



Blue Coat Church of England School  
and Music College

*Living life in all its fullness*

*John 10:10*

## **3 Year Pupil Premium Plan 2019-2022**

1. Disadvantaged & PP Overview
2. Cohort Information
3. Current Attainment & Barriers
4. Review of Expenditure
5. Planned Expenditure

**October 2019**

*Next Full Annual Impact Review October 2020*

Care

Hard Work

Respect

Integrity

Servanthood

Togetherness



# 1 – Disadvantaged & PP Overview

## Educating for Wisdom, Knowledge & Skills

- Develop confident learners
- All enabled to thrive and flourish no matter their barriers to progress or performance
- Develop well rounded individuals, with a strong moral character rooted in faith & values

## Educating for Hope & Aspiration

- Develop a students vision for their own future
- Prioritise careers advice for all PP
- Achieve their true potential and enabled to flourish

## Educating for Community and Living Well Together

- Social inclusion in all aspects of school life
- Support for improving behaviour & readiness to learn

## Educating for Dignity & Respect

- Provision beyond school
- Investment in wider pastoral support
- Funding assigned for the basics to provide every child with the basic requirements to access the curriculum
- Funding for trips & funding to access peripatetic music

## Purpose of Pupil Premium

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2019. PPG provides funding for two policies:

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

## Eligibility for Pupil Premium

- Free schools at any point in the last 6 years – FSM Ev.6 £935
- Looked-after children (LAC) or under adoption/special guardianship order – LAC Premium £2,300
- Children who are in receipt of a military service pension or have a parent in active service for the Ministry of Defence - £300

## Terms of Funding Allocation

The grant may be spent in the following ways:  
for the purposes of the school; that is, 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; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2019; some or all of it may be carried forward to future financial years.

## Long Term Plan – 3 Year Time Scale:

1. Ensure BCS Pupil Premium pupils achieve a Progress 8 score of 0 or above
2. Improve the outcomes of disadvantaged pupils so all are meeting DFE progress expectations
3. Further improve the number of disadvantaged pupils leaving school with the Basics of English & Maths at a 4+
4. To ensure the school Pupil Premium cohort surpasses other pupils nationally



## 2 – Cohort Information

### SUMMARY

CURRENT PUPIL INFORMATION 2019		FUNDING OVER TIME		
Total number of pupils Y7 to 11:	1319	17-18	18-19	19-20
Number of pupils eligible for pupil premium:	354	£273,995	£283,547	£306,680

### COHORT INFORMATION

YEAR	TOTAL COHORT	NPP	PP	PP%
7	264	205	59	22%
8	263	189	74	28%
9	255	174	81	31%
10	267	196	71	26%
11	270	201	69	25%
Total /Avg.	1319	965	354	%

### PP - KEY GROUPS INFORMATION

CHARACTERISTIC	PERCENTAGE OF ALL PP COHORT
Boys	48%
Girls	52%
SEN support	16%
EHCP	<1%
EAL	34%

### ENG OF KS2

Average Reading & Mathematics Scaled Score	Y7 19-20						Data for All Students Previous 3 Years		
	ALL	BCS FSM	BCS NFSM	BCS PP	BCS NPP	GAP	Y7 16-17	Y7 17-18	Y7 18-19
	105.7	103.3	106.2	103.6	106	-2.4	100.2	105	105.2



### 3 – Current Attainment & Barriers

#### CURRENT ATTAINMENT

Measure	2017 Published Results			2018 Published Results			2019 Data – Awaiting Publication		
	BCS PP	BCS NPP	NA NPP	BCS PP	BCS NPP	NA NPP	BCS PP	BCS NPP	NA NPP
Progress 8	0.16	0.36	0.11	-0.23	0.44	0.13	0.07	0.32	
Attainment 8	45.09	55.81	49.8	44.4	55.5	50.1	46.06	56.01	

#### PP VS NPP ATTENDANCE BY HALF TERM 2018-19

Key	Aut. 1	Aut. 2	Spr. 1	Spr. 2	Sum. 1	Sum. 2	Average
PP	96.43	95.38	95.54	95.48	96.21	95.45	95.75
NPP	96.34	95.52	95.16	94.99	94.85	95.2	95.34
Gap	+0.09	-0.14	+0.38	+0.49	+1.36	+0.25	+0.4

#### BARRIERS TO ATTAINMENT

##### Academic Barriers:

A – Entry at KS2 PP vs. NPP

B – Reading ages of some PP eligible pupils

C – Progress over time shows a widening gap from entry in Y7

D – Growing need for EAL students accessing the curriculum

E – Attitude to learning of some pupils

##### External Barriers

A – Home learning environment

B – Aspiration for further education

C – Resources required to access learning inc. uniform, stationary & extra curricula opportunities

D – Behavioural influences within the local community negatively affecting the conduct of some individuals



# 4 – Review of Expenditure

Priority	ID	Strategies Used to Narrow the Gap	Budget	Purpose, Objectives & Success Criteria	Assessed Impact October 2018					Evaluation of Impact & Action Plan																																																																											
Improving transition into school, extra curricula diet and readiness to engage	A	Pupil Premium Breakfast Club – 8.15-8.30am providing free breakfast	£7,500-00 (2.5% of budget)	<ul style="list-style-type: none"> <li>Improved PP eligible attendance Reduced lateness to tutor/school for PP</li> </ul>	<ul style="list-style-type: none"> <li>27% more PP eligible pupils now have an attendance percentage above 97%</li> <li>7% increase in pupils with attendance &lt;95%</li> <li>215 students had &lt;3% of lessons recorded as lates</li> </ul>					Evaluation – Improved attendance Action Plan – Ensure all parents are informed of the programme & train pastoral staff in deployment of free breakfast pass																																																																											
	B	New Y7 Starter Voucher - £50 provided to 80 X parents of PP eligible learners to fund equipment/uniform.		<ul style="list-style-type: none"> <li>Provide essential equipment/resources for the start of the academic year</li> <li>Less students arriving to lesson without the correct resources/equipment</li> </ul>	<ul style="list-style-type: none"> <li>Essential equipment provided</li> <li>84% uptake of funding to provide essential equipment and uniform</li> <li>Additional unspent funding spent on providing each House team with 50 x filled basic 5 pencil cases and some additional stationary</li> </ul>					Evaluation – Funding essential to providing all pupils with a good start at BCS Action Plan – <ul style="list-style-type: none"> <li>Ensure additional funding is devolved to House Heads to support poor equipment issues</li> <li>Ensure all new starter packs for PP eligible Y6 pupils contain free vouchers but link primarily to uniform at 3 suppliers – cost would cover 1 blazer, tie &amp; PE kit bundle</li> </ul>																																																																											
Improving Progress, Personalised Provision and Academic Attainment	C	Small Group Tuition Alternative Provision Timetable for underachieving Y11 Pupils using overstaffing present in English, Maths, Science, MFL, History, Geography.	£71,306.85 (25% of budget)	<ul style="list-style-type: none"> <li>Reduced P8 gap between PP &amp; Non PP</li> <li>Individual P8 basket and total scores should show an improvement from the interventions</li> <li>Improved attainment in Core subjects due to small group tuition provided</li> </ul>	<table border="1"> <thead> <tr> <th rowspan="2">Measure</th> <th colspan="2">English Lit.</th> <th colspan="2">English Lang.</th> <th colspan="2">Maths</th> <th colspan="2">Combined Science</th> </tr> <tr> <th>P8</th> <th>5+ %</th> <th>P8</th> <th>5+ %</th> <th>P8</th> <th>5+ %</th> <th>P8</th> <th>5+ %</th> </tr> </thead> <tbody> <tr> <td>17-18 PP</td> <td>-0.65</td> <td>43.75%</td> <td>-0.93</td> <td>30%</td> <td>-0.25</td> <td>46%</td> <td>-0.53</td> <td>16.22%</td> </tr> <tr> <td>17-18 NPP</td> <td>0.06</td> <td>72.73%</td> <td>-0.24</td> <td>64.77%</td> <td>0.45</td> <td>68.18%</td> <td>0.25</td> <td>43.68%</td> </tr> <tr> <td>Gap</td> <td>-0.72</td> <td>-28.98%</td> <td>-0.69</td> <td>-34.77%</td> <td>-0.7</td> <td>-22.18%</td> <td>-0.79</td> <td>-27.46%</td> </tr> <tr> <td>18-19 PP</td> <td>-0.05</td> <td>61.22%</td> <td>-0.42</td> <td>50%</td> <td>-0.09</td> <td>56.25%</td> <td>-0.04</td> <td>26.47%</td> </tr> <tr> <td>18-19 NPP</td> <td>0.2</td> <td>73.08%</td> <td>-0.35</td> <td>64.64%</td> <td>0.06</td> <td>61.54%</td> <td>-0.01</td> <td>33.3%</td> </tr> <tr> <td>Gap</td> <td>-0.25</td> <td>-11.86%</td> <td>-0.07</td> <td>-14.64%</td> <td>-0.16</td> <td>-5.29%</td> <td>-0.03</td> <td>-6.82%</td> </tr> </tbody> </table>										Measure	English Lit.		English Lang.		Maths		Combined Science		P8	5+ %	P8	5+ %	P8	5+ %	P8	5+ %	17-18 PP	-0.65	43.75%	-0.93	30%	-0.25	46%	-0.53	16.22%	17-18 NPP	0.06	72.73%	-0.24	64.77%	0.45	68.18%	0.25	43.68%	Gap	-0.72	-28.98%	-0.69	-34.77%	-0.7	-22.18%	-0.79	-27.46%	18-19 PP	-0.05	61.22%	-0.42	50%	-0.09	56.25%	-0.04	26.47%	18-19 NPP	0.2	73.08%	-0.35	64.64%	0.06	61.54%	-0.01	33.3%	Gap	-0.25	-11.86%	-0.07	-14.64%	-0.16	-5.29%	-0.03	-6.82%
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D	Maths Intervention Manager (HLTA) for in class, small group and one to one tuition	<ul style="list-style-type: none"> <li>Maths PP vs. NPP gap should reduce when compared to 2017-18</li> <li>Students intervened with should show an improved P8 score</li> <li>Targeted threshold PP eligible students should achieve a 4+ in Mathematics</li> </ul>	<table border="1"> <tbody> <tr> <td>Gap</td> <td>-0.72</td> <td>-28.98%</td> <td>-0.69</td> <td>-34.77%</td> <td>-0.7</td> <td>-22.18%</td> <td>-0.79</td> <td>-27.46%</td> </tr> <tr> <td>18-19 PP</td> <td>-0.05</td> <td>61.22%</td> <td>-0.42</td> <td>50%</td> <td>-0.09</td> <td>56.25%</td> <td>-0.04</td> <td>26.47%</td> </tr> <tr> <td>18-19 NPP</td> <td>0.2</td> <td>73.08%</td> <td>-0.35</td> <td>64.64%</td> <td>0.06</td> <td>61.54%</td> <td>-0.01</td> <td>33.3%</td> </tr> <tr> <td>Gap</td> <td>-0.25</td> <td>-11.86%</td> <td>-0.07</td> <td>-14.64%</td> <td>-0.16</td> <td>-5.29%</td> <td>-0.03</td> <td>-6.82%</td> </tr> </tbody> </table>										Gap	-0.72	-28.98%	-0.69	-34.77%	-0.7	-22.18%	-0.79	-27.46%	18-19 PP	-0.05	61.22%	-0.42	50%	-0.09	56.25%	-0.04	26.47%	18-19 NPP	0.2	73.08%	-0.35	64.64%	0.06	61.54%	-0.01	33.3%	Gap	-0.25	-11.86%	-0.07	-14.64%	-0.16	-5.29%	-0.03	-6.82%																																					
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E	Science Intervention Tutor (UT) for in class, small group and one to one tuition	<ul style="list-style-type: none"> <li>Combined Science PP vs. NPP gap should reduce when compared to 2017-18</li> <li>Students intervened with should show an improved P8 score</li> <li>Science results should continue to show a small gap but Combined Science should be a focus for intervention</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Whole school <b>PP P8</b> score returned to <b>+0.07</b> and overall <b>gap reduced by 66% + FSM PP</b> students saw their <b>P8 gap reduced to 10%</b> of last years gap</li> <li><b>Significant improvement</b> in P8 scores &amp; 5+ grades for PP students when compared to last years outcomes. Only Eng. Lit. P8 gap increased due to sig. improvement in NPP cohort progress 8 – all other measures have shown improvement in progress &amp; outcomes</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Prioritise academic support for English by recruiting an English Intervention Tutor to supplement support in Maths/Science. Overstaffing no longer available for alternative timetable therefor Intervention staff will need to be recruited to fill in gaps. Eng. Lit. intervention to be a priority due to Y10 early entry of Lang.</li> </ul>																																																																																		
			F	£40 claim back voucher for FSM PP students in Y11 to support their purchase of revision guides to support with January mock exams & summer final papers	<ul style="list-style-type: none"> <li>FSM cohort should show a reduced P8 gap vs. NPP when comparing 2018-19 data to previous years 2017-18 results</li> </ul>	<ul style="list-style-type: none"> <li>Significant improvement in FSM Gap vs. last year – has been reduced to one tenth of previous level</li> <li>FSM students have seen an improvement of P8 improvement of 4/10 of a grade</li> <li>FSM students overall P8 gap only -0.07 and they have outperformed PP significantly</li> </ul>					Evaluation – <ul style="list-style-type: none"> <li>FSM support package has clearly support staff in improving outcomes</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Continue supporting FSM students with free revision materials but provide guides directly from school to save VAT &amp; gain educational discounts only schools receive.</li> </ul>																																																																										
G	Accelerated Reader introduced from Jan 2014 to support students underperforming in literacy. Full time HLTA employed as of September 2017 to provide targeted provision. (20% of costs funded by PP)	<ul style="list-style-type: none"> <li>Intervened students should see an average 12 month increase in reading ages</li> <li>AR should have a positive impact on at least 70% of pupils reading ages</li> </ul>	<ul style="list-style-type: none"> <li>78% of Y7 students have benefited from the intervention and have seen a measured increase in reading ages – a 6% improvement on last years statistics inc. the factor that the total number of students intervened with has increased</li> <li>66% of Y8 intervention students increased in reading age</li> <li>37% of Y7 participants are PP</li> <li>Y8 intervention students saw an average positive increase in reading age of 11 months</li> <li>Y7 intervention students saw an average positive increase in reading age of 1 year and 1 month improvement</li> </ul>					Evaluation – <ul style="list-style-type: none"> <li>AR has proven to have a significant impact on students with a reading age lower than their chronologic age</li> <li>This provides students with an essential skill &amp; further resources should be prepared to support this successful intervention</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Deploy City Year Mentors to support tutor time reading activities and support literacy focus</li> <li>Deploy PP &amp; Y7 Catch-up Funding to support the distribution of library materials</li> </ul>																																																																													
H	Girls Network Mentoring Service May 2017 until April 2018 10 Y10/11 Girls Mentored at £200 per student May 2018 until Sept 2018 20 Y10 Girls Mentored at £300 per student	<ul style="list-style-type: none"> <li>Girls in the Y10 cohort should show an improved P8 individual score when compared to data used when intervention was put in place</li> <li>The Girls should provide positive comment on the programme and the difference it has made to them individually for careers, academic progress or life aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Girls who participated in the programme had not seen significant measurable academic benefit between the Summer term Y10 data and the summer actual outcomes</li> <li>Students feedback was mostly negative due to the staffing issues experienced by the West Midlands branch</li> <li>Delivery of the mentoring programme has been poor &amp; engagement from students low due to its poor delivery</li> </ul>					Evaluation – <ul style="list-style-type: none"> <li>Academic benefit cannot be determined</li> <li>Poor organisation of charities delivery to be fed back &amp; contract terminated with partial refund</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Divert funding into programmes that prove to have a higher academic or pastoral benefit to pupils eligible for funding</li> </ul>																																																																													



# 4 – Review of Expenditure

Priority	ID	Strategies Used to Narrow the Gap	Budget	Purpose, Objectives & Success Criteria	Assessed Impact October 2018	Evaluation of Impact & Action Plan
Improving Progress, Personalised Provision and Academic Attainment	I	Elevate external provider booked to provide low P8 tracking Y11 pupils and Threshold PP students with support with exam study skills, revision strategies, exam technique and succeeding in linear exams. This includes a parent feedback session	£71,306.85 (25% of budget)	<ul style="list-style-type: none"> <li>Students who have been intervened with should show an improve P8 score when comparing Y10 Summer Data &amp; Y11 Summer results due to the skills and techniques shared with students/parents</li> <li>PP P8 gap should close</li> </ul>	<ul style="list-style-type: none"> <li>All Y11 PP students participated, cohort achieved a +P8 score and the in school gap narrowed by 66%</li> <li>Student feedback was 95% positive of Study Sensei</li> <li>Student feedback was 100% positive on Ace Your Exams</li> <li>Student feedback on the sessions indicated they felt these sessions supported their preparation for their final exams</li> <li>Students indicated that they felt these sessions would be essential to others and their preparation for their final exams</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Programme outcomes/positive feedback has led to a planned expansion</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Sessions to be rolled out into a 3 year programme across Y9, 10 &amp; 11</li> <li>1. Year 9 – June session on Study Sensei - Skills required to study effectively &amp; turn information into long term retained knowledge</li> <li>2. Year 10 – April session on Student Elevate – Aimed at supporting students who lack a knowledge of where they are heading. Additional session for higher performing pupils on Memory &amp; Mnemonics turning learning into memory using specific techniques</li> <li>3. Y11 – Ace Your Exams – Techniques on how to best prepare/revise and reflect on past papers</li> </ul>
	J	STAR marking feedback stamps to aid new school assessment policy & improve quality of feedback to support, stretch & challenge		<ul style="list-style-type: none"> <li>3 x QA book look cycles targeted at comparing negative P8 students and positive P8 learners of a similar demographic should be utilised to assess impact</li> <li>Targeted feedback should be utilised within the classroom as a method of raising attainment/bridging the gap this should be evident through the whole QA process</li> </ul>	<ul style="list-style-type: none"> <li>QA has indicated a significant improvement in the quality &amp; quantity of written feedback opportunities evidenced in books via lesson observations, learning walks &amp; targeted book looks</li> <li>Book looks focussed on the feedback received by key group pupils such as PP, FSM etc.</li> <li>Feedback observed practice in the classroom which led to a 37% improvement in embedded assessment practice</li> <li>47% increase in those using STAR time with pupils</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Feedback has improved across the school &amp; QA has identified a sig. improvement in observed practice/implementation I</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Focus on diverting last years T&amp;L section of the budget on specific CPD opportunity designed to support staff in turning pupils learning into embedded long term retained knowledge</li> </ul>
	K	Intervention & Projects Fund – PP Coordinator, SLT & HODs to use funding to put in place targeted revision sessions/booster classes/purchase targeted revision materials to support improve attainment.		<ul style="list-style-type: none"> <li>Y11 2018-19 P8 Gap should reduce</li> <li>Subjects/individual pupils who benefit from this funding should see improved P8 scores between Autumn 18-19 data and summer results</li> </ul>	<ul style="list-style-type: none"> <li>Overall P8 score positive, internal gap closed compared to last year and most subjects have seen a reduced PP gap</li> <li>Funding had a significant impact on reducing PP gap by 66% but FSM have seen the largest reduction by 90%</li> <li>Booster classes funded have shown a high uptake by disadvantaged pupils</li> <li>Feedback from staff has been positive</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Funding has had a strong impact on improving overall P8 scores and securing outcomes</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Divert a proportion of this funding into specific programmes or resources focussed on individual barriers such as IT, EAL etc.</li> </ul>
	L	Show My Homework – Online platform purchased to support use of high impact strategy to raise attainment, monitor usage & focus on personalisation		<ul style="list-style-type: none"> <li>SMHW as a learning tool should be utilised to provide differentiated, targeted homework to support progress &amp; learning</li> <li>Homework should lead to improved P8 for Y11 learners and a reduced gap (due to high impact evident)</li> </ul>	<ul style="list-style-type: none"> <li>Overall P8 score positive, internal gap closed compared to last year and most subjects have seen a reduced PP gap</li> <li>Funding had a significant impact on reducing PP gap by 66% but FSM have seen the largest reduction by 90%</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Show my homework has been an effective platform for delivering homework to students &amp; gain parental support</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Continue to fund alongside contractual obligations. Purchase Class charts as new front end with new homework module built in – no SMHW 19-20</li> </ul>
Improving access to the curriculum, pastoral support and wider opportunities	M	Extra curricula funding & application based trip subsidy – parental application only via the website	<ul style="list-style-type: none"> <li>PP eligible learners should be supported to attend curriculum linked trips on an application basis</li> <li>All PP eligible learner parents should be informed by ATO of the service</li> </ul>	<ul style="list-style-type: none"> <li>21 students received partial trip subsidy - £1100 total spend</li> <li>Funding per student on average &lt;£45</li> <li>Funding provided specific subject/core curriculum trips total PP subsidy when essential to success on qualification for all relevant PP eligible students</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Provides essential out of classroom experiences – must continue</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Continue budget alongside existing plans</li> <li>Ensure all parents are aware via one annual admin email</li> </ul>	
	N	Pastoral Support & Intervention Fund – Provides essential support with bus travel, uniform, access to equipment and other associate wider issues	<ul style="list-style-type: none"> <li>HOH should be able to deploy this funding to support attendance, uniform, equipment or other pastoral issues PP students experience where parents are unable to rectify</li> <li>Individual benefits should be seen in attendance/behaviour/readiness to learn/progress</li> </ul>	<ul style="list-style-type: none"> <li>£700+ spent on providing a range of pastoral supported initiatives including:               <ul style="list-style-type: none"> <li>Bus passes/transport due to parental financial difficulties</li> <li>Free lunches to crisis families</li> <li>Uniform &amp; shoes</li> <li>Stationary</li> <li>Subject specific resources</li> <li>Y9 mentoring programme breakfast spend</li> </ul> </li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>This provides staff with a vital support when basics are needed</li> <li>Funding has provided travel, uniform, stationary or food</li> <li>Specific students may not have returned to sixth form without the funding</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Expand budget to allow for additional pupils &amp; in crisis families</li> </ul>	
	O	25% Peripatetic Music Lesson Subsidy – provides all PP eligible students with a heavily subsidised series of music lessons	<ul style="list-style-type: none"> <li>A high percentage of PP eligible learners should continue access Peripatetic lessons in line with our schools Music College status</li> </ul>	<ul style="list-style-type: none"> <li>£1938 spent on:               <ol style="list-style-type: none"> <li>12 x 25% subsidised individual peripatetic tuition sessions</li> <li>10 x 25% subsidised shared tuition sessions</li> </ol> </li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Participation has increased for eligible families due to school comms letter &amp; website information.</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Ensure sharing of this info. Is completed twice per academic year via direct school comms email.</li> </ul>	



# 4 – Review of Expenditure

Priority	ID	Strategies Used to Narrow the Gap	Budget	Purpose, Objectives & Success Criteria	Assessed Impact October 2018	Evaluation of Impact & Action Plan																																
Improving access to the curriculum, pastoral support and wider opportunities	P	Work Experience - Fully Funded Place - 67 @ £21 Paid	£7,500-00 (2.5% of budget)	<ul style="list-style-type: none"> <li>All PP eligible learners should attend successful work experience placements</li> <li>We should have no Y11 NEETS in 2017-18</li> </ul>	<ul style="list-style-type: none"> <li>Majority of PP eligible pupils completed their 1 week work experience</li> <li>Funding provided support for travel &amp; specialist equipment that may be required</li> </ul>	Evaluation – Essential learning experience for our most vulnerable. The majority of PP eligible students completed a successful placement. Action Plan – Ensure career support changes this year prioritise PP eligible students for career advice & support.																																
	Q	Pastoral Learning Assistants – 68% of the PLA time is assigned to the pastoral support, attendance support, LAC reviews etc. required by our PP eligible cohort. (75% of costs funded by PP)		<ul style="list-style-type: none"> <li>Improved PP attendance</li> <li>Reduced PP lateness to lessons</li> <li>Reduced behavioural points for PP eligible learners</li> <li>Reduced high tariff behavioural incidents due to proactive preventative work</li> </ul>	<ul style="list-style-type: none"> <li>PP attendance +0.4% better than NPP attendance</li> <li>Attendance interventions have been successful</li> <li>Lateness to lesson has been an issue this year that is being addressed</li> <li>The increased use of in school behavioural support efforts has led to a 15% reduction in the number of PP eligible students number of excluded days</li> <li>A reduction in the number of PP eligible department detentions</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Attendance support is working for PP</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Prioritise lateness support/tracking &amp; intervention this academic year with T&amp;L, pastoral and detention focus</li> </ul>																																
Educational Welfare, Attendance, Emotional and Behavioural Support	R	Student Support Welfare Officer – tracking/monitoring students with welfare/attendance issues who are entitled to Pupil Premium (75% of costs funded by PP)	£71,306.85 (25% of budget)	<ul style="list-style-type: none"> <li>Improved PP attendance</li> <li>Reduced number of school refusers</li> <li>Improved use of PP pastoral funding to support our most vulnerable identified through safeguarding procedures</li> </ul>	<table border="1"> <thead> <tr> <th>KG</th> <th>Au1 %</th> <th>Au2 %</th> <th>Sp1 %</th> <th>Sp2 %</th> <th>Su1 %</th> <th>Su2 %</th> <th>Avg. %</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>96.4</td> <td>95.38</td> <td>95.54</td> <td>95.48</td> <td>96.21</td> <td>95.45</td> <td>95.75</td> </tr> <tr> <td>NPP</td> <td>96.3</td> <td>95.5</td> <td>95.16</td> <td>94.99</td> <td>94.85</td> <td>95.2</td> <td>95.34</td> </tr> <tr> <td>Gap</td> <td>+0.09</td> <td>-0.14</td> <td>+0.38</td> <td>+0.49</td> <td>+1.36</td> <td>+0.25</td> <td>+0.4</td> </tr> </tbody> </table>	KG	Au1 %	Au2 %	Sp1 %	Sp2 %	Su1 %	Su2 %	Avg. %	PP	96.4	95.38	95.54	95.48	96.21	95.45	95.75	NPP	96.3	95.5	95.16	94.99	94.85	95.2	95.34	Gap	+0.09	-0.14	+0.38	+0.49	+1.36	+0.25	+0.4	Evaluation – <ul style="list-style-type: none"> <li>PP attendance is better on average across the year when compared to NPP</li> <li>PP attendance has only hit the 96% attendance target for two of the 6 half terms</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Focus to be paid by all HOH, AHOH &amp; Tutors at raising individual attendance percentages above 96%</li> </ul>
	KG	Au1 %		Au2 %	Sp1 %	Sp2 %	Su1 %	Su2 %	Avg. %																													
	PP	96.4		95.38	95.54	95.48	96.21	95.45	95.75																													
	NPP	96.3		95.5	95.16	94.99	94.85	95.2	95.34																													
	Gap	+0.09		-0.14	+0.38	+0.49	+1.36	+0.25	+0.4																													
	S	Welfare & Deputy Safeguarding Officer employed to support with welfare, safeguarding, attendance and interventions to improve readiness to learn (75% of costs funded by PP)		<ul style="list-style-type: none"> <li>Reduced behavioural points for PP eligible learners</li> <li>Reduced high tariff behavioural incidents due to proactive preventative work</li> <li>Potential at risk NEET students who present challenging behaviour should achieve in their Y11 exams due to preventative support</li> </ul>	<ul style="list-style-type: none"> <li>Exclusion preventative work has been successful and has led to a 15% reduction in the number of PP eligible students number of excluded days</li> <li>A reduction in the number of PP eligible pupils receiving department detentions</li> <li>Too many detentions escalating to SLT on a Friday due to poor communication via detention slips system which is not efficient or effective</li> <li>2016 destinations state:               <ol style="list-style-type: none"> <li>99% of pupils are still in education or employment for 2 terms after KS4 compared to Coventry LA of 94%</li> <li>61% attend sixth form</li> <li>29% attend FE colleges</li> <li>&lt;1% not staying in employment/education for two terms. Sig. below the City at 5%</li> </ol> </li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>PP eligible behaviour points higher as a proportion than NPP</li> <li>Too many pupils receiving escalated detentions due to in school communication problems</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Focus to be paid to preventative early intervention work with new Behaviour Support LSA</li> <li>Deployment of City Year mentors to support students in Y7-9 where there is a correlation between behaviour points, attendance issues, learning needs &amp; poor progress via APS analysis</li> <li>Class charts purchased to ensure all pupils know when they have a DT/behaviour point recorded &amp; parents are aware of reason/time/place/ member of staff</li> </ul>																																
T	Behaviour Support Unit – Part of the Hub (50% of costs funded by PP)	<ul style="list-style-type: none"> <li>The HUB should continue to use this to support our most vulnerable students who require more extensive, professional external support which school colleagues cannot provide</li> </ul>	<ul style="list-style-type: none"> <li>This provides an essential service to pupils at a number of students are internally referred when the standard pastoral support offering becomes overstretched</li> <li>Staffing changes leading to a modification in offering/days</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Highly important crisis service offering</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Recruit a new counsellor to replace leaver over increased hours</li> </ul>																																		
U	In school counselling service (75% of costs funded by PP)	<ul style="list-style-type: none"> <li>Improved parental contact/participations</li> <li>Reduced behavioural incidents due to parental awareness of pupils issues</li> <li>Increased issuing of achievement points due to parental awareness</li> <li>Reduced number of students receiving higher tariff consequences/detentions due to parental awareness through direct messaging notifications</li> </ul>	<ul style="list-style-type: none"> <li>54% uptake on all parents Y7-13</li> <li>Provided parents with a valuable way of viewing:               <ol style="list-style-type: none"> <li>Conduct information inc. achievements/behaviour points</li> <li>Detentions</li> <li>Academic reports</li> <li>Attendance</li> <li>Late to lesson marks</li> <li>Updating critical information such as name, address, telephone numbers in case of an emergency</li> </ol> </li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Gateway has not been effective in reducing behaviour incidents as with having SMHW active too means parents have to go to several places to find information</li> <li>Gateway app does not transmit detention local, day and time – issues with notifying parents as claimed</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>We are actively replacing this service with Class Charts which will replace the homework provider SMHW, act as a SIMS front end and provide access for students/parents</li> <li>Parents/students will be able to see all the information in real time inc. in app notifications on detentions. We are hoping to see a reduced level of behaviour points and escalated detentions.</li> </ul>																																		
V	School Gateway Application – Linked to SIMS & school comms parents receive report data, behaviour/achievement points, detentions and direct messages all pushed to their smartphones. This improves parental communication/engagement with support school and their child's progression.																																					



# 4 – Review of Expenditure

Priority	ID	Strategies Used to Narrow the Gap	Budget	Purpose, Objectives & Success Criteria	Assessed Impact October 2018	Evaluation of Impact & Action Plan
Supporting careers and raising aspirations	W	Specialist personalised careers advice from fully qualified careers advisor (80% of costs funded by PP)	£16506.00 (6% of Expenditure)	<ul style="list-style-type: none"> <li>We should have no Y11 NEETS in 2017-18</li> <li>All Y11 PP students should progress onto apprenticeships, college, sixth form etc.</li> <li>A Y11 careers fair should be arranged to support this inc. individualised career reviews/action plans</li> </ul>	<ul style="list-style-type: none"> <li>2016 destinations state:               <ol style="list-style-type: none"> <li>99% of pupils are still in education or employment for 2 terms after KS4 compared to Coventry LA of 94%</li> <li>61% attend sixth form</li> <li>29% attend FE colleges</li> <li>&lt;1% not staying in employment/education for two terms. Sig. below the City at 5%</li> </ol> </li> <li>2018 leavers (internal) – 2 NEETS</li> <li>2019 leavers (internal) – 0 NEETS</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>The school is outperforming the city averages for employment/education after 2 terms</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Focus on retaining a higher percentage of own students into P16 prioritising PP admissions</li> <li>Ensuring all students achieve Basics 4+</li> <li>Ensure all at risk NEET students have regular career advice meetings support their career planning P16</li> </ul>
	X	All Y9 to attend the NEC World Skills Show in November (PP students coach travel fully funded)		<ul style="list-style-type: none"> <li>All Y9 PP students should attend the skills show and feedback should be positive on the benefits</li> </ul>	<ul style="list-style-type: none"> <li>Essential trip for Y9 to receive a vital career centred out of classroom experience</li> <li>Highly positive student &amp; parent feedback leading to continuing the trip next academic year</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Vital opportunity to make students aware of FE/P16 &amp; careers available after 2 terms</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Focus on retaining a higher percentage of own students into P16 prioritising PP admissions</li> <li>Ensuring all students achieve Basics 4+</li> <li>Ensure all at risk NEET students have regular career advice meetings support their career planning P16</li> </ul>
Improving tracking, monitoring and intervention managements	Y	Investment in 4 matrix software to allow identification and analysis of data sets of PP students attainment/issues	£9,854.00 (3.6% of Expenditure)	<ul style="list-style-type: none"> <li>Improved tracking of pupils should lead to improved outcomes and reducing P8 Gaps</li> <li>We should also see improved outcomes for English &amp; Maths Threshold students</li> </ul>	<ul style="list-style-type: none"> <li>Essential software that provides precise data analysis for classroom teachers, middle leaders, support staff &amp; an accurate whole school overview for SLT/governors</li> <li>Essential software is vital to making fully informed and reasoned decisions to direct PP funding</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>The school is outperforming the city averages for employment/education after 2 terms</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Focus on retaining a higher percentage of own students into P16 prioritising PP admissions</li> <li>Ensuring all students achieve Basics 4+</li> <li>Ensure all at risk NEET students have regular career advice meetings support their career planning P16</li> </ul>
	Z 1	Assistant Head ( <i>Secondment</i> ) – Coordinating, planning, assessing and evaluating pupil premium expenditure and whole school intervention strategies (15% of costs funded by PP)		<ul style="list-style-type: none"> <li>Improved tracking of pupils should lead to improved outcomes and reducing P8 Gaps</li> <li>We should also see improved outcomes for English &amp; Maths Threshold students</li> <li>P8 score for specific groups inc. FSM should improve</li> </ul>	<ul style="list-style-type: none"> <li>Funding role has led to improved PP outcomes</li> <li>Improved FSM outcomes</li> <li>Improved Supportive Study offering</li> <li>Improved intervention mapping for afterschool</li> </ul>	Evaluation – <ul style="list-style-type: none"> <li>Role has been successful in closing the gap</li> </ul> Action Plan – <ul style="list-style-type: none"> <li>Focus to be paid to next years cohort – especially most disadvantaged currently on FSM</li> <li>Long term interventions to be driven by new T&amp;L focus on long term memory &amp; retention inc. deployment of new City Year mentors to Y7-9 pupils at risk of underachievement</li> </ul>
<b>Total Planned Expenditure</b>			<b>£274,032.12</b>	<b>Total Income 2018-19</b>		<b>£273,995.00</b>





# 5 – Planned Expenditure

Priority	ID	Actions/Strategies to Narrow the Gap	Budget	Monitor/Evaluator	Evaluation – Measuring & Expected Impact
Improving transition into school, extra curricula diet and readiness to engage	A	Pupil Premium Breakfast Club – 8.15-8.30am providing free breakfast to those who need it.	£5,100.00 (1.6% of Planned Expenditure)	Finance/ATO	<ul style="list-style-type: none"> <li>Maintain high levels of PP attendance</li> <li>Ensure all students start the school day with a quality breakfast</li> </ul>
	B	New Y7 Starter Voucher - £50 provided to 80 X parents of PP eligible learners to fund equipment/uniform.		Finance/ATO	<ul style="list-style-type: none"> <li>Provide essential equipment/resources for the start of the academic year</li> <li>Less students arriving to lesson without the correct resources/equipment</li> </ul>
Quality of Education - Improving Progress, Personalised Provision and Academic Attainment	C	Matt Bromley delivering staff CPD session on Quality of Education, embedding learning into long term memory & enabling all students inc. disadvantaged to achieve.	£104068.20 (33% of Planned Expenditure)	CTA	<ul style="list-style-type: none"> <li>Noticeable improvement in the Quality of Education in lessons</li> <li>QA identifies staff working to embed teaching practices that support pupils in the retention of learning into their long term memories</li> </ul>
	D	English Intervention Tutor (UT) for in class, small group and one to one tuition		ESI/ATO	<ul style="list-style-type: none"> <li>English PP vs. NPP gap should continue to reduce</li> <li>Students intervened with should show an improved P8 score</li> <li>Improved PP eligible pupil outcomes for 4+ or 5+ in English</li> </ul>
	E	Maths Intervention Manager (HLTA) for in class, small group and one to one tuition		CCO/ATO	<ul style="list-style-type: none"> <li>Maths PP vs. NPP gap should reduce when compared to 2017-18</li> <li>Students intervened with should show an improved P8 score</li> <li>Improved PP eligible pupil outcomes for 4+ or 5+ in Mathematics</li> </ul>
	F	Science Intervention Tutor (UT) for in class, small group and one to one tuition		ZYA/ATO	<ul style="list-style-type: none"> <li>Combined Science PP vs. NPP gap should reduce when compared to 2017-18</li> <li>Students intervened with should show an improved P8 score</li> <li>Science results should continue to show a small gap but Combined Science should be a focus for intervention</li> </ul>
	G	£20 per pupil funding assigned to purchase FSM students with revision guides for their core EBac subjects		Finance/ATO	<ul style="list-style-type: none"> <li>FSM cohort progress 8 gap should reduced when comparing Y10 Aut. predictions based on the summer mocks vs. the summer outcomes in 2020</li> </ul>
	H	Accelerated Reader introduced from Jan 2014 to support students underperforming in literacy. Full time HLTA employed as of September 2017 to provide targeted provision. (20% of costs funded by PP)		TDA	<ul style="list-style-type: none"> <li>Intervened students should see an average 12 month increase in reading ages</li> <li>AR should have a positive impact on at least 70% of pupils reading ages</li> <li>P8 gap of PP students should close over the long term</li> </ul>
	I	City Year Mentoring programme contracted to provide: <ul style="list-style-type: none"> <li>One to one mentoring</li> <li>English or maths intervention</li> <li>In lesson support for underachievers in Y7-9</li> <li>Support attendance, behaviour &amp; punctuality</li> </ul>		ATO/NPH/CMI	<ul style="list-style-type: none"> <li>Students intervened with should show measurable improvements in academic or pastoral measures:               <ol style="list-style-type: none"> <li>Overtime APS for pupils intervened with in Y7-9 should show an reduced gap vs. others</li> <li>Improvements in the progress of PP students entitled to SEN Support</li> <li>Improvements in key pastoral measures such as attendance, punctuality or behaviour points inc. reductions in sanctions issued</li> </ol> </li> </ul>
	J	Elevate external provider booked to provide low P8 tracking Y9, 10 & 11 pupils and Threshold PP students with support with exam study skills, revision strategies, exam technique and succeeding in linear exams.		ATO	<ul style="list-style-type: none"> <li>Students who have been intervened with should show an improve P8 score when comparing Y10 Summer Data &amp; Y11 Summer results due to the skills and techniques shared with students/parents</li> <li>PP P8 gap should close</li> </ul>
	K	Purchased of basic tablet computers to be deployed via the HUB learning support facility to PP students who have English as an additional language and could be supported by the use of Google translate in lessons		CML/NPH	<ul style="list-style-type: none"> <li>PP EAL students achieve a P8 score that surpasses other national non PP students</li> <li>PP EAL students make a noticeable improvement in their academic progress over time and achieve outcomes on par with other students</li> </ul>
	L	Intervention & Projects Fund – PP Coordinator, SLT & HODs to use funding to put in place targeted revision sessions/booster classes/purchase targeted revision materials to support improve attainment.		ATO	<ul style="list-style-type: none"> <li>Y11 2018-19 P8 Gap should reduce</li> <li>Subjects/individual pupils who benefit from this funding should see improved P8 scores between Autumn 18-19 data and summer results</li> </ul>
	M	Class Charts – SIMs front end purchased to reduce staff workload, improve communication with pupils & parents and improve the efficiency of recording key data. Costs include existing contractual commitment for Show my Homework now redundant.		LMA	<ul style="list-style-type: none"> <li>Improved recording of behavioural incidents &amp; detentions</li> <li>Improved parental engagement leading to reduced behavioural incidents</li> <li>Reduced high level detention escalations due to students receiving sanction notifications directly</li> <li>Higher profile of rewards system as students receive</li> <li>Reduced behavioural incidents in lessons such as C4/C5 due to intelligent seating plan functionality</li> <li>Improved homework awareness from parents reinforcing learning at home through parent app.</li> </ul>



# 5 – Planned Expenditure

Priority	ID	Actions/Strategies to Narrow the Gap	Budget	Monitor/Evaluator	Evaluation – Measuring & Expected Impact	
Improving access to the curriculum, pastoral support and wider opportunities	N	Extra curricula funding & application based trip subsidy – parental application only via the website	£4,500.00 <i>(1.4% of Planned Expenditure)</i>	Finance/ATO	<ul style="list-style-type: none"> <li>PP eligible learners should be supported to attend curriculum linked trips on an application basis</li> <li>All PP eligible learner parents should be informed by ATO of the service</li> </ul>	
	O	Pastoral Support & Intervention Fund – Provides essential support with bus travel, uniform, access to equipment and other associate wider issues		Finance/ATO/HOH	<ul style="list-style-type: none"> <li>HOH should be able to deploy this funding to support attendance, uniform, equipment or other pastoral issues PP students experience where parents are unable to rectify</li> <li>Individual benefits should be seen in attendance/behaviour/readiness to learn/progress</li> </ul>	
	P	25% Peripatetic Music Lesson Subsidy – provides all PP eligible students with a heavily subsidised lessons		Finance/ATO/DTA	<ul style="list-style-type: none"> <li>A high percentage of PP eligible learners should continue access Peripatetic lessons in line with our schools Music College status</li> </ul>	
Improving access to the curriculum, pastoral support and wider opportunities	Q	Work Experience – Support Fund	£89,942.40 <i>(28% of Planned Expenditure)</i>	RJO	<ul style="list-style-type: none"> <li>All PP eligible learners should attend successful work experience placements</li> <li>We should have no Y11 NEETS in 2019-20</li> </ul>	
	R	Pastoral Learning Assistants – 68% of the PLA time is assigned to the pastoral support, attendance support, LAC reviews etc. required by our PP eligible cohort. (75% of costs funded by PP)		FPE/CMI	<ul style="list-style-type: none"> <li>Continue high levels of PP attendance with average rising to 96%+</li> <li>Reduced behavioural points for PP eligible learners</li> <li>Reduced high tariff behavioural incidents due to proactive preventative work</li> </ul>	
Educational Welfare, Attendance, Emotional and Behavioural Support	S	Student Support Welfare Officer – tracking/monitoring students with welfare/attendance issues who are entitled to Pupil Premium (75% of costs funded by PP)	£73,635.60 <i>(23% of Planned Expenditure)</i>	JDU	<ul style="list-style-type: none"> <li>Improved PP attendance</li> <li>Reduced number of school refusers</li> <li>Improved use of PP pastoral funding to support our most vulnerable identified through safeguarding procedures</li> </ul>	
	T	Welfare & Lead Safeguarding Officer employed to support with welfare, safeguarding, attendance and interventions to improve readiness to learn (60% of costs funded by PP)		VSH		
	U	Behaviour Support Unit – Part of the Hub (50% of costs funded by PP)		LMA	<ul style="list-style-type: none"> <li>Reduced behavioural points for PP eligible learners</li> <li>Reduced high tariff behavioural incidents due to proactive preventative work</li> <li>Potential at risk NEET students who present challenging behaviour should achieve in their Y11 exams due to preventative support</li> </ul>	
	V	In school counselling service (75% of costs funded by PP)		NPH	<ul style="list-style-type: none"> <li>The HUB should continue to use this to support our most vulnerable students who require more extensive, professional external support which school colleagues cannot provide</li> </ul>	
	W	School Gateway Application – Linked to SIMS & school comms parents receive report data, behaviour/achievement points, detentions and direct messages all pushed to their smartphones. This improves parental communication/engagement with support school and their child's progression.		ATO	<ul style="list-style-type: none"> <li>Improved parental contact/participations</li> <li>Reduced behavioural incidents due to parental awareness of pupils issues</li> <li>Increased issuing of achievement points due to parental awareness</li> <li>Reduced number of students receiving higher tariff consequences/detentions due to parental awareness through direct messaging notifications</li> </ul>	
Supporting careers and raising aspirations	X	Specialist personalised careers advice from fully qualified careers advisor (80% of costs funded by PP)	£25,070.18 <i>(8% of Planned Expenditure)</i>	CMI	<ul style="list-style-type: none"> <li>We should have no Y11 NEETS in 2019-20</li> <li>All Y11 PP students should progress onto apprenticeships, college, sixth form etc.</li> <li>A Y11 careers fair should be arranged to support this inc. individualised career reviews/action plans</li> </ul>	
	Y	All Y9 to attend the NEC World Skills Show in November (PP students coach travel fully funded)		RJO/ATO	<ul style="list-style-type: none"> <li>All Y9 PP students should attend the skills show and feedback should be positive on the benefits</li> </ul>	
Improving tracking, monitoring and intervention managements	Z1	Investment in 4 matrix software to allow identification and analysis of data sets of PP students attainment/issues	£14,698.40 <i>(4.6% of Planned Expenditure)</i>	LHE/ATO	<ul style="list-style-type: none"> <li>Improved tracking of pupils should lead to improved outcomes and reducing P8 Gaps</li> <li>We should also see improved outcomes for English &amp; Maths Threshold students</li> </ul>	
	Z2	Assistant Head – Coordinating, planning, assessing and evaluating pupil premium expenditure and whole school intervention strategies (20% of costs funded by PP)		VSH/LHE	<ul style="list-style-type: none"> <li>Improved tracking of pupils should lead to improved outcomes and reducing P8 Gaps</li> <li>We should also see improved outcomes for English &amp; Maths Threshold students</li> <li>P8 score for specific groups inc. FSM should improve</li> </ul>	
<b>Total Planned Expenditure</b>			<b>£317,014.78</b>	<b>Total Income 2019-20</b>		<b>£306,680.00</b>