust	SLP	Governors and parents will be fully aware of PP and how funding is used in the school.	PP expenditure and impact communication through FGB meetings. Impact statement on website for parents.
Careers Coordinator	T&L	£4,000	The school employs a part time careers coordinator who will prioritise support for PP students beginning in Y9 Sutton Trust : Aspirations +0 months	DPF, SXW	Enable more PP students to realise the importance of pre 16 education and its impact on post 16 plans.	All Y11 PP students educated on site received at least 1 Careers interview with an external provider. All but one student now in appropriate further education training, college or 6 th Form.

In class support	T&L	£3,000	<p>CPD training & T&L principles</p> <ul style="list-style-type: none"> - All PP students identified on seating plans and sat strategically to maximise learning - All PP students receive positive discrimination for rewards - All PP students are targeted with questions every lesson - All PP students have their books checked & work marked first - All PP students are checked for HL in Planners - All PP students receive green pens and use them to respond to feedback which is checked by teachers 	ALL TEACHERS	<p>All of these strategies will result in PP students meeting their targets.</p> <p>Staff will be fully equipped with a variety of strategies to help PP students maximise their learning within the classroom environment.</p>	<p>CPD training delivered 02.09.18, 25.02.19 specifically discussing challenge for PP students; T&L focus on differentiation for PP students.</p> <ul style="list-style-type: none"> - All PP students identified on seating plans, placed in appropriately challenging sets and sat strategically to maximise learning - All PP students receive positive discrimination for rewards - All PP students are targeted with questions every lesson - All PP students have their books checked & work marked first - All PP students are checked for HL in Planners - All PP students receive green pens and use them to respond to feedback
			Sutton Trust: Meta-cognition +7 months ; Feedback +8 months			
Numeracy Support	T&L	£1,000	<p>Targeted numeracy support within the curriculum for students who struggle with basic numeracy</p>	MTS, DPF	<p>For identified students to make expected and good levels of progress in all of these areas.</p>	<p>Students who engaged with the additional numeracy intervention achieved an end of Y7 progress score of -0.22 against FFT 20 benchmarks which shows better than national progress</p>
			Sutton Trust: Small group tuition +4 months; Mastery Learning +5 months			
Mentoring	T&L	£10,000	<p>Mentoring provided through Pastoral support systems (Tutors, Pastoral Assistants, Attached tutors, RALs, SLT & 6th Form Mentors) prioritising HAPPI (High Ability Pupil Premium Indicator) students. Underachievement is based on their progress 8 data (Ave points diff)</p>	RALs, Pastoral teams	<p>These identified students make expected/good levels of progress; predicted and actual grades improve; achievement & attainment improve by end Yr11. Behaviour and attendance improve if</p>	<p>See reference to attainment of PP students and attendance above.</p>
			<i>Disadvantaged Year 7 students mentored.</i>	KAH, TAB		
			<i>Identified Year 8 & 9 students mentored.</i>	AJA, JAM		

			Sutton Trust: Social and emotional learning +4 months, Meta-cognition & self regulation +7 months		highlighted. Less intervention required. Greater student progression beyond KS4.	
Increased staffing in Maths and English	T&L	£20,400	Additional staffing employed to increase the quality of teaching and learning in the key subjects. This should enable greater progress of PP students regardless of ability as class sizes are reduced.	MTS, RPS, DPF	To enable smaller teaching groups to be created and for there to be more opportunities for team teaching to support PP students in these key areas.	<u>Maths</u> P8 maths contribution was -0.07 in 2019 (-0.08 in 2018 & -0.69 in 2017) %Grades 9-5 rose to 41.2% in 2019 from 37% in 2018 & 26% in 2017. Grade 9-4 was 58.8% in 2019 (64% in 2018 & 40% in 2017) <u>English</u> P8 English contribution was -0.25 in 2019 (-0.24 in 2018 & -1.07 in 2017) %Grades 9-5 was 41.2% in 2019, (55% in 2018 & 33% in 2017) Grade 9-4 was 61.8% (73% in 2018 & 55% in 2017)
			Sutton Trust: Small group tuition +4 months, reduced class size +3 months			
Camp Xtra/ after-school clubs	T&L	£2,000	There are many out of school hours clubs aimed at all age groups. All PP students to be personally invited to take part. PP Student voice to be used to ensure the right clubs are available where possible. Camp Xtra is the school's literacy and numeracy based summer club aimed primarily at KS2 students.	AAB, CRT, PXW, KAH, TAB, RALS, TUTORS	For all PP students who attend after school clubs to broaden their range of activities and social skills in a supervised environment. To reinforce the importance of home learning and to provide a suitable environment for all PP students with support available.	17 x Year 6 PP students attended Camp Xtra to make progress in their literacy and/or numeracy. 112 out of 277 PP students participated in after school clubs at least once.
			Sutton Trust: Summer Schools +2 months / Extended School Time +2 months			
Support Fund	T&L	£2,500	Monies available to fund access to the school and its curriculum i.e. revision texts, uniform, essential educational trips, equipment such as cameras, laptops & reading pens etc.	SLP	To remove any possible barriers to learning caused by deprivation and ensuring full inclusion of all PP students.	All PP students in Y7 were offered 50% reduction for the whole cohort trip to Harry Potter. All other families of PP students who requested support received 50% reduction in costs. All Y11 students in receipt of PP received revision books free of charge.
			Sutton trust: Digital technology +4 months			

PP Champion for KS3	T&L / Welfare	£22,500	A 0.8 Pastoral Assistant will be employed to support the most vulnerable PP students in Y8 and Y9 as their key worker, to remove all barriers to their achievement and promote positive outcomes and welfare. SLP & JXR	For identified students to make expected and good levels of progress in core subjects, attendance, behaviour and HL completion rates.	The KS3 PP Champion had an initial remit of 26 Y8 and Y9 students. Over the course of the year, 6 of these students left the school. 5 students needed significant additional support and are now being supported through CAMHS and SEND diagnoses. 10 students made expected or better progress at the end of the year. 4 students improved their attendance from the previous year. Over time, instances of ISR, SLT detentions and FTE reduced for 70% of these students. Through regular contact home, relationships and trust between school and parents improved.
			Sutton Trust: behaviour Interventions + 3 months, Meta-Cognition & self regulation +7 months		

READING : Fewer than 5% of students in receipt of Pupil Premium will have a reading age below their chronological age

Intervention	Teaching & Learning or Welfare	Cost	Description of intervention	Who responsible?	Intended outcomes	Impact of intervention (Sept 2019)
Raising profile of reading and writing	T&L	£5,000	Use of new exercise books to increase focus on literacy skills and SPAG; regular competitions linked to raising profile of reading and writing e.g. Spelling Bee competition, Reading challenges, Reading quizzes, Risky Reading competitions and visits to book shops & BBC Bristol.	SLP, PML, EXE, RPS	All students in receipt of Pupil Premium in Y7 will have the opportunity to visit a book store; all students in KS3 will engage in Spelling Bee competition, will receive frequent rewards and incentives for reading.	All Y7 PP students visited the local library; 16 students in Y7, Y8 and Y9 visited a local book store; all PP students participated in the Spelling Bee with over 50% representation of PP students on Spelling Bee teams; PP student voice indicated that 80% recognised an increase in the frequency and expectation surrounding literacy activities.
			Sutton Trust: Reading Comprehension strategies +6 months / Aspirations +0 months			
Literacy support & Specialised Learning	T&L	£4,000	Targeted Literacy support for all students in receipt of PP who are below their chronological reading age	VMA, TWA, DPF	For identified students to make progress so that their reading age is close to, at or above their	See chart above for reading data. Overall number of PP students in KS3 below their chronological reading age decreased.

			Sutton Trust: Small group tuition +4 months; Mastery Learning +5 months		chronological reading age.
Accelerated Reading	T&L	£4,500	All PP students in Years 7, 8 and 9 to be guided in their reading and choice of books. To have one literacy lesson a week (one lesson per fortnight for Y7) in the Learning Resources Centre. To work with parents to discuss these books with their children	SLP, PML, EXE, HXH, RPS	To improve the reading and comprehension skills of all Y7, Y8 & Y9 PP students. To make them aware of the types of books that are available and to impress on them the value of reading especially outside of school.
			Sutton Trust: Small group tuition +4 months / one to one tuition +5 months / reading comprehension strategies +6 months		
Book Club	T&L	£50	All students in Y7 – Y10 will engage in a regular 'Book Club' which involves reading a 'class reader' out of their usual genre (to include classic novels and contemporary short stories). PP students will be targeted with challenging texts to ensure increased exposure to high quality language.	ALL TUTORS Y7 – Y10	To enable small group reading of more challenging and culture rich texts, modelled by teaching staff from all disciplines.
			Sutton Trust: Small group tuition +4 months		
Author visit	T&L	£500	2 x Authors to visit more able KS3 and KS4 students in receipt of Pupil Premium to raise aspirations and writing skills.	SLP, PML, EXE	To allow small groups of more able readers and writers to learn the skill of writing novels.
			Sutton Trust: Small group tuition +4 months / Aspirations +0 months		

HOME LEARNING : Fewer than 5% of students in receipt of Pupil Premium will be in SLT detention for failing to complete Home Learning

Intervention	Teaching & Learning or Welfare	Cost	Description of intervention	Who responsible ?	Intended outcomes	Impact of intervention (Sept 2019)
Fully equipped pencil case for all PP students & Home Learning Club to be targeted at PP students	T&L	£500	All PP students to be offered a fully equipped pencil case at the start of Term 1. All tutors to be given a stock of basic classroom equipment to be given out, without comment, to PP students as required PP students regularly failing to produce Home Learning to be targeted for HL club support	SLP, RALs, TUTORS, PLs	For all PP students to begin each day fully equipped & Home Learning to have been completed so that students are ready to learn and have this barrier to learning removed without comment	All PP students received equipment in Y7 and as needed in Y8 – Y11 including scientific calculators and revision books for KS4 and KS5 students thus improved P8 scores.
			Sutton Trust: Homework +5 months			
Aspirations visit	T&L	£3,800	Y8 & Y9 HEI visits to explore meta-cognition and how it is used at University including the importance of independent study	SLP, AJA	To ensure that all eligible PP students in Y8 & Y9 have access to a University experience and taster session with University lecturers building on meta-cognition – how best to learn	All Y8 & Y9 PP students eligible to go to University (according to attainment data) attended a University visit and 100% reported raised awareness of the advantages of going to University and how to achieve it
			Sutton Trust : Meta-cognition & self regulation +7 months / Aspirations +0 months			
KS3 English & Maths mentors (TLR3a) including 1:1 after-school tuition	T&L	£3,500	Identified underachieving small groups of Y8 & Y9 students in receipt of Pupil Premium targeted with Grade 4, 5 or 6 to receive 1:1 tuition in English & maths after school from designated teaching staff to support with HL.	SLP	PP Students in Y7, Y8 & Y9 will be in a better academic position when starting their GCSE exams.	Particular success for students with higher prior attainment (HPA) with 75% attendance to sessions overall. All students who attended regularly improved in their individual targeted area of maths and English with 5 / 6 HPA Y9 maths students improving their maths grade from the start of the year & all HPA English students in Y8 & Y9 increasing scores by at least 2 sub grades. Students reported better confidence in maths / English and TA feedback stated that many LPA students were more focussed in English and maths lessons as a result.
			Sutton Trust : Meta-cognition +7 months / Aspirations +0 months / Small group tuition +4 months / one to one tuition +5 months ; Mastery Learning +5 months			

Total =£233,268.00