New College Leicester's Pupil Premium Strategy 2022/23

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, and the impact the funding has had in this academic year.

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 2022-2023 academic year was 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 2022 - Reviewed July 2023

1. Summary information

Academic Year	22/223	Total PP budget	£458,025	Date of most recent PP Review	June 2018
Total number of pupils	966	Number of pupils eligible for PP	483	Date for next internal review of this strategy	June 2023

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

Activities for 2022-2023

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	• 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 • Use extra resource to implement Mastery Learning in Maths	**EEF Toolkit: Reducing class size +2 months** **EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Mastery Learning +5 months**	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	£125,016 All data review points	New 2nd in Science starting Autumn 23; class sizes reduced as an impact. Increase in the number of students opting to study languages • Results in English and Maths have remained stable. For students with attendance at 90% and above, English results at 4+ and 5+ are above national figures • APS for Science improved from 3.77 in 2019 to 4.09. For students with attendance above 50% this rises to 4.28 which is +0.28 above national performance • Science results above National figures for 4+, 5+ and 7+ • Computer Science results have improved significantly since 2019 with APS improving from 3.26 to 4.20, which is 0.52 above national • History results have improved significantly since 2019 with APS improving from 3.68 to 4.10. Percentage of students achieving 4+, 5+ and 7+ has also improved • An increasing number of students have opted to study Languages with groups studying both French and Spanish in Year 10 and 11
Increase the number of Good and Outstanding teachers across the college	• Provide individual coaching for staff (internal and external coaches) • Support staff through informal capability procedures • Provide a comprehensive support package for ECTs (Y1 and Y2) to move them to Good in terms of quality of teaching	**EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Meta-cognition and self-regulation +7 months**	SLT walkthroughs Teaching typicality maps monitored Lesson observations Work scrutinies	SCU	£50,000 (partial cost) Termly	Summer 23 staff = 71 teaching staff Good or better teaching= 90% Developing = 8% new staff, ECTS Inadequate= 0% We currently have for coaching: x1 ECT yr 1 staff 's all being mentored. x4 ECT y2 staff – all being mentored x1 new staff is developing receive behaviour management NCL way x1 existing staff is developing – focus in behaver management of new class
Reduce staff turnover	• 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 • Provide a full range of staff benefits to encourage staff to stay	**EEF Toolkit: Effective Feedback +6 months**	Timetable set Monitoring by HoY of effective use of Tutor Time Uptake of benefits Staff feedback via staff welfare group and staff survey	JBR	£50,000 (partial cost) £5,000 End of the academic year	14 teaching staff left in 2022/23: 4 = promotion 7 = relocation out of area/country/moving closer to home 3 = left teaching for personal reasons All vacancies filled by fully qualified staff
Development of effective quality first teaching and interventions through differentiated CPD offer and targeted appraisals	• Provide a comprehensive targeted CPD programme with a focus on metacognition and catch up strategies to increase results for high ability PP students • New College Way modified • Engage with external CPD providers eg OTP/NPQs • Link quality assurance outputs to the individual appraisal documents for staff • Develop online CPD offer for staff	**EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Meta-cognition and self-regulation +7 months**	Focused walkthroughs based on CPD input Data monitored for middle ability Teaching typicality maps moving towards Outstanding CPD Feedback analysis CPD toolkit shared with teaching staff	SCU	£8,000 Data points	• CPD and strategies shared for embedding key knowledge, teaching to the top, modelling and catch up strategies. • 100% of staff logged into online CPD SMS leading the sharing good practice on memory techniques and reducing staff workload • Train staff, launch and development of google classroom to provide online learning during covid- share best practice google classroom of the week • All new staff and ECTS's have received induction the New College way, coaching and enhanced cpd sessions. Staff identified as moving to outstanding are on the excellent practice programme, those that are outstanding are guest speakers. SHC quality assured observations for all ect'S • Overview completed for Spring triangulated with targeted appraisal, lesson observation and walkthroughs via DOL meeting • Staff who are not yet good are receiving coaching • Internal YouTube recordings setup for students to access lessons • Appraisal targets link to observations of teaching and data progress of classes / groups

Accelerate the progress of the High ability students	• Whole college focus on Middle/High ability – Middle ability toolkit developed and embedded • Whole college focus on revision strategies –the NCL way to revise	**EEF Toolkit: Homework +5 months** **EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Meta-cognition and self-regulation +7 months** **EEF Toolkit: Reading Comprehension strategies +6 months**	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	• Curriculum rewrite has ensured that all subjects meet National Curriculum demands, KS4 specifications and the needs of ALL of our students based around local context. • Our curricula is designed to meet the needs of ALL of the students including SEND and Pupil Premium to ensure every child can engage actively with the content. • We implement our curriculum through quality first teaching. We teach all students to the top and scaffold down accordingly so that all students make progress and have the opportunity to reach their potential. We provide a consistently high standard through setting expectations, monitoring performance, tailoring teaching and support to suit our students and sharing best practice. • Key knowledge and skills have been identified and sequenced, and through retrieval practice we transfer this into students' long-term memory. Formative assessment indicates improved recall. • Faculty guidelines for Assessment and Feedback have been rewritten, so that all assessments identify gaps in learning, so that teachers can respond accordingly to ensure progress. • Departments and faculties are currently identifying and embedding: PSHE/Careers/Citizenship/This is Us/Cultural Capital and Celebrating Leicester into the curriculum to ensure a rounded education for all of our students. • CPD planning and teaching strategies to accelerate the progress of middle/high ability and boys. Work scrutiny carried out on H/A boys. • Stretch and challenge examples of good practice shared via T & L briefing, CPD and photographs from walks. • Walkthroughs show APT folders that catch students up who have fallen behind. Attendance stickers given to all staff. Stretch and challenge stickers/ challenge board shared in T & L briefing. Toolkit re-issued to all staff.
Review and refine curriculum	• Knowledge and skills identified in all department's curriculum • Refine the curriculum to identify clearing all end points • Rewrite assessment plans • Integrate PSHE/Careers/ Citizenship/#ThisIsUs into all SoWs • Embed clearly the #ThisIsUs skills	**EEF Toolkit: Effective feedback +6 months** **EEF Toolkit: Meta-cognition +7 months**	Deep dives focusing on the curriculum	DoLs	Time Reviewed annually	**Music** Rewriting curriculum to ensure styles, composers and music selected engage students in practical learning. Considerable increase in free one-to-one and small group instrumental lessons due to long term partnership with Leicestershire Music Hub. **Drama/Dance** Assessment plans rewritten to accurately assess specific skills and knowledge. KS3 focus on skills pertinent to performing, composing and evaluating. KS4 introduces technical knowledge to underpin skills. Drama Production route introduced in year 9 to enhance breadth of curriculum. **Art** Ethnic, gender and sexual orientation diverse artists included throughout KS3 and 4 to broaden students experience and develop ThisIsUs skills. **Design & Technology** Engineering learning introduced earlier into curriculum to reflect student uptake at KS4. Skills identified for each discipline to accompany knowledge to reflect skills rich curriculum **Science** Yearly review of curriculum documents to embed PSHE/Careers/ Citizenship/RE and continuous of interleaving ~#ThisIsUs. Piloting and developing a 5-year assessment model based around tiered knowledge and understanding and low stake assessment to compare to cumulative exams. **Health and Social Care** MTP adjusted to incorporate a focus on careers through reading articles on a different career each term. Focus on tier 2 language and summarising text to document 3 take-aways from each article. Introduction to real life case studies that centre around chronic health conditions, by analysing how PIES are affected and factors that contribute to chronic conditions. Analysis of how cultural factors that affect PIES e.g., religious festivals like Diwali in Leicester. Increased diversity in roles plays, ss scenarios now include; refugee from Syria, language barriers (EAL) and dietary requirements. **PE**

							Sport England Actives Lives data identifies that fewer than 25% of Leicester City Children left Primary able to swim 25m. As a result, NCL PE re-introduced swimming to year 7 so that every student has the opportunity develop physical literacy related to swimming. Of the 198 year 7 students that attended swimming 47% now meet the national bench mark of swimming 25m unaided. **Hairdressing** Partnered with Curve to produce models for a Punk Exhibition to widen student experiences and creative skills. Reviewed practical lesson routines to build in re-call activities. **Maths** Curriculum under constant review. Steps have been taken to include reference to PSHE and Citizenship programmes of study and links to Careers. Throughout the curriculum, there are opportunities to review prior learning through prerequisite assessments, retrieval questions, low-stakes quizzes and cumulative tests. Currently working to develop students' oracy skills and embed this into the curriculum, allowing them to confidently discuss mathematics. Evidence suggests that few of our students are able to tell the time. We have introduced this into our curriculum for 2023-24 to test this.
Refine and extend the oracy strategy	• Employ additional English teachers to allow HoF time to develop and implement strategy • Implement into English/Humanities/drama and science • Then spread to other subjects	**EEF Toolkit: Social and emotional learning +4 months** **EEF Toolkit: Meta-cognition +7 months** **EEF Toolkit: Oral language interventions +6 months**	Monitored via Oracy Hub/Voice 21	AGE/LLE	£5,000		• Being an oracy hub school and acknowledging the impact oracy interventions have on disadvantaged students, we have been able to implement oracy strategies across a range of subjects and English, history, citizenship, MFL and geography have specific oracy units and assessments built into their curriculums which are developing disadvantaged student confidence and this will ultimately impact the disadvantaged students' reading and writing skills. • We have 8 members of staff on the voicing vocabulary project the impact of the word gap is particularly apparent at transition, for disadvantaged students, to secondary school, with 9/10 teachers reporting that this highlights issues with the variety, quantity and purpose of language dramatically shifting. Covid-19 has only exacerbated the issue with 92% of teachers reporting that school closures have contributed to a widening of the vocabulary gap. To close the vocabulary gap, teachers must create classrooms that are language rich and encourage children to interact with a wide-ranging, diverse, and complex spread of vocabulary, through both speaking and listening. Oral language is the most effective vehicle for learning new words; it is through hearing new language and using it in speech that children will be able to read it, write it and use it with fluency. At New College Leicester, we have implemented 'Word of the Week' as a result of a deficit in our disadvantaged pupil's vocabulary and staff have identified the specific tier 2 and tier 3 vocabulary that will be explicitly taught to our disadvantaged students. • Organised oracy 'events', have been introduced for disadvantaged students, so to celebrate the value of oracy and build a 'buzz' around the college which has raised the profile of oracy and more and more disadvantaged students are taking part in these events. • In order to progress disadvantaged students further, we have created a working group to establish what good oracy teaching looks like in individual faculties and led CPD with staff within those faculties to trial oracy strategies so that faculties can deliver bespoke oracy lessons, assessment, strategies and schemes of work to our disadvantaged students. **Science** • RCA has delivered faculty CPD and shared good practice; being written into MTP explicitly at KS3 initially. Tier 2 and 3 vocabulary incorporated onto MTPs across all 5 years and used in every lesson
				Total budgeted cost	**£243,016**		

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	• Data manager provides data analysis of student performance to allow targeted interventions • Use of SISRA data system • Progress Improvement Team (PIT) run weekly (focus on specific year groups in a rotation) led by Assistant Principal	**EEF Toolkit: Early Intervention +6 months**	Effective Progress Improvement Team will monitor the impact of the interventions on the identified students HoD and HoY confident on using the data system to start early interventions	CWI	£25,000	Students have been met in PIT meetings from all year groups. The initial focus for KS4 was higher ability students and those not yet achieving a grade 4. Students have been identified for a range of interventions. These included: • Coursework clinics for students that needed additional support to complete coursework • Additional lessons in Mathematics, English, Science and Sport A group of boys were identified for a progress 'premier league' competition
Improve numeracy levels	Numeracy Co-ordinator (HLTA co-ordinating and delivering: • Small group numeracy sessions in Years 7 - 10 • Numeracy tutor group targeted intervention to reconvene - AHA	**EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Social and Emotional Learning +4 months** **EEF Toolkit: Small Group Tuition +4 months** **EEF Toolkit: Meta-cognition and self regulation +7 months** **EEF Toolkit: Reducing class size +2 months** **EEF Toolkit: Early Intervention +6 months**	Data monitoring each data point Director of Learning – Inclusion monitoring the Numeracy data Lesson observations Walkthroughs Work Scrutinies	KSI/AHA	£48,000 Termly review of impact by KSI	**Year 7a** 11 students in total of these, 9 are PP and 7 are SEND. • 82% (9) students have made progress and exceeded their EOY target. • 78% (7) PP students have progress and exceeded their EOY target. • 63% (5) PP + SEND students have made progress and exceeded their EOY target. **Year 7b** 10 students in total of these, all are PP and 8 are SEND. • 89% (9) students have made progress and exceeded their EOY target • 56% (9) PP students have made progress and exceeded their EOY target • 56% (8) PP + SEND students have made progress and exceeded their EOY target **Year 8a** 9 students in total of these, all 9 are PP and SEND. • 33% (3) students have made progress from their starting point (Yr7 Summer 1 TA). • 33% (3) PP students have made progress from their starting point (Yr7 Summer 1 TA). • 33% (3) PP + SEND students have made progress from their starting point (Yr7 Summer 1 TA). **Year 8b** 9 students in total of these, 6 are PP and 8 are SEND. • 89% (8) students have made progress from their starting point (Yr7 Summer 1 TA). • 56% (5) PP students have made progress from their starting point (Yr7 Summer 1 TA). • 56% (5) PP + SEND students have made progress from their starting point (Yr7 Summer 1 TA).

Improve Literacy levels	Deputy SENDCo coordinating and delivering with team: (a) Small group/In class English lessons – Yr7 and 8 with responsibility for the progress of targeted students (b) 1:1 Paired reading programme (c) Y7 reading rampage (d) Accelerated Reader in Y7, Y8 and Y9 across the school (e) 1:1 targeted literacy intervention as appropriate (Toe by Toe)	**EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Social and Emotional Learning +4 months** **EEF Toolkit: Small Group Tuition +4 months** **EEF Toolkit: Meta-cognition and self regulation +7 months** **EEF Toolkit: Reducing class size +2 months** **EEF Toolkit: Reading Comprehension strategies +6 months** **EEF Toolkit: One to One tuition +5 months** **EEF Toolkit: Early Intervention +6 months** **EEF Toolkit: Phonics +5 months**	Data monitoring each data point Director of Learning – Inclusion monitoring the Literacy data Lesson observations Walkthroughs Work Scrutinies	KSI/DMA	SEND Spend Plan Termly review of impact by KSI	**English – L3 TA support a core group of students in a mainstream lesson.** **Year 7a** There are 21 students in this class. The TA supports/monitors a core group of 5 students. 3 SEND, 1 is PP, 2 are SEND/PP and 2 are EAL. • 20% (1) SEND/PP has made progress from their starting point • 20% (1) PP has made progress from their starting point • 20% (1) PP/SEND has declined **Year 7b** There are 19 students in this class. The TA supports/monitors a core group of 7 students. All are SEND/PP • 72%% (5) SEND/PP students have made progress from their starting points. • 14% (1) SEND/PP has stayed the same • 14% (1) PP/SEND has declined **Year 8b** There are 23 students in this class. The TA supports/monitors a core group of 6 students. 6 SEND, 4 are SEN/PP and 2 are EAL. • 50% (3) SEND/PP have made progress from their starting point **BRWP** **Year 7 – 62 students of these 34 are PP** • 66% (41) have improved their reading age • 9% (9) have declined from between • 3% (2) have stayed the same • 16 % (10) no comparable data available **PP – 34 Students** • 61% (21) have improved their reading age • 5% (2) have stayed the same • 23% (8) have declined from between • 8% (3) no comparable data **Year 8 – 55 students of these 41 are PP** • 54% (30) have improved their reading • 21 % (12) have declined from between • 4% (2) have stayed the same • 20% (11) no comparable data available **SEN 41 Students** • 51% (21) have improved their reading • 19% (8) have declined • 4% (2) have stayed the same • 24% (10) no comparable data available **Year 9 - 31 students of these 16 are PP** • 64% (20) have improved their reading • 16% (5) have declined from between • 6% (2) have stayed the same • 12% (4) no comparable data available **PP 16 Students** • 75 % (12) have improved their reading • 12.5% (2) have declined from between • 12.5% (2) have stayed the same
To improve the acquisition of English language skills, quickly, for students learning EAL to enable full access to the curriculum.	• MFL capacity dedicated to ensuring students learning EAL undertake GCSE exams in their First language. • Rigorous induction process and baseline assessments conducted for students learning EAL including use of non-verbal reasoning assessment	**EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Social and Emotional Learning +4 months** **EEF Toolkit: Small Group Tuition +4 months** **EEF Toolkit: Reducing class size +2 months** **EEF Toolkit: Reading Comprehension strategies +6 months** **EEF Toolkit: Early Intervention +6 months**	Data monitoring each data point Director of Learning – Inclusion monitoring the progress data for EAL students Lesson observations Walkthroughs Work Scrutinies	KSI/EMA	£26,220 Termly Review by KSI	28% of our cohort (270) are students learning EAL – average - 19%. Approx. 50% are eligible for the PP. 40 new students have joined NCl over the academic year. • 11x Prof A • 5 x Prof B • 21x Prof D • 3x Prof E Data for Yr 11 - Average point score for students, learning EAL, eligible for the PP 4.88 – Non EAL PP – 3.09. Students eligible for the PP exceed average point scores for non EAL PP in all available data for Summer 2023. EAL Audit conducted June 2023

	• Students learning EAL are placed in appropriate sets • Selected students learning EAL identified following baseline testing placed in dedicated Language School Tutor Group to enhance their acquisition of the English Language, led by our EAL Coordinator • Whole College CPD (multiple) on meeting the needs of students learning EAL and those students eligible for the PP • Ongoing monitoring and in class support for students learning EAL and those eligible for the PP	**EEF Toolkit: Oral Language interventions +6 months EEF Toolkit: Phonics +5 months**	Student voice /parent /carer feedback			Impact of CPD - T&L Briefing - Availability of resources via the Online platform. 100% of staff state they are aware of effective strategies they need to use in order to meet the needs of students within the classroom. 100% of staff state they know where to go to seek support and advice in order to meet the needs of students learning EAL. 95% within the Language School Tutor Group have moved from proficiency code A to B. Students present their keyword vocabulary booklet daily to EMa. As we recognise the vocabulary deficit for students learning EAL and eligible for the PP. A focus on British Values and Tier 2 vocabulary is delivered through scaffolded PD tutor group activities. Students learning EAL - eligible for the PP are always considered most able. Attendance data - for Year so far. Average attendance EAL PP 95.5% Compared to non EAL PP 87.2%
Improve results across performing arts and increase Cultural Capital for PP students	• Peripatetic Music Lessons – 1:1 or group sessions to learn instruments • Curve – drama workshops – 2 hours per week – free access to shows at the Curve/students perform at the Curve • Moving Together Dance and Arts Award – 2 hours per week	**EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Extending school time +3 months EEF Toolkit: Arts participation +3 months**	Monitoring of take-up data Feedback from students and providers	KBR/ESH	£23,900 End of the academic year	**Leicester-shire Music Hub partnership (autumn 2022 – present):** • We currently have students attending free instrumental lessons for: guitar, drums, vocals, piano, bass guitar, violin/viola and double bass • 122 students have had at least one 30-minute instrumental lesson this year (66 PP students) • 119 students have had two or more lessons (65 of these were PP). The majority of these students have continued lessons for a term or more. • 590 x 30-minute lessons have been taught **London Residential:** • 13 PP students involved in overnight theatre trip summer 2022 **Curve partnership:** (£10,000 in-kind contribution from Curve) Curve Young Company: • 30 sessions (weekly throughout year) • 19 students accessed at least one session • 10 students attended regularly during the autumn term (5 students PP) • 7 students attended regularly during the spring &summer term (4 students PP) • 9 year 7 students have engaged in at least one session (5 PP students) Uptake of 9 year 7's to CYC – 5 PP students • 30 students attending free summer musical (PP TBC) **Moving Together Dance:** • 33 x 2 hour weekly after school sessions • Arts Award Certification for all participants • 13 students achieved Arts Award Bronze 2022 - 2023 • Currently 9 students working towards their Arts Award Bronze or Silver • Current participants have participated weekly, taken part in a session with a visiting artist, attended a professional production at Curve and will perform at Curve in July • 12 additional year 7 students are attending sessions led by MTD students for their leadership experience **Project Enable (Soft Touch Arts & Team Hub partnership):** • Small group Art and Music sessions run weekly at NCL • 8 trips throughout the year to Soft Touch Arts • 67 PP students involved since spring 2022 • 89 students have attended Art or Music for a series of 6 sessions since spring 2022. 75% of these students are PP. **Science** • Space centre trip 16/6/34 – 12 Y9 students to raise aspirations in STEM

Improve confidence and exam results of identified vulnerable students	• SLT and identified staff to mentor these Y11 students	**EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Meta-cognition and self regulation +7 months** **EEF Toolkit: Mentoring +2 months** **EEF Toolkit: Behaviour Interventions +4 months** **EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)**	Data monitored for specific mentored	CWI	£2,000	Mentoring did not take place for Year 11 students this year. Instead students in Year 10 were identified • Following the mock exams 35 students were identified for mentoring. These meetings began before Easter • Following the summer data entry an additional 14 students were identified and added to the mentoring list • Students meet regularly with their mentors to discuss their progress, post 16 aspirations and current challenges. Mentors are also able to support by communicating with subject teachers and ensuring students have access to revision guides
Improve revision ability and therefore results	• Exam skills/revision workshops (External provider)	**EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Meta-cognition and self regulation +7 months**	Student feedback Staff in the sessions	CWI		An extensive programme of revision has been run for the Year 11 cohort. This included: • A revision techniques workshop for all students before mock examinations • A spring revision and coursework catch up programme • Summer term final revision programme with before and after school exam warmup sessions For current Year 10, feedback from students after the mock examinations highlighted that not all students were confident in the revision techniques, as a consequence • The PD rotation this term and PD in tutor time next half term have been re-developed to meet this need. • The sessions have been planned to be subject based so the students will actively use what they know to start revision for particular subjects
Improve access to revision materials for PP students	• Provide reduced cost revision guides • Provide internally produced revision materials for all subjects free to students • Bring in theatre groups as part of English and History revision • Provide reduced cost calculators to students • Allow students to "buy" revision materials or equipment using their reward points • Use Twitter to send out revision materials to students and parents • Purchase of Maths Watch	**EEF Toolkit: Homework +5 months** **EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Meta-cognition and selfregulation +7 months** **EEF Toolkit: Extending school time +3 months**	Student feedback Exam results	JBR/HoD	£12,000 End of the academic year	**English** • Provide revision guides • Provide exam past papers and revision material • After school targeted revision sessions • Saturday school for year 11 prior to the English exam **MFL** • Provide revision guides • Access to active learn • EPI training to enhance the curriculum design for PP students • After school targeted revision sessions **History** • Revision guides and study flashcards purchased for KS4, can be 'paid for' with reward points • Places paid for on trips for PP students to Imperial War Museum, Y11 theatre trip, Belgium trip (discounted) • Internally produced revision materials for KS4 – free for all students • Homework booklets created to improve recall of key knowledge • Afterschool revision with higher and lower group – loyalty scheme **Geography** • Revision guides provided • Access to field trips and other specific curriculum trips • After school targeted revision **Science** • Provide revision guides • Provide exam past papers and revision material • After school targeted revision sessions • Google classroom for revision resources set up and available to all students. • Weekly revision lessons and mornings available since Easter **Maths** • Provide revision guides to students (at a reduced price or sometimes even free) • Reduced price of scientific calculators • New homework platform to support independent learning (with after school support for those who need it) • Revision sessions after school • Targeted intervention sessions

Improve exam results through providing additional revision sessions after school, weekends and in the holidays	• Evening revision sessions • Holiday revision sessions run in each subject	**EEF Toolkit: Homework +5 months** **EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Small Group Tuition +4 months** **EEF Toolkit: Meta-cognition and selfregulation +7 months** **EEF Toolkit: Reducing class size +2 months** **EEF Extending school time +3 months**	Student feedback Overview of the schedule by Head of Health and Wellbeing Exam results	CWI	£12,000 End of the academic year	**All subjects:** • Before and after school revision sessions • Revision Guides provided where necessary • Carefully constructed revision session timetable to avoid clashes for students **English:** • Saturday sessions **Science** • Google classroom for revision resources set up and available to all students.
				Total budgeted cost	**£174,120**	

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
Improve attendance of PP students	• Employ Assistant Heads of Year/Pastoral Support Officers to support students and to chase attendance and support behaviour • Re-focus data onto PP students for Heads of Year • Purchase additional EWO time from the LA to focus on early intervention with students and parents • Run School Attendance Panel Meetings with EWO to offer support to individual parents and students • Prosecution via EWO service • Continue to employ Admin Assistant to chase attendance • Attendance Manager in place to ensure we implement latest research • Continue to text parents daily • 3 weekly Attendance meetings with Principal to focus on improving procedures • Continue to run punctuality detentions for 1 hour each evening	**EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Mentoring +2 months** **EEF Toolkit: Behaviour Interventions +4 months** **EEF Toolkit: Early Intervention +6 months**	Attendance and punctuality data improves PP attendance data and SEN attendance data improves 3 weekly Attendance meetings with JBR to monitor impact Governors monitor attendance data in monthly meetings	ERU	£85,000 Termly	Whole college attendance by the end of the academic year 2022/2023 was 90.3%. (Years 7 inc P16) and 90.3% (Years 7 to 11). Attendance for Pupil Premium students was 87.4%, SEN students 83.6%, EAL students 95%, LAC 87.9%, Girls 90.5% and Boys 90%. Extreme Personal circumstances post pandemic had an impact on attendance figures last academic year, despite everything we did to improve attendance. Assistant Heads of Year/Pastoral Support Officers supported students and chased the attendance and supported behaviour of students. Pupil Premium attendance data was shared with Heads of Years, Assistant Heads of Years and Pastoral support Assistants. Additional EWO time from the LA to focus on early intervention with students and parents was purchased. In addition, the EWO also ran School Attendance Panel meetings to support individual parents and students, especially Pupil Premium Students, SEN students and those with extreme personal circumstances. An admin assistant was employed to chase attendance of students, in addition to an Attendance Manager to ensure that we implemented latest research. Attendance text messages were sent out to parents on a daily basis. Meetings with the EWO and Heads of Year and Pastoral support Assistants took place every other week and the attendance of students who had declined was discussed and interventions implemented to try and improve their attendance. Punctuality detentions for 1 hour after school each evening continued to run.
Improve behaviour	• Strong whole college behaviour policy remains in place with the routine of the Short Stay Reflection Room and the Long Stay Reflection Room now embedded • CPD on behaviour management • Train ECTs in behaviour management • SLT/Middle Leader on "walk" every lesson • SLT/Middle Leader to staff the Short Stay Reflection Room and Long Stay Reflection Rooms • Enhance college rewards system • Strong college uniform policy remains in place • Removing Barriers Panel (SENDCo; HoY) meet on a 1:1 (5-week rota) to review individual students and the impact of the	**EEF Toolkit: Mentoring +2 months** **EEF Toolkit: Behaviour Interventions +4 months** **EEF Toolkit: Early Intervention +6 months**	Behaviour data monitored each half term 8am Behaviour meeting each morning Director of Learning – Inclusion monitoring the college data for all aspects of behaviour including FTE's HoY monitor data half-termly and direct interventions via the tutor or the Referral Panel Walkthroughs Governors monitor exclusion data monthly in Governors meetings Director of Learning – Inclusion produces an annual governors report on all areas of behaviour Governor monthly behaviour walkthroughs/uniform check Governor Student Disciplinary Panels	KSI	£15,000 £50,000 LPS provision including transport of students and buy in of EP – 25 days per academic year Termly and at the end of the academic year	All new staff to school have been trained on the College's Behaviour for Learning Strategy. This is part of their induction day. They also have sessions on the B4L policy throughout their ECT year and there is an open-door policy to the DoL for Inclusion. The Behaviour Audit 2023 states that 99% of staff recognise their role in delivering positive behaviour for learning and 99% of staff state that's staff are trained well in order to promote positive classroom behaviour Removing Barriers meetings have been sporadic this year due to issues with administrative support. HoY however the DoL have met at least once a half term. Informal meetings happen daily and as and when required. Support is allocated to need in a proactive way rather than reactive. A schedule of half termly meetings have been diaried for the academic year 2023/24 The school's behaviour for learning strategy prior to the pandemic was continuing to reduce the number of significant incidents which led to fixed term exclusions, now suspensions and or other consequences within the college prior to COVID-19. It has given us a clear, graduated response to managing behaviour. However due to the backlash of the pandemic, we have found the last 2 years far more challenging with regards to student behaviour. Settling students into school after 2 turbulent years has been tough, but we are slowly beginning to gain control by being rigorous and consistent in our approach, ensuring all students know the system and not deviating from this. Coming back to school full time has been challenging and SSRR has never been so busy, however, we are keeping consistent and to our strategy. With this in mind numbers have increased significantly but we expect them to level off/drop next academic year.

	individual strategies implemented. • Interventions via the LA behaviour modification programmes at LPS • EP bought into school as a traded service – 25 days a year • Referral to Educational Psychology Service for formal assessments which may lead to an EHCP • Educational Psychologist to complete assessments of individual students as required • Referral to GP/ CAMHS • Referral to School Nurse		Weekly monitoring of rewards data Weekly communication via email from Carisbrooke Daily attendance monitored via CLM EPS caseload directed by KSI. Group work to have impact measurements identified prior to group commencing			A piece of work we need to undertake is around re-establishing respect. This has been heavily built into the PHSE curriculum going forward • There have been 190 students placed in SSRR during this academic year, 19% of the college cohort, in totality for all consequences in comparison to 212 (22%) students for the year 21/22 a decline of 22 students **SSRR** **Refusal – First time, every time** • 68 students have been in SSRR this year mainly Years 8 & 9 – 6.95% of the college cohort in comparison to 105 students (10.9%) 21/22. A reduction of 4% • Only 13 students repeated – 1.32% of the college cohort in comparison to 33 students (3.45%) 21/22. A reduction of 2% • A 50/50 mix of male and female students in all year groups with the majority of students from Years 8 and 9 (32 students) • 47 are PP students, 16 PP/SEN students **Behaviour incidents including truancy** • 127 students have been in SSRR this term – 12.9% of the college cohort in comparison to 140 students (14.6%) 21/22. A reduction of nearly 2% • 46 students repeated, mainly Years 8 & 9– 4.7% of the college cohort in comparison to 53 students (5.54%) 21/22 • Predominantly males in Year 8 and a 50/50 mix of male and females in Year 9 • 71 are PP students, 21 PP/SEN students **Homework/missed behaviour DTs** • 88 students have been in SSRR this term – 8.9% of the college cohort in comparison to 88 students (9.39% of cohort) 21/23 • 29 students were repeat offenders – 2.9% of the college cohort, in comparison to 33 students (3.39%) 21/23. Of these the majority were in Years 8 and 10 (25 students in total) • Predominantly males in Years 8, 10 and 11 and females in Year 9 • 58 Are PP students, 20 PP/SEN students **Long Stay Reflection Room and the new Extended Day Strategy** LSRR used for a third refusal to comply first time, every time. Only 1 student has been placed in long stay until December 2022. From January 2023 we are now utilising the provision for students who are consistently failing to adhere to the schools B4L policy but whose behaviours do not warrant of suspension • 29 students have been in Extended Days since its implementation in January 2023 – 29% of the college cohort • 10 students repeated – 1% of the college cohort • It is predominantly males • 24 are PP students, 11 PP/SEN students **2.30 – 4.30 Provision** This is a provision used instead of suspension. It is for behaviour such as swearing directly at staff, fights and persistent disruption to the learning of others. Students complete subject/curriculum work wherever possible. They must attend on time each day in full school uniform. *This is a short term, time limited consequence to support students in managing and adapting their behaviour. A face to face parental meeting is always held with the student, parent/carer and Head of Year in order to implement support as appropriate on a 1:1 level.* • 95 students have been in 2.30 – 4.30 this academic year to date – 9.7% of the college cohort in comparison to 111 students (11.6%) 21/22 • 50 students repeated – 5.11% of the college cohort, in comparison to 57 (5.86%) 21/22

							Manage Moves During the academic year 2022/23 there were 8 manage moves out of NCL • Of these 3 were successful and were placed on role at the host school/were on extended MM until the end of Y11. • 5 were unsuccessful and have returned to NCL. Of these 2 were placed on off-site vocational placements During the academic year 2022/23 there were 7 manage moves into NCL • Of these 6 were successful and were placed on role at NCL. • 1 was an extended MM and completed his education at NCL then went back to his school to complete his GCSE's **Suspensions** • Suspensions for the college this academic year stands at 65 separate incidents (43 students) in comparison to 27 students last academic year, 4.42% (college figures) in comparison to 4.25% (NA) a slight increase of 0.17% on the academic year 2021/22 • The rate of repeat offenders currently stands at 11 students (1.13% of the college cohort) in comparison to 14 students (1.46%) in 21/22 and the national average 1.5% • The total number of days lost to suspension were 116 • There have been 3 permanent exclusions this academic year 0.3% in comparison to 0.1% from the previous year. (0.03% NA). 1 PP student and 2 non-PP 2 were for bring drugs onto site and 1 for bringing a weapon into school. • In order to prevent permanent exclusions, we use the local authorities managed move protocol. During the academic year 2022/23 there were 10 MM out of NCL of these 8 were PP. Of these 3 were successful. 2/10 have returned to NCL, 2/10 have been placed on vocational placements and 3 have left as they were Y11. • During the academic year 2022/23 there were 7 manage moves into NCL. Of these all were successful and were placed on role at NCL. • Vulnerable groups; 29 students who received a suspension this year were PP students. 28 were SEND. Of all the students 33 were male and 13 females. **Educational Psychologist** We have seen an increasing number of EHCP requests by parents this year meaning the EP has worked solely on this with only a short period of time to work on preventative interventions. The EP has worked with 15 students this academic year, all via classroom observation and some 1:1 assessment. Of these • 11 were for the purpose of EHCP assessment - parental requests. 2 – school requested • 1 student seen for bereavement counselling • 1 student seen for understanding autism • 2 for reassessment of need – EHCP's ceased due to the progress the students have made The EP has worked with 24 Year 11 students in small group interventions to support students in understanding their anxiety, and developing coping strategies to manage their anxiety around the exam period in coping with exams and the stress this brings. The impact of the intervention was positive. Students felt better equipped to cope with the pressures of their upcoming exams and developed strategies to support themselves.
Improve attendance and improve concentration rates	• Provide uniform/ PE kit/food as required • Provide supervised daily breakfast club with free tea/toast/cereal 8.00am – 8.40am daily • Provide Y11 with free water/cereal bar/banana	**EEF Toolkit: School Uniform (very low or no impact for very low cost based on very limited evidence)**	Overview of breakfast club uptake by Director of Learning – Inclusion Number of students with uniform issues declining	KSI	£3,000		• 116 students across all year groups have accessed breakfast club consistently this year to date. Of these 80 were PP students. We provide students with cereal, toast, fruit and a hot drink. • 61 students have consistently attended lunch club. Many of these are in KS3 and in Year 7. Of these 40 are PP students who are vulnerable. • 36 students have been provided with food, clothing or shoes this academic year of which we are aware of. Of these 30 were PP

	prior to exams					students. Other students (PP and non-PP) are provided with lunches as required. 20 were PP. This has meant that students have been able to access school consistently even when times are tough financially. • We have given so many more ties, trousers, blazers, shoes and shirts to students this academic year, that it has been too difficult to monitor as staff just get the uniform out of the cupboard themselves. This is due to the cost of living crisis
Improve the homework completion rates	• Homework detentions centralised • Staffed Homework club runs Monday to Thursday in 2 venues (KS3 and KS4)	**EEF Toolkit: Homework +5 months** **EEF Toolkit: Extending school time +3 months**	Half-termly monitoring of the homework completion data by the Director of Learning – Inc Weekly monitoring by HoY	KSI	End of the academic year	Homework club is now open 4 days a week, Monday to Thursday as well as from 8am – 8.45am daily. This is a new initiative this year as many students would not come to homework club in the winter months due to the dark. We provide homework club to ensure all students have access to additional support/ICT as appropriate. Greater emphasis on the importance of homework to support progress/learning and revision has been a focus this year and that it is not just set for the sake of it. With this in mind and with the support of homework club, most students seem to be taking more responsibility for their learning In the morning homework club is held in the LRC for all year groups with 1 member of staff available to support. There are 2 venues for homework club in the evening – LRC for KS4 students. This is to ensure that the older students have a quieter, more relaxed learning environment in which to revise/complete coursework and homework with support, and CU10 for KS3 students, both having at least 2 members of staff present each evening. • 171 students have consistently attended - Years 7 – 9. Of these 95 were PP • 54 students have consistently attended - Years 10 – 1. Of these 25 were PP Whole school homework detentions have reduced slightly this academic year. In the academic year 21/22 - 1475 homework DTs were set in comparison to 1315 this academic year. A reduction of 152 detentions
Run extracurricular programme across the school to give students the opportunities to join clubs and develop skills/self-confidence	• Publicise extra-curricular offer to students and parents • Enter teams for competitions in sports/STEM etc across the city and region • Analyse participation and target under-engaged groups • Arts groups come in to enhance offer	**EEF Toolkit: Extending school time +2 months** **EEF Toolkit: Arts participation +3 months** **EEF Toolkit: Sports participation +1 month**	Overview by Head of Health and Wellbeing Monitoring of take-up data and use this to offer further opportunities	SKO	End of the academic year	• 11,729 sessions attended by students (6,819 by PP students) • Cost: Use of minibus to fixtures, Art supplies. • This has had impact. Students have demonstrated an increased amount of attendance at extra-curricular clubs throughout the year. Feedback has been positive and sharing the updated extra-curricular timetable online and via social media each half term has proven effective at getting this information out to parents. • Continue in the next academic year to monitor numbers (expecting a drop-in winter due to dark evenings etc) and write the half termly data reports to ensure we are using strategies to ensure students are able to and feel comfortable attending extra-curricular offerings.
Improve Cultural Capital for PP students	• Audit opportunities to develop cultural capital • Cultural Capital opportunities built into SoW • Trips and visits to enhance Cultural capital • CPD for staff on developing cultural capital in students	**EEF Toolkit: Social and Emotional Learning +4 months** **EEF Toolkit: Extending school time +3 months** **EEF Toolkit: Arts participation +3 months**	Feedback from students via Student Parliament Monitoring of SoW by DoLs	KBR/JHP	End of the academic year	**Curve partnership:** (£10,000 in-kind contribution from Curve) CPD: • 4 x dance/drama staff attended workshop with Frantic Assembly (normal cost of £200 per staff member). Techniques applied to curriculum. • 2 staff members attended free workshops with national Theatre (normal cost £150 per person). • Facilitated our new relationship with National Theatre Theatre trips to Curve: • Othello – 7 PP students • Sister Act - 28 PP students • Wizard of Oz – 28 PP students • Murmur – 4 PP students • Offer of reduced tickets to West End Hamilton –30 students at £10 a ticket compared to normal cost of £40. 15 PP students attended.

						National Theatre: • 1 free teacher place to Teacher conference – (Normal cost of £200) • Reduced rate of touring show. (Normal cost £800) All year 8 and year 9 students attended in-house professional production. Yr 10 drama and music students also involved
Embed Health and Wellbeing Strategy to improve physical and mental health of students and staff	• Health and Wellbeing strategy reviewed based on latest area data • Relaunch of Mental Health First Aiders • Refinement of Resilience toolkit • Additional PE theory lessons in the curriculum focusing on health/wellbeing to break the cycle	**EEF Toolkit: Effective Feedback +6 months** **EEF Toolkit: Social and Emotional Learning +4 months** **EEF Toolkit: Behaviour Interventions +4 months** **EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)**	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	• The impact this has had post Covid has been positive. Additional to those strategies listed, we have been working closely with an EHCP team to share mental health strategies positively across the college. It has been clear from their surveys and findings that our students are really clued up on where to access support and what strategies they can use themselves to promote positive mental health. • Further amendments to the resilience toolkits will be made in 2023-24 to ensure these further meet the needs of our students and this refining is also based on the improved knowledge students have about their own physical and mental health.
Increase parental understanding of exams/assessment system and skill them to be able to support their child	• Run parents evening presentations on how to help your child revise	**EEF Toolkit: Parental Engagement +4 months**	Uptake numbers Parental feedback	ERU/HoY	End of the academic year	• Year 11 count down newsletter sent to parents with revision tips and strategies to support.
Increase parental skills on how to keep their child safe on-line	• Refine materials for parents to access on the website • Appoint Head of Digital Learning to post with responsibility for E-Safety • Run termly parent evenings presentation session on How to keep your child safe online • Implement system of informing parents weekly or E-safety issues/concerns/advice	**EEF Toolkit: Parental Engagement +4 months**	Uptake numbers Parental feedback Reduction in referrals to safeguarding team re E-safety	ERU/SMS	£5,000 End of the academic year	• A weekly email has gone out to parents which covers all aspects of online safety and how they can keep their children safe online. For example, TikTok, snapchat, E-Sports, Luke boxes, metaverse, Spotify, online bullying and Be real. • A Head of digital Learning has been employed who leads on E-Safety and is line managed by Assistant Principal and DSL. • How to keep safe online information sessions have been integrated into Parents Evenings and Open Evenings • A bank of resources has been developed that can be used for students in reflection to educate them about the dangers of using technology inappropriately.
Raise aspirations with a focus on life after school	• Careers provision run by middle leader, Connexions Advisor and Pathways Advisor • Targeted students have careers support meetings. • Careers fairs • P16 Providers fair • Skills Show trip • Mock interviews (Careers/Attendance) • Aspire Programme • Programme of HE visits/workshops • Pathways Advisor delivering 1:1/assemblies /events • Careers audit across the school based on the CDI framework and careers embedded into SoWs	**EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)**	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/SBA	Termly monitoring by MPE £5,000	• The profile of careers has been raised due to all subjects included it in their Curricula in the ways that suit the needs of the students in their subject areas. Students are a lot more knowledgeable about the skills and pathways needed to achieve their goals. Working closely with Pathways and Connexions for Assemblies and Post-16 applications has really supported the process.

	• Careers lessons in Y10 and Year 11					
Reduce the number of PP students who become NEET	• Employment of Connexions advisor to provide support and challenge to PP students • Employment of a Careers Leader • Run Mock interview programme via Connexions • Trips to universities and employers to raise aspirations of PP students • Identification of "able but not aspiring" PP students and provide them opportunities which will raise their aspirations	**EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Mentoring +2 month** **EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)**	Connexions data 100% of Y11 students making appropriate pathway choices on UCAS Positive Steps@16	MPE	£25,000	• All Year 11 students have one to one careers interviews without college connections advisor Steven Readhead. • Year 11 students have participated in mock interviews and attend a careers fayre this is to help inspire them for the next step of their educational journey. • 100% of Year 11 students have made choices on PS16
Love4Life – 1:1 mentoring and support and small groups (Girls only)	• Charity group working with vulnerable girls • Mentoring 1:1 • Small group sessions	**EEF Toolkit: Mentoring +2 months** **EEF Toolkit: Behaviour Interventions +4 months**	Behaviour data monitored by Director of Learning Referral to service via the Removing Barriers Panel	KSI	£0	Love4Life is a primary service delivered by Twenty-twenty. who specialise in delivering 1:1 sessions in secondary schools focusing on building positive self-esteem and resilience, with relationship and sex education as a key theme of the work • 3 students have been seen by Love4Life this academic year of which 2 were PP. • For all 3 there has been a positive impact with regards their self-esteem and confidence
Kooth – online counselling service	• Ensure that all students are aware of service • Ensure that Kooth is on "How to Keep Safe" cards issued to students	**EEF Toolkit: Social and Emotional Learning +4 months**	Student voice/Parent or carer feedback	ERU	£0	
Calm Clinic	• Intervention run by Education Psychology service for students with anger/anxiety issues	**EEF Toolkit: Social and Emotional Learning +4 months** **EEF Toolkit: Behaviour Interventions +4 months**	Referral to service via Removing Barriers Panel Behaviour data monitored by Director of Learning Student voice/parent or carer feedback	KSI	£0	Calm Clinics' offer students the opportunity to take part in four 20-minute session over 4 weeks to promote emotional wellbeing. During sessions, students' concerns are 'heard' and validated. CYP are offered psychological support to identify and problem solve their difficulties and learn strategies to manage difficult feelings, using a child focused Cognitive Behaviour Therapy framework. 4 sessions in total • 17 students were seen by the Calm Clinic. Of these 7 were PP students. • All students had a positive impact and their ability to manage their emotions and well-being. Many were signposted to other agencies/support mechanisms
School Nurse	• Work with individual students on health issues or concerns • Refer to specialised services if required	**EEF Toolkit: Social and Emotional Learning +4 months** **EEF Toolkit: Behaviour Interventions +4 months**	Referral via Removing Barriers Panel Effectiveness monitored by ERU Student voice/parent or carer/School Nurse feedback	ERU	£0	39 students referred to, and picked up by, the School Nurse Service
Provision of free sanitary products	• Provide free products as needed to ensure attendance at school	**EEF Toolkit: Extending school time +3 months**	Improved attendance where applicable	CMC/ERU	£0	See attendance data
				Total budgeted cost	**£143,000**	

TOTAL SPEND: £ 565,136