

# Pupil Premium strategy statement



## Research

The Pupil Premium Strategy provides additional funding for students from deprived backgrounds. Research shows that these students underachieve compared to their non-disadvantaged peers. Education Policy Institute's Annual Report in July 2016 found that by the end of secondary school disadvantaged children were on average 19 months behind their peers. This report, *Divergent Pathways: the disadvantaged gap, accountability and the Pupil Premium*, examines how that gap grows across early years, primary and secondary phases and the extent to which different types of schools are closing the gap. One key finding is that, 'Around 40% of the gap between disadvantaged pupil and their peers is present at age 5'

The NFER survey undertaken in November 2014, as documented in *Supporting the attainment of disadvantaged pupils: articulating success and good practice: Research report* November 2015, found that schools had used a large number of strategies (18 per school, on average) in order to raise attainment of disadvantaged pupils since 2011. The most popular strategies and those that schools considered to be the most effective, focused on teaching and learning, especially paired or group and improving feedback. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation Teaching and Learning Toolkit.

The government does not dictate to schools how to spend this money, but it is clear that strategies need to be employed that are suited to disadvantaged profile of the school in increasing students' attainment thus 'narrowing the gap'. Our Diminishing the Difference Strategy across all niche groups focuses on 3 main strands:

- Attendance
- Teaching and Learning
- Curriculum matching the needs of learners

Schools' typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement. NFER 2015

**Exceptional Education at the Heart of the Community**



**Pupil Premium Strategy Statement:**

1. Summary information					
<b>School</b>	Oasis Academy Sholing				
<b>Academic Year</b>	18-19	<b>Total Pupil Premium budget</b>	£241,518	<b>Date of most recent Pupil Premium Review</b>	June 2018
<b>Total number of pupils</b>	940	<b>Number of pupils eligible for Pupil Premium</b>	263	<b>Date for next internal review of this strategy</b>	Nov 2018
2. Review of expenditure					
<b>Previous Academic Year</b>	2017/2018				
i. Quality of teaching for all					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?</b>	<b>Cost</b>	
Quality first teaching across the school that impacts on the progress	<p>Internal and external CPD focus on teaching and learning strategies and data</p> <p>Intervention following RAP to clarify misconceptions and target</p>	<p>Exam results 2018 show underachievement of Pupil Premium students</p> <p><u>Attainment 8 2018</u> PP 31.08 NPP 44.18</p> <p><u>Progress 8 2018</u> PP -1.13 NPP -0.59</p> <p>The overall P8 for Year 10 Pupil Premium is -0.6. The attainment gap increased from 0.6 grades to 0.7, compared to a profile gap of 0.4.</p> <p>KS3 years maintain an average mastery over 80%, the accepted threshold, for both all and Pupil Premium students. Year 7 Catch Up students are achieving an average 94% mastery. NB. 58% of Year 7 Catch Up are Pupil Premium.</p>	<p>Teaching and learning strategy needs further refinement, following inconsistent practise across the school. New Teacher &amp; Learning Policy from September 2018 using the accelerated learning cycle to plan lessons. Continue to use Learning and Progress class information sheets as this ensures all staff know all groups of learners and use bespoke strategies.</p> <p>RAP for PP will be a standing agenda at the weekly curriculum This is timetabled again next year with further refinement following evaluation to include PP RAP in the meeting cycle</p>		

Improved Key Stage 3 reading ages	<p>Literacy focus in lessons and tutor time – iSpell (differentiated spellings to learn), word of the day (focus on a word a day throughout each lesson, Spelling Bee (competition in assemblies))</p> <p>Drop Everything And Read (DEAR time) 20 minute reading every day</p> <p>Effective use of Accelerated Reader in timetabled lessons</p> <p>Relaunch of library</p>	22% year 7 Pupil Premium students read at chronological reading age at the start of the year, increasing to 37% in the June test. The year start gap is 14%, halving to 7% by June. Year 8 showed similar progress.	<p>Reading ages have not improved at rapid enough pace.</p> <p>Lessons were timetabled for Accelerated Reader in KS3 English classes and organised and monitored by Accelerated Reader lead. Evaluation of the system has highlighted shortfalls. NRGTT tests will replace current testing. Accelerate Reader will not continue with the introduction of English Mastery in Key Stage 3. This is an English curriculum designed to support students become literate and love literature.</p> <p>DEAR time and availability of books Pupil supported by new library lead. DEAR will continue for Year 8 only due to the introduction of reading for pleasure in year 7.</p> <p>Year 9 students provided with non-fiction texts during tutor time and DEAR.</p> <p>Need a more focused whole school strategy and quick identification for those needed one to one sessions.</p>	<p>Staff , T and L CPD, literacy resources, AR licence, library relaunch including staff</p> <p>TOTAL £65,000</p>
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
Improvement in literacy levels for underachieving students	Small group intervention and one to one with teachers and LSAs	Pupil Premium literacy levels are lower than Non Pupil Premium in all year groups. In the summer 2018 review of reading ages, on average Pupil Premium students were a reading age year behind and making slower improvement, with the exception in Year 8 where they are a reading age 1 year and 3 months behind on average.	<p>Refocus literacy intervention. Use of French Start phonics and Mastery programme from September 2018 for Key Stage 3</p> <p>SENCO to lead tutortime intevention for Key Stage 4</p>	
Key Stage 4 students achieve target grades or above.	Mentor programme  'Individual Education Plans' for Year 11	Summer data capture indicated that 46% of current year 11 Pupil Premium students are achieving their target grades across their subjects, compared to 58% of all students (as shown by	Mentoring is a positive experience. This will be enhanced by finding external mentors rather than just OAS staff	

	<p>Pupil Premium students</p> <p>1:1 and group tuition – core staffed by HODs during tutortime</p>	<p>their actual average point score compared to their target point score).</p>	<p>Individual Education Plans led by tutors enabled sataff to get to know the whole of the child as well as pushing them academically. The info on these plans need to be use more forensically by staff</p> <p>Lunchtime intervention was well attended compared to after school so this approach will continue.</p> <p>Late in the year PIXL’s Q analysis was used, enabling focussed interventions on effort/motivation as well as progress. This will be developed further for next year’s cohorts. Research further PIXL strategies for all year groups.</p>	<p>Staffing and resources</p> <p>TOTAL £45,000</p>
ii. Targeted support				
<p>Increase in Pupil Premium attendance rates</p>	<p>Attendance team forensically report and act upon absence daily.This includes home visits on first day absence for Pupil Premium students</p>	<p>The attendance of Pupil Premium students rose from 91.6% in 2016-17 to 92.1% in 2017-18 due to the collective focus on PP student’s attendance.</p>	<p>Embedded use of SOL Attendance tracker throughout school by all teaching and support staff has ensured all students and parents are spoken to rapidly after absence. Information pertaining to at risk groups are shared with tutors by the Head of Year</p> <p>Dedicated first day absence home visit for all Pupil Premium students will continue</p> <p>The Attendance policy will continue with the current rigour and pace.</p>	
<p>Pupil Premium students are prepared for life in Modern Britain motivated to learn</p>	<p>iFuture. Developed to enhance study skills, life skills and increase aspirations</p> <p>Future aspirations. Careers years 7-11 + bespoke programmes for KS4 Pupil Premium students</p> <p>Funding of trips, uniform and equipment</p> <p>Funding of peripatetic music lessons</p>	<p>100% of Years 10 and 11 students have had at least one career interviews.</p> <p>12 of 54 students have fully funded music peripatetic lessons.</p> <p>31% of Pupil Premium students have been on a fully funded educational visit.</p> <p>All Year 11 Pupil Premium students had personal invitations and a phone call home to attend the Isle of Wight revision weekend. 11 students attended, fully funded.</p> <p>KS3 Pupil Premium student attitudes to learning are comparable to Non Pupil Premium, with Year 7 Pupil Premium student attitudes indicating as</p>	<p>Need a new whole school parental engagement strategy to reach those parents who do not engage with the school and their child’s learning.</p> <p>Raise profile of extra-curricular experiences.</p> <p>Continue with use of outside agencies such as No Limits</p>	

	<p>Outside agencies – No Limits, Fairshare</p> <p>Encourage all Pupil Premium students to participate in at least one co-curricular activities</p> <p>Increased parental engagement</p>	<p>being higher than Non Pupil Premium. Year 9 started with the same positive gap, but attitude appears to drop as students’ progress through KS4 at a greater rate for Pupil Premium students than Non Pupil Premium.</p> <p>85% of No Limits appointments are for Pupil Premium students.</p> <p>A quarter of all students attend after school sports, which includes 15% of the Pupil Premium cohort. 8% of Pupil Premium students stay after school for activities other than sports.</p> <p>Parent attendance at parent evenings:</p> <table border="1" data-bbox="672 558 1209 790"> <thead> <tr> <th></th> <th>% All Parents</th> <th>% PUPIL PREMIUM</th> </tr> </thead> <tbody> <tr> <td>Parents</td> <td></td> <td></td> </tr> <tr> <td>Year 7</td> <td>65%</td> <td>42%</td> </tr> <tr> <td>Year 8</td> <td>67%</td> <td>40%</td> </tr> <tr> <td>Year 9</td> <td>67%</td> <td>37%</td> </tr> <tr> <td>Year 10</td> <td>63%</td> <td>55%</td> </tr> <tr> <td>Year 11</td> <td>64%</td> <td>43%</td> </tr> </tbody> </table>		% All Parents	% PUPIL PREMIUM	Parents			Year 7	65%	42%	Year 8	67%	40%	Year 9	67%	37%	Year 10	63%	55%	Year 11	64%	43%		
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Year 11	64%	43%																							
<p>Curriculum matches needs of the learners</p>	<p>Introduce BTEC and more vocational qualifications</p> <p>AP places</p> <p>Reflections centre placements</p>	<p>This Year the school expanded option choices to include more vocational subjects including BTEC Music, BTEC Sport and CiDA .In Year 9 42% of the Music class are Pupil Premium, 29% of the Sport class and 32% of CiDA,</p> <p>75% of students who are in alternative provision are Pupil Premium.</p> <p>85% of students accessing support within the Reflection Centre are Pupil Premium (100% SEN) in order to give them 1-1 short term support to boost achievement.</p>	<p>Vocational courses to be monitored for impact on Pupil Premium progress.</p> <p>Analysis of needs of students requiring extra provision in order to engage in education and keep in the Academy.</p>	<p>Attendance , careers, educational resources, Curriculum, Reflections centre</p> <p>TOTAL £127,000</p>																					

<b>Total</b>	<b>£237,000</b>

<b>3. Prior Year Achievement</b>		
<b>Achievement for: 2017-2018 ( pupils) Whole school</b>	<i>Pupils eligible for PUPIL PREMIUM (your school)</i>	<i>Pupils not eligible for PUPIL PREMIUM</i>
<b>Progress 8</b>	<b>-1.13</b>	<b>-0.59</b>
<b>Attainment 8</b>	<b>31.08</b>	<b>44.18</b>
<b>% taking Ebacc</b>	<b>5%</b>	<b>34%</b>
<b>Ebacc Average Point Score</b>	<b>2.43</b>	<b>3.86</b>
<b>% achieving Ebacc strong / standard</b>	<b>0% / 2%</b>	<b>14% / 23%</b>
<b>Basics 4-9</b>	<b>30%</b>	<b>61%</b>
<b>Basics 5-9</b>	<b>7%</b>	<b>41%</b>
<b>Basics 7+</b>	<b>0%</b>	<b>6%</b>

<b>4. Barriers to future attainment (for pupils eligible for PUPIL PREMIUM, including high ability)</b>	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Disadvantaged students who also have SEND needs make less progress in comparison to SEND students without Pupil Premium
<b>B.</b>	Pupil Premium literacy levels are lower than Non Pupil Premium in all year groups. On average Pupil Premium are a Reading Age year behind, with the exception in Year 8 where they are a Reading Age 1 year and 3 months behind on average.
<b>C.</b>	Variation in the quality of teaching and learning across the curriculum
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Social economics of Pupil Premium student families: for example, the IDACI average for year 11 2019 Pupil Premium students at TSTC is 0.29, compared to an average of 0.19 for Non Pupil Premium students (gap increased from 2018 year 11s).
<b>E.</b>	Attendance - Whole school average attendance is 94.14%: average attendance of Non Pupil Premium students is 95.36%, average attendance of Pupil Premium students it is 92.1%.
<b>E.</b>	Parental engagement in school life.

5. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved progress and attainment for Pupil Premium students This will be measured by: <ul style="list-style-type: none"> <li>Data capture analysis</li> <li>Assessment data including KS4 Pupil Premium outcomes</li> <li>Performance tables</li> <li>Half termly review of KPIs</li> </ul>	Pupil Premium students across the school make expected progress Increase in Attainment and Progress 8 for Pupil Premium students Basics 9-4EM = 73% for disadvantaged students
B.	Improved attendance This will be measured by: <ul style="list-style-type: none"> <li>Weekly SOL analysis</li> <li>Half termly review of KPIs</li> </ul>	Improve overall attendance among pupils eligible for Pupil Premium to 94%.
C.	Pupil Premium students are motivated to learn by fully engaging in school life and have aspirations for the future This will be measured by: <ul style="list-style-type: none"> <li>Data capture analysis – engagement with learning</li> <li>Extra-curricular and trip data</li> <li>Final Destination figures</li> </ul>	100% of Pupil Premium students either continue to full time education or do an apprenticeship. Data capture attitude to learning for Pupil Premium in line with Non Pupil Premium. Increase in take up of extra-curricular of Pupil Premium opportunities including school trips.

## 6. Planned expenditure

Academic year	2018/19
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i Quality of teaching for all

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/years)	Costs Does this include non PP funding in addition?
Teaching and learning strategies employed for Pupil Premium students does not impact on student progress	Refined accelerated learning cycle used for lesson planning across the school from September 2018  Internal CPD focus on high quality teaching and learning. CPD meeting every Friday as well as Oasis South Coast joint INSET 6 times a year	'What happens in the classroom makes the biggest difference' EEF  Exam results 2018 show underachievement of Pupil Premium students <b>Attainment 8 2018</b> Overall PP 31.08 NPP 44.18 English PP 6.53 NPP 9.52 Maths PP 6.33 NPP 9.21	90% of Pupil Premium students make at least expected progress  <b>Attainment 8 2019 (based on Base Grades)</b> Overall PP 43.41 NPP 49.27 English PP 9.36 NPP 10.12 Maths PP 8.34 NPP 9.86 EBacc PP 11.68 NPP 13.64 Open PP 14.03 NPP 15.65	KED	Whole academic year  Tracking and RAP Plans at each Data Capture	CPD £5000

	<p>External CPD focused on raising attainment and progress ( e.g. PIXL)</p> <p>Staff learning folders clearly identify disadvantaged groups on seating plan and teaching strategies on class progress and info sheets.</p> <p>SMHW seating plans to be used from September 2018</p> <p>Rigorous RAPs to inform planning</p> <p>Use of Show My Homework to encourage out of school learning</p>	<p><b>Progress 8 2018</b>  Overall PP -1.13 NPP -0.59  English PP -1.34 NPP -0.56  Maths PP -0.89 NPP -0.31  EBacc PP -1.26 NPP -0.69  Open PP -1.02 NPP -0.7</p> <p>Basics 9-5 PP 7% NPP 41%  Basics 9-4 PP 30% NPP 71%</p> <p><b>Progress 8 2018 for PP Sub Groups</b>  SEN PP -1.7 SEN NPP -1.4  NSEN PP -1.0 NSEN NPP 0.5  Male PP -1.3 Male NPP -0.7  Female PP -1.0 Female NPP -0.4  LAP PP -0.6 LAP NPP -0.1  MAP PP -1.0 MAP NPP -0.7  HAP PP -1.9 HAP NPP -0.6</p>	<p>Basics 9-5 PP 28% NPP 44%  Basics 9-4 PP 60% NPP 81%</p>			
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**ii Targeted support**

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/years)	Costs Does this include non PP funding in addition?
Lower levels of literacy levels	Ark English mastery introduced in KS3, which includes Reading for Pleasure lessons. Regular contact with Oasis and Ark mastery link including termly visits. SENDCO to teach Fresh start phonics as part of this programme. Work with Oasis National Lead Practitioners for English throughout the year	<p>Data provided by Ark states that students going through the Mastery programme make at least one additional grade's progress in English over the course of a key stage</p> <p>Mastery learning has high impact for a very low cost (+8 months)</p> <p>A third of Pupil Premium students have been identified as being below their Reading Age in NRGT tests</p> <p>Pupil Premium literacy levels are lower than Non Pupil Premium in all</p>	<p>Reading Age is equivalent to Actual Age throughout the school</p> <p>English Progress 8 is within the Floor Standard</p>	AWY	Whole school year	NB Mastery costs in teaching and learning budget

	Whole school Literacy programme – Word of the Day, iSpell, DEAR, literacy target across the curriculum	year groups. On average Pupil Premium are a reading age year behind, with the exception in Year 8 where they are a Reading Age 1 year and 3 months behind on average.				
Low progress for high ability Pupil Premium students	Brilliant club – external organisation working with HAP students. Students complete a project led by PHD students and visit a range of universities  HAP bespoke revision programme to aim for 7-9 grades  Mentoring programme with external business mentors	Pupil Premium students do not make as much progress as  <b>Progress 8 2018</b> Overall PP -1.9 NPP -0.6 English PP -1.4 NPP -0.3 Maths PP -1.6 NPP -0.3 EBacc PP -2.2 NPP -0.7 Open PP -2.1 NPP -0.9  Basics 9-5 PP 33% NPP 72% Basics 9-4 PP 56% NPP 89%	At least 50% of students taking part in the Brilliant Club are Pupil Premium  Improvement in outcomes for Pupil Premium HAP so that they make at least expected progress  <b>Attainment 8 2019 (based on Base Grades)</b> Overall PP 57.06 NPP 58.17 English PP 11.5 NPP 11.36 Maths PP 11.75 NPP 12.06 EBacc PP 16.31 NPP 16.87 Open PP 17.50 NPP 17.88  Basics 9-5 PP 81% NPP 78% Basics 9-4 All 100%	LJN	Whole school year. Tracking and RAP Plans at each Data Capture	Brilliant club for PP £1920  Mentoring resources £1000
Underachievement of Pupil Premium students who also have a Special Educational Need	LSA support of Pupil Premium SEN in lessons - 45% of LSA hours  Use of ELSA to support emotional needs ( 1/3 of ELSA TT planned for Pupil Premium SEN)  Priority provision in The Reflections centre for Pupil Premium SEN students who require a more focused learning experience	8% of students are Pupil Premium SEN  <b>Progress 8 2018 (SISRA provisional)</b> Overall SEN PP -1.8 NSEN PP -1.0 English SEN PP -2.5 NSEN PP -1.1 Maths SEN PP -1.3 NSEN PP -0.8 EBacc SEN PP -1.8 NSEN PP -1.2 Open SEN PP -1.5 NSEN PP -0.9  2 SEN PP students targeted to achieve Basics 9-5, 0 achieved 6 SEN PP students targeted to achieve Basics 9-4, 0 achieved	Improvement in outcomes for Pupil Premium SEN so that they make at least expected progress  <b>Attainment 8 2019 (based on Base Grades)</b> Overall SEN PP 34.34 NSEN PP 43.08 English SEN PP 7.75 NSEN PP 8.77 Maths SEN PP 6.0 NSEN PP 8.15 EBacc SEN PP 8.63 NSEN PP 11.77 Open	SENCO	Whole school year  Tracking and RAP Plans at each Data Capture	TAs £42,500  SENDCO £15,000  Reflections centre staffing and resources £44,500

	Year 7 SEN Pupil Premium phonics group led by SENCO  Years 8 and 9 literacy and numeracy catch up led by SENDCO		SEN PP 11.97 NSEN PP 14.38  Basics 9-4 SEN PP 25% NSEN PP 54%			
<b>iii Whole school strategies</b>						
<b>Issue identified</b>	<b>Action to be taken</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Intended outcome</b>	<b>Staff lead</b>	<b>Expected life span of strategy (months/years)</b>	<b>Costs Does this include non PP funding in addition?</b>
Poor attendance rates in Pupil Premium students	Strategic use of Sol tracker across all levels in the school  Daily planned attendance intervention include daily phone calls, texts and home visits  Reward strategy to promote good attendance  Weekly safeguarding meeting includes attendance update per year group and niche group and drilling down to individual students.  Discussion in Pupil Premium RAP meeting – removing barriers to learning	Pupil Premium attendance for 2017/18 is 92.1%  19% of students below 90% attendance are Pupil Premium students  Internal data shows strong correlation in reduced progress with lower attendance, regardless of ability level	Increase in Pupil Premium attendance rates to 94% (whole school target 96%)	LJO	Whole school year  Monitored fortnightly	£25,000
Attitude indicator highlights lack of Pupil Premium engagement in the curriculum, with resulting lower progress levels, especially in the Open element courses.	Provide more accessible curriculum subjects in option choices in the form of BTEC and vocational qualifications  Ensure there are no barriers to learning by providing	One size does not fit all. Pathways for GCSEs to ensure appropriate curriculum for Pupil Premium students.  The % of Pupil Premium students accessing vocational curriculum subjects has increased each year, 60% Year 11, 64% Year 10 and 71% in	Increased engagement in learning demonstrated in Data Capture monitoring and Q Analysis	LJN	Whole school year  Tracking and RAP Plans at each Data Capture	Curriculum £45,000  Subject resources £10,000

	<p>subject resources and revision guides</p> <p>Alternative Provision places available for Pupil Premium students where necessary</p> <p>Short term Reflections centre intervention</p>	<p>Year 9, where more vocational courses have been added to the curriculum each successive year.</p>				
<p>Pupil Premium students are not always ready for learning</p>	<p>Relaunch Breakfast club to Pupil Premium parents and students</p> <p>Use of external support– No Limits, Fairshare</p> <p>Uniform subsidy</p>	<p>50% of students who attended breakfast club in the academic year 2017-2018 were Pupil Premium students.</p> <p>85% of students accessing No limits counselling service are Pupil Premium students</p> <p>25 Families benefit from Fairshare food parcels throughout the year. 8 Pupil Premium families relied on TSTC Fairshare for their weekly shop.</p>	<p>All Pupil Premium students are ready and engaged in their learning</p> <p>Monitor No limit, uniform and Fairshare, referrals to ensure all students who need these services receive them.</p>	<p>SEL</p> <p>LJO</p>	<p><b>Whole school year</b></p> <p><b>Engagement monitored at each Data Capture</b></p>	<p>Breakfast club £7,500</p> <p>Fairshare £2,500</p> <p>No limits £3,000</p> <p>Uniform and equipment £5,000</p>
<p>Pupil Premium students do not take up all opportunities available to them</p> <p>8% of Pupil Premium students regularly attended at least an extra-curricular activity last academic year compared to 24% non Pupil Premium</p> <p>30% of Pupil Premium students went on a school trip last year (down from 42% the previous year) despite</p>	<p>iFuture. Developed to enhance study skills, life skills and increase aspirations</p> <p>Pupil Premium Careers programmes for KS4 Pupil Premium students</p> <p>Ensure Pupil Premium students are enabled to be engaged in extra curricular opportunities. Financial support for trips and extra-curricular activities including music lessons. Contact home regarding trips to encourage</p>	<p>“Students from disadvantaged backgrounds do not get the same life chances to build skill levels as their more fortunate peers” John Dunford, national Pupil Premium champion</p> <p>8% of Pupil Premium students regularly attended at least an extra-curricular activity last academic year compared to 24% non Pupil Premium</p> <p>30% of Pupil Premium students went on a school trip last year (down from 42% the previous year) despite being funded by the school</p> <p>Research suggests that arts participation can have impact on English, maths and science learning</p>	<p>At least 50% of Pupil Premium students regularly attend an extra-curricular club</p> <p>At least 70% Pupil Premium students attend a residential trip</p> <p>All Pupil Premium students to attend at least one careers interview per academic year</p>	<p>KED</p>	<p><b>Whole school year</b></p>	<p>Trips £15,000</p> <p>Music lessons £3,200</p> <p><u>Pupil Premium Careers events</u> Year 7 Kidzania, London £4,000</p> <p>Year 8 Get inspired , £1000</p>

being funded by the school	attendance and remind parents of school funding  Actively encourage parental engagement at parent's evenings, tutor mentor afternoons and workshops	at both primary and secondary school level. <ul style="list-style-type: none"> <li>• Greater effects for younger learners in impact on cognitive tests</li> <li>• Wider benefits on attitudes and well-being</li> <li>• Specific benefits are linked with some particular activities, such as spatial awareness and music</li> </ul> NFER  Research has shown that outdoor adventure learning and sports participation can positively impact on student progress - EEF Toolkit				Year 9 Growth Mindset conference £2000  Year 10 University residential £700  Year 11 revision weekend £4,500
Planned TOTAL COST						£240,350
<b>8. Additional detail</b>						