

E-ACT Pupil Premium Strategy

2019-2020

Financial year statement

For each child registered as eligible for free school meals at any point in the last 6 years:

- £1320 for pupils in Reception to Year 6
- £935 for pupils in Year 7 to Year 11

Schools will also receive £2300 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £2300 of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child’s education setting who best understands their needs.

Evaluation of funding and impact for 2018-2019

IMPACT STATEMENT

| 1. Review of expenditure and Impact | | | | |
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| 2018-2019 | | | | |
| 1) | | | | |
| Desired outcome | Chosen action/approach | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Progress 8 for Pupil Premium will improve on 2018 figure of 0.61 | <p>First wave quality teaching</p> <p>Teaching & learning coaching- time for staff to provide intervention</p> <p>Mentoring with SLT</p> <p>Intervention sessions for PP students 4.30-7.00</p> <p>All HODs aim for FFT 5% targets as well as aspirational targets in excess of this.</p> <p>Class charts purchased for producing strategic seating plans.</p> <p>Use of FFT5 targets</p> | <p>Internal data shows PP student on track to exceed last year’s P8 figure of 0.61. Non-PP students also on track to exceed P8 of 0.61.</p> <p>All PP students attend before school and after school intervention sessions. Saturday and holiday schools also provided for PP students.</p> <p>FFT5 targets used by all departments. Line management meetings with CHF, MAR or CLJ held weekly, or fortnightly as appropriate to monitor progress against targets. Action has been taken swiftly to address any underperformance.</p> <p>Class charts is used by all staff and PP students highlighted. Students making least progress are seated at the front of the classroom.</p> | <p>First wave quality teaching remains the strongest strategy for ensuring that our disadvantaged students perform at least as well as non-disadvantaged students nationally. SLT learning walks, book scrutiny and our effective coaching programme will continue, with teaching and learning continually improved by our responsive CPD programme.</p> <p>FFT5 targets will continue to be used as they provided aspirational yet achievable targets. Aspirational targets are of the utmost importance for our disadvantaged students.</p> <p>Class charts will continue to be used – we will look to make sure that if the lesson is delivered by someone other than the usual class teacher, that they are also using the class charts seating plan for that group.</p> | <p>SLT Salary £60,000</p> <p>Behaviour for learning leader salary £24,174</p> <p>Attendance officer salary : £25,951</p> <p>Class charts: £3300</p> |

| 2) | | | | |
|---------------------------------------|--|---|--|---|
| Desired outcome | Chosen action/approach | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Increase 9-4 En & Ma from 69% to 74%. | <p>Intervention sessions after school.</p> <p>Saturday Schools for core subjects (81% of students attending receive PP funding).</p> <p>Smaller class sizes for lower ability classes</p> <p>SLT mentoring</p> <p>Team teaching and small group teaching for targeted teaching and support</p> <p>Short term catch up work for PP persistent absentee students</p> <p>Ability grouping</p> <p>FFT5 targets</p> | <p>PP and non-PP students on track to exceed last year's 9-4%.</p> <p>Saturday school has been well attended by all students including PP students.</p> | <p>Intervention sessions, Saturday School and holiday school have all been well attended and effective. Having staff on site to call home immediately if a student is absent has worked well has resulted in strong attendance.</p> <p>Using additional teachers to support the Maths lessons and deliver smaller intervention sessions has meant that all students receive the support, challenge and individual high quality feedback that they need to make excellent progress.</p> <p>SLT mentoring has worked well for some students who have a strong positive relationship with their mentor. However, finding time for group mentor meetings has been more difficult this year, due to the early morning intervention sessions for the students. The early morning intervention sessions for Maths, English and Science have been highly effective, so these will continue in place of the group mentor meetings.</p> <p>Students have been taught in flexible ability groups, which have been effective in meeting the needs of the students to the pitch and pace of the lesson, with students moving between groups as appropriate. This has also enabled students to be accurately placed on the correct tier.</p> | <p>Saturday school costs: £16,540</p> <p>1 X English teacher £25,000</p> <p>1 x Maths teacher £25,000</p> <p>Staffing for small group sizes £ 154,475</p> |
| 3) | | | | |
| Desired outcome | Chosen action/approach | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |

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| <p>Increase the A8 score for PP students compared to 2018 and progress of all PP students.</p> | <p>Teaching and learning coaches to support progress</p> <p>Personal development and skills development sessions delivered every morning.</p> <p>6 Key skills developed across Key Stage 3.</p> <p>Meditation and Mindfulness in Personal Development time with tutors.</p> <p>Health and Wellbeing enrichment: run a mile/breakfast club, hygiene focus in PD time.</p> <p>IT and Homework Club</p> <p>After school and Saturday school revision sessions.</p> <p>Team teaching and small group teaching for targeted teaching and support</p> <p>FFT 5 targets used</p> | <p>PP and non-PP students on track to exceed last year's A8 score.</p> | <p>In addition to quality first wave teaching, aspirational targets and well attended intervention sessions a number of PP strategies and actions have been implemented.</p> <p>PD sessions have been delivered successfully to Year 7-10 which have had a positive impact on the students' health and well-being. These will continue. Year 11 have had the same sessions delivered in the afternoon. The PD curriculum for Year 11 will be reviewed to make sure that they are effectively targeted at that particular Year group that will support them through a challenging time.</p> <p>Run a mile was well attended initially with 20-30 students participating. As the evenings got darker attendance reduced. New gym equipment has now been installed which is expected to boost attendance as sessions can be moved inside when it is darker and colder. For 2019-2020 we will also be running the Magic Breakfast scheme as a breakfast club.</p> <p>Intervention and FFT 5 targets have been highly effective as previously stated.</p> | <p>SLT Salary £60,000</p> <p>Open door counselling: £6000</p> <p>Breakfast £16,560</p> |
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| <p>Reduce attendance gap between PP and non-PP students</p> | <p>Attendance data (Y7-11 focus groups, year groups, overall) analysed weekly at Senior Team level.</p> <p>Designated attendance liaison officer (DOS) produces daily attendance report and evaluative figures weekly of focus groups</p> | <p>The attendance gap is only 0.5% between PP and non-PP both are well above national.</p> <p>DOS routinely (daily in the morning) checks registers, checks phone messages, reports absences to LMs, sends parental texts, makes parental phone calls (to encourage attendance, letters sent if not contact achieved), diarises and adds notes to SIMS on student absences (to monitor).</p> <p>Daily absence report completed and given to CHF, CLJ and the Senior Team.</p> <p>Weekly cumulative report on focus groups and year groups also analysed by CLJ and Senior team as well as LMs.</p> <p>DOS, LMs, DSLs, BLS also record concerns on CPOMs and home visits arranged. 5 days absence leads to a CME form being sent to the LA as well as unauthorised holidays.</p> | <p>This strategy will continue as attendance is significantly above national for both PP and non-PP.</p> | <p>Cost stated previously – attendance officer</p> |
| <p>Guided Options – PP students to be unlimited in options choices.</p> | <p>PP students and parents to be supported through guided options process by tutor, LM, SLT and HODs so that no child avoids opting for subjects due to PP status.</p> | <p>No difference between the subjects chosen by PP students and those chosen by non-PP students.</p> | <p>This strategy will continue as guidance at E-ACT National training day shows that PP students often avoid opting for 'costly' subjects such as Geography due to field trips or Catering due to cost of ingredients. Process to transparently demonstrate that the Academy will support students with subsidy for incurred costs for PP students.</p> | |

The requirements for a pupil premium strategy and what should be published on the website

The academy's strategy for the PP allocation for the current year

- the amount of pupil premium
- the main barriers to **educational** achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the school's next review of its strategy.

E-ACT's Pupil Premium Template for 2019-2020

Barriers to educational achievement

Please complete the list below with precise barriers to learning for example, short-term memory, -9 months reading age, spelling age more than 12 months below chronological age, no place at home to complete homework or lack of time because of caring duties, able pupil but only attaining expected levels and not greater depth.

1) Low attainment on entry

2) Low reading ages and literacy levels on entry

3) SEND

4) Low numeracy skills on entry

5) Families with complex needs.

6) Financially unable to provide resources to support their education and experiences

7) Lower attendance than non-PP students

8) Lack of cultural experiences outside of school

9) Poor diet and high levels of deprivation in the catchment area

10) Lack of resilience, revision skills and awareness of next steps all of which result in lower motivation

Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
|-------------------------------|--------------------|---|-----------------|---|--------------------------------|
| School | Heartlands Academy | | | | |
| Academic Year | 2019-2020 | Total PP budget | £495,653 | Date of most recent PP Review | 21 st May 2019 |
| Total number of pupils | 860 | Number of pupils eligible for PP | 549 | Date for next internal review of this strategy | 1 st September 2019 |

| 2. Current attainment | | |
|---|--------------------------------------|---|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving 9-5 Eng/Ma | 50% | 50% |
| % achieving expected progress in English / Maths | 68% | 71.5% |
| Progress 8 score average | 0.67 | 0.13 |
| Attainment 8 score average | 53 | 50 |

| 3 Desired outcomes | | |
|--------------------|---|---|
| Barrier | <i>Desired outcomes</i> | <i>Success criteria</i> |
| 1) | Students eligible for PP achieve a P8 score in line with or better than national non-PP students | P8 score above 0.13 |
| 2) | Students eligible for PP achieve an A8 score in line with or better than national non-PP students | A8 score above 50 |
| 3) | The percentage of students eligible for PP achieve grades 9-5 in English/Maths in line with or better than non-PP students nationally | 9-5% above 50% |
| 4) | The percentage of students eligible for PP achieve grades 9-4 in English/Maths in line with or better than non-PP students nationally | 9-4% above 71.5% |
| 5) | Students eligible for PP are given opportunities to study independently within the academy | Library made available and independent study resources provided for the students. |

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| 6) | Students eligible for PP are given cultural experiences they wouldn't otherwise have | The percentage of PP students attending extra-curricular activities increases. |
| 7) | Reduce the attendance gap between PP and non-PP students | Attendance gap of 0.5% or less |
| 8) | Support the health and wellbeing of pupils eligible for PP | Student voice and student surveys indicate students are happy and healthy. A higher percentage of PP students participate in breakfast club. |

| 4 Planned expenditure | | | | | |
|----------------------------|--|---|--|----------------------------------|---|
| Academic year | 2019-2020 | | | | |
| Barrier | | | | | |
| 1) Low attainment on entry | | | | | |
| | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |
| | Quality first wave teaching to include effective feedback for pupils that makes clear exactly what they need to do to improve their work | <p>NFER research shows this is the most important strategy for closing the attainment gap.</p> <p>EEF evidence show effective feedback has a +8 month impact if effective feedback is provided. Effective feedback makes clear to pupils what is good about what they have done, what is better than before and what they need to do to improve their work.</p> | <p>Learning walks</p> <p>Book scrutiny</p> <p>PAM lesson observations</p> <p>Training and refresher training for classroom expectations.</p> <p>Bespoke CPD programme to address academy teaching and learning needs.</p> <p>Evaluation of the impact CPD has had is built into every half termly CPD cycle.</p> | <p>CLJ</p> <p>PRA</p> <p>HAD</p> | <p>Monthly as part of the E-ACT data collection,</p> <p>Weekly book scrutiny</p> <p>Learning walks conducted by SLT every period, every day.</p> <p>Impact of CPD reviewed and evaluated every half-term.</p> |
| | Intervention sessions for PP students 4.30-7.00 | Many of our disadvantaged students lack a suitable environment to study independently at home, many do not have the support they need at home. | SLT to support all intervention sessions, quality assure the delivery of the sessions and make sure attendance is high. | SLT | Daily |
| | All HODs aim for FFT 5% targets as well as aspirational targets in excess of this | Highly aspirational targets for students increases student and teacher motivation to achieve higher grades than they otherwise would. The aspirational targets are set by in addition to FFT5 are set by the student and agreed by the teacher, to provide students with greater control and ownership over their educational aims. | HODs and teachers form intervention/actions plans for individually targeted students based on current performance they will monitor the impact and progress against FFT 5 targets and aspirational targets – report to SLT line managers and CLJ on a fortnightly or weekly basis. | CLJ | Fortnightly |

| Total budgeted cost | | | | | £284,542 |
|---|--|---|--|-------------------|---|
| 2) Low reading ages and literacy levels on entry | | | | | |
| | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |
| | Quality first wave teaching to include effective feedback for students that makes clear exactly what they need to do to improve their work. Literacy errors highlighted, with rule reminders given and corrections made by students. | <p>NFER research shows this is the most important strategy for closing the attainment gap.</p> <p>EEF evidence show effective feedback has a +8 month impact if effective feedback is provided. Effective feedback makes clear to pupils what is good about what they have done, what is better than before and what they need to do to improve their work.</p> | <p>Learning walks Book scrutiny PAM lesson observations Training and refresher training for classroom expectations. Bespoke CPD programme to address academy teaching and learning needs. Evaluation of the impact CPD has had is built into every half termly CPD cycle</p> | CLJ PRA HAD | <p>Monthly as part of the E-ACT data collection,</p> <p>Weekly book scrutiny</p> <p>Learning walks conducted by SLT every period, every day.</p> <p>Impact of CPD reviewed and evaluated every half-term.</p> |
| | Reading ages highlighted on class charts | Teachers can plan effectively to improve students' literacy levels and meet their needs. | <p>Learning walks Book scrutiny PAM lesson observations Reading age data collections</p> | CLJ PRA HAD | <p>Weekly book scrutiny</p> <p>Learning walks conducted by SLT</p> <p>Termly reading age data collections.</p> |

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| | Targeted academic intervention and support for underachievement of students using Ruth Miskin Literacy. | Evidence nationally and internally shows that this is an effective programme for improving students' literacy. | Students identified from Literacy Online assessments. | PRA CHJ | Half termly |
| | Lexia for targeted students. | Evidence nationally and internally shows that this is an effective programme for improving students' literacy. | Students identified from Literacy Online assessments. | PRA CHJ | Half termly |
| Total budgeted cost | | | | | £8000 |
| 3) SEND | | | | | |
| | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |
| | Quality first wave SEND strategies, and follow up through learning walks and book scrutinies. | NFER research shows this is the most important strategy for closing the attainment gap. EEF evidence show effective feedback has a +8 month impact if effective feedback is provided. Effective feedback makes clear to pupils what is good about what they have done, what is better than before and what they need to do to improve their work. | Whole school CPD training so that staff are confident and develop the necessary skills to meet the needs of SEND students Learning walks Book scrutiny PAM lesson observations Evaluation of the impact CPD has had is built into every half termly CPD cycle | PRA CHJ | Daily through learning walks, weekly through book scrutiny and half termly through CPD evaluation. |

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| | HLTAs and other members of the SEND team are allocated as the key worker for specific students. | The key worker will have a full understanding of the student's needs. This will allow the key worker to gain a full understanding as to whether the student is able to fully access the curriculum and is learning as a consequence of accessing a high quality curriculum. | Training from the SENCO and Deputy SENCO. Learning walks Book scrutiny PAM lesson observations Student voice | PRA CHJ | Weekly |
| | Targeted TA support in lessons from two newly appointed HLTAs. These HLTAs will work with targeted students to meet their SEMH needs. | If the students' SEMH needs are met they will be able to access the curriculum and learn as a consequence. | Learning walks Book scrutiny PAM lesson observations Student voice | PRA CHJ | Termly |
| | HLTA mentoring programme. | The mentors will work in conjunction with external agencies so that there is a link worker on site and the students don't need to wait for the professional to be in school. | Continual discussion, monitoring and evaluation of the students with all stakeholders. | JOA PRA CHJ | |
| Total budgeted cost | | | | | £140,610 |
| 4) Low numeracy skills on entry | | | | | |
| | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |
| | My Maths subscription | Allows the students to work through aspects of the Maths curriculum at their own pace independently. Maths teachers can monitor My Maths and identify quickly any gaps in knowledge or topics the student finds difficult. | Maths department and class teacher to monitor the use of My Maths. Learning through My Maths evaluated during SLT line management meetings. | RNM MCF | Weekly |
| | Hegarty Maths subscription | E-ACT recommended due to the evidence of success from students who have completed the programme. | Learning walks. Training for all teachers using the programme provided by the Maths department. | RNM MCF | Weekly |
| Total budgeted cost | | | | | Previously stated |
| | | | | | |

| 5) Families with complex needs | | | | | |
|---------------------------------------|--|--|---|-------------------|--|
| | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |
| | Educational psychologist- works with students and families with complex needs this includes High Focus ASC students, HF SEMH students, school refusers, those with trauma history or multiple adverse childhood experiences or attachment disorder | Due to the complex needs of these students and families it is essential that we work with an expert in this field to meet the needs of students and families effectively. | The educational psychologist works closely with academy staff members at all levels. Continual communication between all stakeholders. Evidenced through increased attendance and decreased exclusions. | JOA PRA CHJ | Ongoing |
| | Increased number of HLTAs to meet the demand from the increased number of early help assessments and mental health concerns reported. | Students and families can receive the support they need sooner. | Continual communication between all stakeholders. Evidenced through increased attendance and decreased exclusions. | JOA PRA CHJ | Ongoing |
| | Open Door counselling on site | Helps with the increase in mental health issues that are presenting, particularly self-harm. Fast track access to support for those waiting for Forward Thinking Birmingham (wait for appointments are 5/6/ months). Also for those who do not meet threshold. Due to pressures on the mental health resources within NHS it is more and more difficult to meet threshold. | Continual communication between all stakeholders. Evaluation of counselling Evidenced through increased attendance and decreased exclusions. | JOA PRA CHJ | Ongoing |

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| | Free at Last mentoring | This is for students at risk of exclusion, disengaged with education, for those where we have concerns about their potential activity in criminality and anti-social behaviour. For those we are concerned about sexualized behaviour. | Continual communication between all stakeholders. Evidenced through increased attendance and decreased exclusions. | JOA PRA CHJ | Ongoing |
| | Toot toot | Online communication tool for students to report concerns - needed due to the increase in mental health concerns for our students. An effective way to improve communication between students and staff. Improved relationships between staff and students have been reported as a direct result of using Toot Toot. | Staff respond swiftly to any communication received via toot toot. Student voice allows us to make sure that is tis being implemented effectively. | JOA PRA CHJ | Ongoing |
| Total budgeted cost | | | | | £45,000 |
| 6) Financially unable to provide resources to support their education and experiences | | | | | |
| | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |
| | Free peripatetic music lessons | This removes the financial barrier and students are able to access this part of the academy curriculum. | Monitoring of the quality by the Head of Music. | DOL HUS | Half termly |
| | Free revision guides for all subjects | This means no student is disadvantaged by being unable to afford revision materials. | Revision guides chosen by Heads of Department and approved by SLT line | HoDs SLT | September |

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| | | | managers. | | |
| | No cost for the Year 11 Residential | This means no student misses out on the residential for financial reasons. | All aspects led by SLT | SLT | Yearly |
| | Ingredients provided for food lessons All trips for students paid for by the Academy. | Guidance at E-ACT National training day shows that PP students often avoid opting for 'costly' subjects such as Geography due to field trips or Catering due to cost of ingredients. Process to transparently demonstrate that the Academy will support students with subsidy for incurred costs for PP students. | LM and Tutor team to monitor conversations about pathways in tutor time, hold learning conversations with students we are concerned might avoid choosing subjects they think might have a cost involved. CLJ to deliver a presentation to parents to explain the option pathways. | SLT | At the end of the pathways process and ongoing as appropriate. |
| Total budgeted cost | | | | | £5000 |
| 7) Lower attendance than non-PP students | | | | | |
| | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |
| | DOS routinely (daily in the morning) checks registers, checks phone messages, reports absences to LMs, sends parental texts, makes parental phone calls (to encourage attendance, letters sent if not contact achieved), diarises and adds notes to SIMS on student absences (to monitor). Daily absence report completed and given to CLJ and the Senior Team. Weekly cumulative report on | Research shows that students eligible for PP are more likely to be persistent absentee. Supporting PP to attend school and reduce PA improves their attainment chances. Attendance assemblies and support for students with attendance concerns. Robust tracking of potential Persistent absentee students below 92%. Day 2 home visits for vulnerable Pupil Premium students. | Attendance data (Y7-11 focus groups, year groups, overall) analysed weekly at Senior Team level. Designated attendance liaison officer (DOS) produces daily attendance report and evaluative figures weekly of focus groups. | MCR DOS LMs | Daily |

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| | <p>focus groups and year groups also analysed by CHF and Senior team as well as LMs.</p> <p>DOS, LMs, DSLs, BLS will also record concerns on CPOMs and home visits arranged. 5 days absence leads to a CME form being sent to the LA as well as unauthorised holidays.</p> | | | | |
| Total budgeted cost | | | | | Previously stated |
| 8) Lack of cultural experiences outside of school | | | | | |
| | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |
| | Year 11 Residential | Provides an unforgettable experience for the Year 11s. They learn about the countryside and experience walking at night in the woods, team building, animal care and attend high quality revision session during the day. All of which boosts their self-confidence, resilience and motivation. | Led by SLT | SLT | Yearly |
| | E-ACT passport scheme | The E-ACT passport is designed to provide students with a wide range of enrichment activities and challenges. The aim is to raise aspirations and self-confidence levels. | Led by SLT and evaluated by all staff and students involved. | SLT | Ongoing |
| Total budgeted cost | | | | | £3000 |
| 9) Poor diet and high levels of deprivation in the catchment area | | | | | |
| | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review |

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| | | | | | implementation ? |
| | Magic Breakfast | Magic Breakfast are a registered charity aiming to end hunger as a barrier to education in UK schools through the provision of healthy breakfasts to vulnerable children. Evidence shows that attainment, behaviour, concentration and energy levels all improve following the implementation of the Magic Breakfast scheme. | Reviewed regularly and fully staffed. | CHJ PRA BRT | Half termly |
| | Water and bananas before exams. | To improve energy levels and concentration during exams to improve achievement. | Timing well planned to so not to disrupt revision sessions. | BRT | |
| Total budgeted cost | | | | | £2000 |
| 10) Lack of resilience, revisions skills and awareness of next steps all of which result in lower motivation | | | | | |
| | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |
| | Provide a quiet space for students who want to study by opening the library after school. | Research shows that pupils eligible for PP are less likely to have space or the right environment to study. We want to provide a calm environment for pupils to access that allows them to focus and be successful. | Consent from parents required, Fully staffed until 6pm. Monitored by SLT | SLT | Ongoing |
| | Revision skills workshops delivered for KS4 students. | Student voice tells us that students don't feel they know what to revise, when, where or how. This will be covered in the exam skills workshops. | Delivered by SLT with student voice feedback. | SLT | Ongoing |
| | Careers advisor employed one day a week. | Employing a careers advisor gives students access to unbiased expert advice and guidance about their next steps. | SLT and Middle leaders QA the careers advice and guidance. | JOA SMR RAA | Ongoing |
| Total budgeted cost | | | | | £15,500 |

5 Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.