

## New College Leicester's Pupil Premium Strategy 2023/2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year. *Please note: the impact of 2022/23 Pupil Premium strategy can be found on our website.*

### Principles:

- All members of staff and governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within the school and the local community.
- As with every student in our care, a student who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.
- We will ensure that teaching and learning opportunities meet the needs of all of our students.
- We will ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals (FSM) will be socially disadvantaged. For the purpose of this policy FSM children will include past as well as current recipients.
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals.

### Objectives:

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students.
2. The funding will be used to close the gap between the achievement of our students and their peers both nationally and within the school.
3. As far as its powers allow, the college will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives.
5. The school recognises Pupil Premium students who have a SEND (Special Educational Need or Disability), Pupil Premium students who have no SEND need and LAC (Looked after Children). Therefore, all provision is tailored slightly differently for these identified sub-groups.

### Activity in 2023-2024 academic year is based on the DfE menu of approaches:

1. Delivering High Quality Teaching
2. Providing Targeted Academic Support
3. Using wider strategies to tackle barriers to academic success

Principal: Mrs Jane Brown

Date: September 2023

1. Summary information					
Academic Year	2023/24	Total PP budget	£487,485	Date of most recent PP Review	June 2018
Total number of pupils	994	Number of pupils eligible for PP	481	Date for next internal review of this strategy	June 2024

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2021)
% achieving a strong pass 5+ in English and Maths (2022/23)	22.1% (34.0% for students with attendance of 90% or above)	Non-PP Nat 59.2%
% achieving a standard pass 4+ in English and Maths (2022/23)	34.9% (51.1% for students with attendance of 90% or above)	Non-PP Nat 79%
Progress 8 score average	-0.72 using SISRA data collaboration (+0.42 for students with attendance of 90% or above)	Not Published
Attainment 8 score average	35.6 (48.39 for students with attendance of 90% or above)	Non-PP Nat Att 8 54.7

3. Key Challenges	
Based on the context of the school, we have identified a number of challenges which could affect the success of Pupil Premium students:	
3.1 In-school barriers (issues to be addressed in school)	
A.	Literacy/numeracy skills entering Year 7
B.	Aspirations/Resilience of students
C.	Social skills/behaviour issues
3.2 External barriers (issues which also require action outside school)	
D.	Attendance of PP students
E.	Engagement of PP parents in child's learning
F.	Low aspirations/low expectations of success

4. Intended Outcomes		
	Desired outcomes	Success criteria
A.	Rapid improvement in literacy and numeracy progress in KS3	Data show accelerated progress
B.	Improved rates of progress across the college for PP students	Data meets national benchmarks/Gaps closed
C.	Reduced behavioural issues/exclusions for PP students	Students engaged in learning and successful outcomes
D.	Increased attendance for PP students to meet National non-PP attendance rates	Data shows improvement and walkthroughs show improved engagement/Gaps closed
E.	Raise aspirations for PP students by increasing opportunities and broadening student experiences	Career pathways appropriately chosen and worked for. Reduced NEET figures. Improved Outcomes

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**Activities for 2023-2024**

**1. Delivery High Quality Teaching**

Desired outcome	Chosen action / approach	What is the evidence that supports this approach?	How will you ensure it is implemented well?	Staff lead	Cost and When will you review implementation?	Impact of Interventions
Improve quality of teaching and results in EBac subjects	<ul style="list-style-type: none"> <li>Employ additional teaching staff in En/Ma/Hu/Sc and MFL to decrease class sizes and improve teacher/ student ratio and separately to provide specific EAL support</li> <li>Use extra resource to implement Mastery Learning in Maths</li> </ul>	<p><b>EEF Toolkit: Reducing class size +2 months</b></p> <p><b>EEF Toolkit: Effective Feedback +6 months</b></p> <p><b>EEF Toolkit: Mastery Learning +5 months</b></p>	All student's data is monitored 3 times a year. Students who are falling behind are discussed in the Progress Improvement Team and interventions are put into place.	JBR/CWI	<p>£130,016</p> <p>All data review points</p>	.
Increase the number of Good and Outstanding teachers across the college	<ul style="list-style-type: none"> <li>Provide individual coaching for staff (internal and external coaches)</li> <li>Support staff through informal capability procedures</li> <li>Provide a comprehensive support package for ECTs (Y1 and Y2) to move them to Good in terms of quality of teaching</li> </ul>	<p><b>EEF Toolkit: Effective Feedback +6 months</b></p> <p><b>EEF Toolkit: Meta-cognition and selfregulation +7 months</b></p>	<p>SLT walkthroughs</p> <p>Teaching typicality maps monitored</p> <p>Lesson observations</p> <p>Work scrutinies</p>	SCU	<p>£50,000 (partial cost)</p> <p>Termly</p>	
Reduce staff turnover	<ul style="list-style-type: none"> <li>Provide an extra free lesson to staff to allow them to better meet the needs of their classes and to carry out role as tutor effectively by building home/school contact</li> <li>Provide a full range of staff benefits to encourage staff to stay</li> </ul>	<b>EEF Toolkit: Effective Feedback +6 months</b>	<p>Timetable set</p> <p>Monitoring by HoY of effective use of Tutor Time</p> <p>Uptake of benefits</p> <p>Staff feedback via staff welfare group and staff survey</p>	JBR	<p>£50,000 (partial cost)</p> <p>£5,000</p> <p>End of the academic year</p>	
Development of effective quality first teaching and interventions through differentiated CPD offer and targeted appraisals	<ul style="list-style-type: none"> <li>Provide a comprehensive targeted CPD programme with a focus on metacognition and catch up strategies to increase results for high ability PP students</li> <li>New College Way modified</li> <li>Engage with external CPD providers eg OTP/NPQs</li> <li>Link quality assurance outputs to the individual appraisal documents for staff</li> <li>Develop online CPD offer for staff</li> </ul>	<p><b>EEF Toolkit: Effective Feedback +6 months</b></p> <p><b>EEF Toolkit: Meta-cognition and selfregulation +7 months</b></p>	<p>Focused walkthroughs based on CPD input</p> <p>Data monitored for middle ability</p> <p>Teaching typicality maps moving towards Outstanding</p> <p>CPD Feedback analysis</p> <p>CPD toolkit shared with teaching staff</p>	SCU	<p>£8,000</p> <p>Data points</p>	

Accelerate the progress of the High ability students	<ul style="list-style-type: none"> <li>• Whole college focus on Middle/High ability – Middle ability toolkit developed and embedded</li> <li>• Whole college focus on revision strategies –the NCL way to revise</li> </ul>	<b>EEF Toolkit: Homework +5 months</b> <b>EEF Toolkit: Effective Feedback +6 months</b> <b>EEF Toolkit: Meta-cognition and selfregulation +7 months</b> <b>EEF Toolkit: Reading Comprehension strategies +6 months</b>	Walkthroughs Data analysis Reciprocal Reading CPD delivered to English and Humanities staff Staff and student feedback re the NCL way of revision	SCU	Director of Learning – termly review	
Review and refine curriculum	<ul style="list-style-type: none"> <li>• Knowledge and skills identified in all department’s curriculum</li> <li>• Refine the curriculum to identify clearly all end points</li> <li>• Rewrite assessment plans</li> <li>• Integrate PSHE/Careers/ Citizenship/#ThisIsUs into all SoWs</li> <li>• Embed clearly the #ThisIsUs skills</li> </ul>	<b>EEF Toolkit: Effective feedback +6 months</b> <b>EEF Toolkit: Meta-cognition +7 months</b>	Deep dives focusing on the curriculum	DoLs	Time Reviewed annually	
Refine and extend the oracy strategy	<ul style="list-style-type: none"> <li>• Employ additional Perf Arts teachers to allow Oracy Lead time to develop and implement strategy</li> <li>• Implement into English/Humanities/drama and science</li> <li>• Then spread to other subjects</li> <li>• Whole school focus on the physical</li> </ul>	<b>EEF Toolkit: Social and emotional learning +4 months</b> <b>EEF Toolkit: Meta-cognition +7 months</b> <b>EEF Toolkit: Oral language interventions +6 months</b>	Monitored via Oracy Hub/Voice 21	ESH/LLE	£5,000	
<b>Total budgeted cost</b>					<b>£243,016</b>	

## 2. Providing Targeted Academic Support

Desired outcome	Chosen action / approach	What is the evidence that supports this approach?	How will you ensure it is implemented well?	Staff lead	Cost and When will you review implementation?	Impact of Interventions
Students identified for early intervention	<ul style="list-style-type: none"> <li>Data manager provides data analysis of student performance to allow targeted interventions</li> <li>Use of SISRA data system</li> <li>Progress Improvement Team (PIT) run weekly (focus on specific year groups in a rotation) led by Assistant Principal</li> </ul>	<b>EEF Toolkit: Early Intervention +6 months</b>	<p>Effective Progress Improvement Team will monitor the impact of the interventions on the identified students</p> <p>HoD and HoY confident on using the data system to start early interventions</p>	CWI	£30,000	
Improve numeracy levels	<p>Numeracy Co-ordinator (HLTA co-ordinating and delivering:</p> <ul style="list-style-type: none"> <li>Small group numeracy sessions in Years 7 - 10</li> <li>Numeracy tutor group targeted intervention to reconvene – AHA</li> </ul> <p>Employment of Strategy Lead for Numeracy</p>	<p><b>EEF Toolkit: Effective Feedback +6 months</b></p> <p><b>EEF Toolkit: Social and Emotional Learning +4 months</b></p> <p><b>EEF Toolkit: Small Group Tuition +4 months</b></p> <p><b>EEF Toolkit: Meta-cognition and selfregulation +7 months</b></p> <p><b>EEF Toolkit: Reducing class size +2 months</b></p> <p><b>EEF Toolkit: Early Intervention +6 months</b></p>	<p>Data monitoring each data point</p> <p>Director of Learning – Inclusion monitoring the Numeracy data</p> <p>Lesson observations</p> <p>Walkthroughs</p> <p>Work Scrutinies</p>	KSI/AHA/MFG	<p>£70,000</p> <p>Termly review of impact by KSI</p>	
Improve Literacy levels	<p>SENDCo coordinating and delivering with team:</p> <ol style="list-style-type: none"> <li>In class support L3 TA English lessons – Yr7 and 8 with responsibility for the progress of targeted students</li> <li>1:1 Paired reading programme</li> <li>Y7 reading rampage</li> <li>Accelerated Reader in Y7, Y8 and Y9 across the school</li> <li>1:1 targeted literacy intervention as appropriate (Toe by Toe)</li> </ol>	<p><b>EEF Toolkit: Effective Feedback +6 months</b></p> <p><b>EEF Toolkit: Social and Emotional Learning +4 months</b></p> <p><b>EEF Toolkit: Small Group Tuition +4 months</b></p> <p><b>EEF Toolkit: Meta-cognition and selfregulation +7 months</b></p> <p><b>EEF Toolkit: Reducing class size +2 months</b></p> <p><b>EEF Toolkit: Reading Comprehension strategies +6 months</b></p> <p><b>EEF Toolkit: One to One tuition +5 months</b></p> <p><b>EEF Toolkit: Early Intervention +6 months</b></p> <p><b>EEF Toolkit: Phonics +5 months</b></p>	<p>Data monitoring each data point</p> <p>Director of Learning – Inclusion monitoring the Literacy data</p> <p>Lesson observations</p> <p>Walkthroughs</p> <p>Work Scrutinies</p>	KSI/DMA	<p>SEND Spend Plan</p> <p>Termly review of impact by KSI</p>	
To improve the acquisition of English language skills, quickly, for students learning EAL to enable full access to the curriculum.	<ul style="list-style-type: none"> <li>MFL capacity dedicated to ensuring students learning EAL undertake GCSE exams in their First language.</li> <li>Rigorous induction process and baseline assessments conducted for students learning EAL including use of non-verbal reasoning assessment</li> <li>Students learning EAL are placed in appropriate sets</li> <li>Selected students learning EAL identified following baseline testing placed in dedicated Language School</li> </ul>	<p><b>EEF Toolkit: Effective Feedback +6 months</b></p> <p><b>EEF Toolkit: Social and Emotional Learning +4 months</b></p> <p><b>EEF Toolkit: Small Group Tuition +4 months</b></p> <p><b>EEF Toolkit: Reducing class size +2 months</b></p> <p><b>EEF Toolkit: Reading Comprehension strategies +6 months</b></p> <p><b>EEF Toolkit: Early Intervention +6 months</b></p> <p><b>EEF Toolkit: Oral Language interventions +6 months</b></p> <p><b>EEF Toolkit: Phonics +5 months</b></p>	<p>Data monitoring each data point</p> <p>Director of Learning – Inclusion monitoring the progress data for EAL students</p> <p>Lesson observations</p> <p>Walkthroughs</p> <p>Work Scrutinies</p> <p>Student voice /parent /carer feedback</p>	KSI/EMA	<p>£26,220</p> <p>Termly Review by KSI</p>	

	<p>Tutor Group to enhance their acquisition of the English Language, led by our EAL Coordinator</p> <ul style="list-style-type: none"> <li>• Whole College CPD (multiple) on meeting the needs of students learning EAL and those students eligible for the PP</li> <li>• Ongoing monitoring and in class support for students learning EAL and those eligible for the PP</li> </ul>					
<p>Improve results across performing arts and increase Cultural Capital for PP students</p>	<ul style="list-style-type: none"> <li>• Peripatetic Music Lessons – 1:1 or group sessions to learn instruments</li> <li>• Curve – drama workshops – 2 hours per week – free access to shows at the Curve/students perform at the Curve</li> <li>• Moving Together Dance and Arts Award – 2 hours per week</li> </ul>	<p><b>EEF Toolkit: Social and Emotional Learning +4 months</b>  <b>EEF Toolkit: Extending school time +3 months</b>  <b>EEF Toolkit: Arts participation +3 months</b></p>	<p>Monitoring of take-up data</p> <p>Feedback from students and providers</p>	KBR/ESH	<p>£23,900</p> <p>End of the academic year</p>	
<p>Improve confidence and exam results of identified vulnerable students</p>	<ul style="list-style-type: none"> <li>• SLT and identified staff to mentor these Y11 students</li> </ul>	<p><b>EEF Toolkit: Effective Feedback +6 months</b>  <b>EEF Toolkit: Meta-cognition and selfregulation +7 months</b>  <b>EEF Toolkit: Mentoring +2 months</b>  <b>EEF Toolkit: Behaviour Interventions +4 months</b>  <b>EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</b></p>	<p>Data monitored for specific mentored</p>	CWI	<p>£4,000</p>	
<p>Improve revision ability and therefore results</p>	<ul style="list-style-type: none"> <li>• Exam skills/revision workshops (External provider)</li> </ul>	<p><b>EEF Toolkit: Effective Feedback +6 months</b>  <b>EEF Toolkit: Meta-cognition and selfregulation +7 months</b></p>	<p>Student feedback Staff in the sessions</p>	CWI		
<p>Improve access to revision materials for PP students</p>	<ul style="list-style-type: none"> <li>• Provide reduced cost revision guides</li> <li>• Provide internally produced revision materials for all subjects free to students</li> <li>• Bring in theatre groups as part of English and History revision</li> <li>• Provide reduced cost calculators to students</li> <li>• Allow students to “buy” revision materials or equipment using their reward points</li> <li>• Use Twitter to send out revision materials to students and parents</li> <li>• Purchase of Maths Watch</li> </ul>	<p><b>EEF Toolkit: Homework +5 months</b>  <b>EEF Toolkit: Effective Feedback +6 months</b>  <b>EEF Toolkit: Meta-cognition and selfregulation +7 months</b>  <b>EEF Toolkit: Extending school time +3 months</b></p>	<p>Student feedback</p> <p>Exam results</p>	JBR/HoD	<p>£15,000</p> <p>End of the academic year</p>	

<p>Improve exam results through providing additional revision sessions after school, weekends and in the holidays</p>	<ul style="list-style-type: none"> <li>• Evening revision sessions</li> <li>• Holiday revision sessions run in each subject</li> </ul>	<p><b>EEF Toolkit: Homework +5 months</b>  <b>EEF Toolkit: Effective Feedback +6 months</b>  <b>EEF Toolkit: Small Group Tuition +4 months</b>  <b>EEF Toolkit: Meta-cognition and selfregulation +7 months</b>  <b>EEF Toolkit: Reducing class size +2 months</b>  <b>EEF Extending school time +3 months</b></p>	<p>Student feedback  Overview of the schedule by Head of Health and Wellbeing  Exam results</p>	<p>CWI</p>	<p>£15,000   End of the academic year</p>	
<b>Total budgeted cost</b>					<b>£184,120</b>	



### 3. Use wider strategies to tackle barriers to academic success

Desired outcome	Chosen action / approach	What is the evidence that supports this approach?	How will you ensure it is implemented well?	Staff lead	Cost and When will you review implementation?	Impact of Interventions
Students identified for early intervention	<ul style="list-style-type: none"> <li>Data manager provides data analysis of student performance to allow targeted interventions</li> <li>Use of SISRA data system</li> <li>Progress Improvement Team (PIT) run weekly (focus on specific year groups in a rotation) led by Assistant Principal</li> </ul>	<b>EEF Toolkit: Early Intervention +6 months</b>	<p>Effective Progress Improvement Team will monitor the impact of the interventions on the identified students</p> <p>HoD and HoY confident on using the data system to start early interventions</p>	CWI	£25,000	
Improve attendance of PP students	<ul style="list-style-type: none"> <li>Employ Assistant Heads of Year/Pastoral Support Officers to support students and to chase attendance and support behaviour</li> <li>Focus data onto PP students for Heads of Year</li> <li>Run School Attendance Panel Meetings with Attendance manager to offer support to individual parents and students</li> <li>Prosecution via EWO service</li> <li>Continue to employ Admin Assistant to chase attendance</li> <li>Attendance Manager in place to ensure we implement latest research</li> <li>Continue to text parents daily</li> <li>3 weekly Attendance meetings with Principal to focus on improving procedures</li> <li>Continue to run punctuality detentions for 1 hour each evening</li> </ul>	<p><b>EEF Toolkit: Effective Feedback +6 months</b></p> <p><b>EEF Toolkit: Mentoring +2 months</b></p> <p><b>EEF Toolkit: Behaviour Interventions +4 months</b></p> <p><b>EEF Toolkit: Early Intervention +6 months</b></p>	<p>Attendance and punctuality data improves</p> <p>PP attendance data and SEN attendance data improves</p> <p>3 weekly Attendance meetings with JBR to monitor impact</p> <p>Governors monitor attendance data in monthly meetings</p>	ERU	<p>£90,000</p> <p>Termly</p>	
Improve behaviour	<ul style="list-style-type: none"> <li>Strong whole college behaviour policy remains in place with the routine of the Short Stay Reflection Room and Extended Days now embedded</li> <li>CPD on behaviour management</li> <li>Train ECTs in behaviour management</li> <li>SLT/Middle Leaders on “walk” every lesson</li> <li>SLT/Middle Leader to staff the Short Stay Reflection Room and Extended Days room</li> <li>Enhance college rewards system</li> </ul>	<p><b>EEF Toolkit: Mentoring +2 months</b></p> <p><b>EEF Toolkit: Behaviour Interventions +4 months</b></p> <p><b>EEF Toolkit: Early Intervention +6 months</b></p>	<p>Behaviour data monitored each half term</p> <p>8am Behaviour meeting each morning</p> <p>Director of Learning – Inclusion monitoring the college data for all aspects of behaviour including FTE’s</p> <p>HoY monitor data half-termly and direct interventions via the tutor or the Referral Panel</p> <p>Walkthroughs</p> <p>Governors monitor exclusion data monthly in Governors meetings</p>	KSI	<p>£15,000</p> <p>£70,000 LPS provision including transport of students and buy in of EP – 25 days per academic year</p> <p>Termly and at the end of the academic year</p>	

	<ul style="list-style-type: none"> <li>• Strong college uniform policy remains in place</li> <li>• Removing Barriers Panel (DoL; HoY) meet on a 1:1 (5-week rota) to review individual students and the impact of the individual strategies implemented.</li> <li>• Interventions via the LA behaviour modification programmes at LPS</li> <li>• EP bought into school as a traded service – 25 days a year</li> <li>• Re-establishment of the Calm Clinic, piloting a small group intervention</li> <li>• Referral to LA Educational Psychology Service for formal assessments which may lead to an EHCP</li> <li>• Local Authority Educational Psychologist (6 days per year) to complete assessments of individual students as required</li> <li>• Referral to GP/Early Help/MHST</li> <li>• Referral to School Nurse</li> </ul>		<p>Director of Learning – Inclusion produces an annual governors report on all areas of behaviour</p> <p>Governor monthly behaviour walkthroughs/uniform check</p> <p>Governor Student Disciplinary Panels</p> <p>Weekly monitoring of rewards data</p> <p>Weekly communication via email from Carisbrooke</p> <p>Daily attendance monitored via CLM</p> <p>EPS caseload directed by KSI. Group work to have impact measurements identified prior to group commencing</p>			
Improve attendance and improve concentration rates	<ul style="list-style-type: none"> <li>• Provide uniform/ PE kit/food as required</li> <li>• Provide supervised daily breakfast club with free tea/toast/cereal 8.00am – 8.40am daily</li> <li>• Provide Y11 with free water/cereal bar/banana prior to exams</li> </ul>	<b>EEF Toolkit: School Uniform (very low or no impact for very low cost based on very limited evidence)</b>	<p>Overview of breakfast club uptake by Director of Learning – Inclusion</p> <p>Number of students with uniform issues declining</p>	KSI	£3,000	
Improve the homework completion rates	<ul style="list-style-type: none"> <li>• Homework detentions centralised</li> <li>• Staffed Homework club runs Monday to Thursday in 2 venues (KS3 and KS4)</li> <li>• Homework club now open every morning from 8 – 8.45 in the LRC</li> </ul>	<b>EEF Toolkit: Homework +5 months</b> <b>EEF Toolkit: Extending school time +3 months</b>	<p>Half-termly monitoring of the homework completion data by the Director of Learning – Inc</p> <p>Weekly monitoring by HoY</p>	KSI	End of the academic year	
Run extracurricular programme across the school to give students the opportunities to join clubs and develop skills/self-confidence	<ul style="list-style-type: none"> <li>• Publicise extra-curricular offer to students and parents</li> <li>• Enter teams for competitions in sports/STEM etc across the city and region</li> <li>• Analyse participation and target under-engaged groups</li> <li>• Arts groups come in to enhance offer</li> </ul>	<b>EEF Toolkit: Extending school time +2 months</b> <b>EEF Toolkit: Arts participation +3 months</b> <b>EEF Toolkit: Sports participation +1 month</b>	<p>Overview by Head of Health and Wellbeing</p> <p>Monitoring of take-up data and use this to offer further opportunities</p>	SKO	End of the academic year	

Improve Cultural Capital for PP students	<ul style="list-style-type: none"> <li>Audit opportunities to develop cultural capital</li> <li>Cultural Capital opportunities built into SoW</li> <li>Trips and visits to enhance Cultural capital</li> <li>CPD for staff on developing cultural capital in students</li> </ul>	<b>EEF Toolkit: Social and Emotional Learning +4 months</b> <b>EEF Toolkit: Extending school time +3 months</b> <b>EEF Toolkit: Arts participation +3 months</b>	Feedback from students via Student Parliament  Monitoring of SoW by DoLs	KBR/JHP	End of the academic year	
Embed Health and Wellbeing Strategy to improve physical and mental health of students and staff	<ul style="list-style-type: none"> <li>Health and Wellbeing strategy reviewed based on latest area data</li> <li>Relaunch of Mental Health First Aiders</li> <li>Refinement of Resilience toolkit</li> <li>Additional PE theory lessons in the curriculum focusing on health/wellbeing to break the cycle</li> </ul>	<b>EEF Toolkit: Effective Feedback +6 months</b> <b>EEF Toolkit: Social and Emotional Learning +4 months</b> <b>EEF Toolkit: Behaviour Interventions +4 months</b> <b>EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</b>	Strategy in place  Strategy dovetailed with LA strategy  Students and staff talking about mental health  Mental Health First Aiders in place	SKO	£5,000  End of the academic year	
Increase parental understanding of exams/assessment system and skill them to be able to support their child	<ul style="list-style-type: none"> <li>Run parents evening presentations on how to help your child revise</li> </ul>	<b>EEF Toolkit: Parental Engagement +4 months</b>	Uptake numbers  Parental feedback	ERU/HoY	End of the academic year	
Increase parental skills on how to keep their child safe on-line	<ul style="list-style-type: none"> <li>Refine materials for parents to access on the website</li> <li>Appoint Head of Digital Learning to post with responsibility for E-Safety</li> <li>Run termly parent evenings presentation session on How to keep your child safe online</li> <li>Implement system of informing parents weekly or E-safety issues/concerns/advice</li> </ul>	<b>EEF Toolkit: Parental Engagement +4 months</b>	Uptake numbers  Parental feedback  Reduction in referrals to safeguarding team re E-safety	ERU/SMS	£5,000 End of the academic year	
Raise aspirations with a focus on life after school	<ul style="list-style-type: none"> <li>Careers provision run by middle leader, Connexions Advisor and Pathways Advisor</li> <li>Targeted students have careers support meetings.</li> <li>Careers fairs</li> <li>P16 Providers fair</li> <li>Skills Show trip</li> <li>Mock interviews (Careers/Attendance)</li> <li>Aspire Programme</li> <li>Programme of HE visits/workshops</li> <li>Pathways Advisor delivering 1:1/assemblies /events</li> <li>Careers audit across the school based on the CDI framework and careers embedded into SoWs</li> </ul>	<b>EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</b>	Student Feedback following trips  Monitoring of UCAS applications for suitability  Feedback from Mentors  Feedback from Interviewers  Monitoring of positive steps@16 applications for suitability  Monitoring of the curriculum by DoLs/Assistant Principal	MPE/SKO	Termly monitoring by MPE  £5,000	

	<ul style="list-style-type: none"> <li>Careers lessons in Y10 and Year 11</li> </ul>					
Reduce the number of PP students who become NEET	<ul style="list-style-type: none"> <li>Employment of Connexions advisor to provide support and challenge to PP students</li> <li>Employment of a Careers Leader</li> <li>Run Mock interview programme via Connexions</li> <li>Trips to universities and employers to raise aspirations of PP students</li> <li>Identification of “able but not aspiring” PP students and provide them opportunities which will raise their aspirations</li> </ul>	<b>EEF Toolkit: Effective Feedback +6 months</b> <b>EEF Toolkit: Mentoring +2 month</b> <b>EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</b>	Connexions data  100% of Y11 students making appropriate pathway choices on UCAS  Positive Steps@16	MPE	£25,000	
Love4Life – 1:1 mentoring and support and small groups (Girls only)	<ul style="list-style-type: none"> <li>Charity group working with vulnerable girls</li> <li>Mentoring 1:1</li> <li>Small group sessions</li> </ul>	<b>EEF Toolkit: Mentoring +2 months</b> <b>EEF Toolkit: Behaviour Interventions +4 months</b>	Behaviour data monitored by Director of Learning  Referral to service via the Removing Barriers Panel	KSI	£0	
Kooth – online counselling service	<ul style="list-style-type: none"> <li>Ensure that all students are aware of service</li> <li>Ensure that Kooth is on “How to Keep Safe” cards issued to students</li> </ul>	<b>EEF Toolkit: Social and Emotional Learning +4 months</b>	Student voice/Parent or carer feedback	ERU	£0	
School Nurse	<ul style="list-style-type: none"> <li>Work with individual students on health issues or concerns</li> <li>Refer to specialised services if required</li> </ul>	<b>EEF Toolkit: Social and Emotional Learning +4 months</b> <b>EEF Toolkit: Behaviour Interventions +4 months</b>	Referral via Removing Barriers Panel  Effectiveness monitored by ERU  Student voice/parent or carer/School Nurse feedback	ERU	£0	
Provision of free sanitary products	<ul style="list-style-type: none"> <li>Provide free products as needed to ensure attendance at school</li> </ul>	<b>EEF Toolkit: Extending school time +3 months</b>	Improved attendance where applicable	CMC/ERU	£0	
<b>Total budgeted cost</b>					<b>£243,000</b>	

**TOTAL SPEND: £ 670,136**