

# Pupil Premium Strategy Statement : St Hilda's CE High School 2018-19

1. Summary information					
School	St Hilda's CE High School				
Academic Year	2018/19	Total PP budget	£ <b>191,730</b> (includes LAC & Post LAC)	Date of most recent PP Review	Nov
Total number of pupils	759 (7-11) 963(all)	Number of pupils eligible for PP	159 (7-11)	Date for next internal review of this strategy	Nov 18

2. Attainment 2017/18										
Measure	2016_17				2017_18				Change in result for PP	Change in Gap
	All Pupils	Non PP	PP Pupils	Gap to Non PP Cohort	All Pupils	Non PP	PP Pupils	Gap to Non PP Cohort		
Cohort Size	126	88	38		127	78	49			
KS2 intake Average level	5.01	5.07	4.86	-0.21	5	5.09	4.87	-0.22	0.01	-0.01
Progress 8	-0.169	-0.064	-0.409	-0.345	0.13	0.384	-0.28	-0.664	0.129	-0.319
Attainment 8	52.3%	53.4%	49.6%	-4%	52.97%	53.9%	45.6%	-8.28%	-4.0%	-4%
5+Standard Pass incl.EM	74.6%	80.7%	60.5%	-20%	81.1%	85.9%	73.5%	-12.40%	13.0%	8%
5+Strong Pass incl.EM	56.3%	65.9%	34.2%	-32%	61.4%	71.8%	55.1%	-16.70%	20.9%	15%
Basics (Standard)	80.2%	88.6%	60.5%	-28%	86.0%	91.0%	81.6%	-9.40%	21.1%	19%
Basics (Strong)	59.5%	70.5%	34.2%	-36%	68.8%	78.2%	55.1%	-23.10%	20.9%	13%
Ebacc Entered	57.9%	60.2%	52.6%	-8%	49.2%	56.4%	36.7%	-19.70%	-15.9%	-12%
Ebacc Achieved (Standard)	40.5%	43.2%	34.2%	-9%	37.8%	47.4%	22.4%	-25.00%	-11.8%	-16%
Ebacc Achieved (Strong)	36.5%	40.9%	26.3%	-15%	34.0%	41.0%	20.4%	-20.60%	-5.9%	-6%

### 3. Predicted attainment (current Yr 11 - September 2018)

	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving 9-5 English & Maths	57.10%	72.50%
% achieving 9-4 English & Maths	75.00%	92.20%
Progress 8 score average	0.277	0.639
Attainment 8 score average	49.73	54.34

### 4. Barriers to future attainment (for pupils eligible for PP) 18/19

#### In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	There is still an in-school gap in progress of PP students and non PP students with intake scores not significantly different. Although the progress 8 score improved the gap has widened because whole school improved.
B.	Poor progress of PP students in the open element of Progress 8.
C.	Behavioural and SEMH issues of small groups impacting on progress and aspirations of PP students
D.	A scaled score of less than 100 at KS2 in maths and English (reading/writing) may prevent Year 7 PP students making progress in future

#### External barriers (issues which also require action outside school, such as low attendance rates)

E.	Persistent absence rates are higher for PP students than non PP students and overall attendance rates are lower – data shows that this has the most impact on progress of individuals.
F.	Less opportunities for educational and cultural enrichment and a less supportive home learning environment

### 5. Intended outcomes 2018/19

	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
A.	All Year 11 PP have positive Progress 8 scores in line with non PP.	The gap for P8 PP/Non PP for all ability ranges (L/M/H prior attainers) will reduce in KS4 and in KS3 (measured maths and English)
B.	The gap between PP students in science and the open element of Progress 8 will close.	The gap in progress for PP students and non PP students in science and the open element of P8 will close. An appropriate curriculum will enable PP students to make progress in the open element in line with others aspects of progress 8.
C.	Improved Behaviour for Learning for targeted PP students	Students will receive positive behaviour for Learning reports – more House points achieved and less conduct points/incidents recorded Improved attainment and progress



	Effective marking and Feedback review; T & L assistant heads and school lead ( JH) reviewing use of effective feedback and conducting research with a view to whole school implementation and supporting work load reform.	EEF highlights the biggest impact on pupil progress is through quality feedback	School lead is conducting research and will lead designated INSET time with this as a key focus. Work scrutiny/learning walks/lesson study will support this	School lead marking & feedback	Through LMA schedule – designated times for each yr group
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b> All PP in yrs 7-11 of all abilities will achieve in line with non PP and meet challenging targets.	Review of target setting for all year groups	Rigorous target setting ensuring Pp students are not disadvantaged by less aspirational targets that will widen the progress gap from KS2.	All targets will be aspirational but achievable – they will be 'reset' more effectively using FFT 20 All departments input into targets for every students.	SLT HODs	Set in Sept-October 2018  Reviewed after data drops
	New assessment timetable in Years 7-11. Quality not quantity as a focus Implementation of more rigorous moderation of assessment	EEF highlights the biggest impact on pupil progress is through quality assessment and subsequent feedback	Assessment policy implemented. Assessments moderated in depts.and discussed at line management meetings. Data from in-school summative assessments will align with external assessments. Lesson observations and work scrutiny will provide evidence of high quality formative assessment. Participation in the Liverpool subjects hubs to ensure specific assessment information at KS3 and KS4 is shared cross a wide range of schools.	Ass head T & L	Ongoing <b>Sept 2019</b>

<p><b>A</b> All PP in yrs 7-11 of all abilities will achieve in line with non PP and meet challenging targets</p>	<p>Ensure that teachers prioritise the T&amp;L needs of PP students. Accurate tracking and monitoring</p>	<p>The disadvantage faced by PP students can be addressed by good quality teaching and learning (EEF, 2017)</p>	<p>Strategies for prioritising PP students shared with HoDs and teachers. This will form a PP Toolkit and will be disseminated to whole staff during training. Progress of PP students is highlighted in each year group. Interventions for PP students discussed at line management meetings. Regular agenda item on dept meetings. Progress data of PP students indicates that they are making progress in line with their peers. Lesson observations and learning walks Financial bidding processes and systems in place to allow provision for learning support materials/activities that will enhance learning and engagement</p>	<p>HODs SLT PP champion</p>	<p><b>Reviewed after data drops</b></p>
					<p><b>Whole school budget and total £50000 from Pupil Premium funding (key staffing and resources)</b></p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>B</b> The gap between PP students in the open element of Progress 8 will close.</p>	<p>Review of curriculum to ensure that students have a suitable range of qualifications to be guided into at KS4.  Guided options process supports PP students and parents to make informed and appropriate choices for each individual.</p>	<p>An appropriate range of qualifications and subjects will meet PP student needs.</p>	<p>Curriculum reviewed to ensure that option qualifications and subjects meet the needs of PP students.  Students and parents attend open evening and guidance meetings.  PP student options reflect student abilities and aspirations.</p>	<p>SLt &amp; HoDs</p>	<p>April 2019</p>

<p><b>B</b> The gap between PP students in the open element of Progress 8 will close – yr 11</p>	<p>Yr 11 Masterclasses and targeted PP support in departments/after school homework club</p>	<p>Targeted small group and 1 to 1 interventions have the potential for the largest immediate impact on attainment', Closing the Attainment Gap, EEF, 2017</p>	<p>Use progress data to highlight underperforming students Depts have this on weekly briefing/development time Additional support and masterclasses arranged to support targeted individuals ( letters home) Learning mentor supports attendance at sessions and runs HW club – will address individual subject learning needs</p>	<p>Depts</p>	<p>April 2019</p>
<p><b>B</b> The gap between PP students in the open element of Progress 8 will close.  <b>C</b> Improved Behaviour for Learning for targeted PP students</p>	<p>Celebrate success and tackle underachievement</p>	<p>'What happens in the classroom makes the biggest difference', EEF, Tackling Underachievement 2017.</p>	<p>High performing subjects celebrated and acknowledged and Action Plans implemented. Progress data identifies improvements in targeted subjects - celebration Students achievements are celebrated and rewarded – House system and department systems reviewed and embedded BfL and Progress reports highlight concerns and students working – Pastoral/dept celebrations or sanctions</p>	<p>Depts Pastoral team</p>	<p>Sept 2018  Termly</p>
					<p><b>School budget and £10000 from Pupil Premium funding</b></p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>D</b> Improved levels of literacy and numeracy for PP students in Year 7.</p>	<p>Improvement in reading skills of PP students in year 7 with scaled scores of less than 100.  Inclusion teacher and literacy lead employed to give targeted support and run small group sessions in library lessons and the 'Green Room' to support students to make accelerated progress in reading.</p>	<p>Improved literacy enables students to access all aspects of the curriculum. GCSE qualifications required students to interpret complex questions. There is an increased emphasis on quality of written communication at GCSE and, by improving reading skills, PP students will be better prepared to successfully rise to this challenge.</p>	<p>Accelerated progress in reading ages compared to peers with reading scaled scores of greater than 100. Evidence from library lending rates for PP students.</p>	<p>SLT lead and literacy lead</p>	<p>Termly</p>

	Inclusion teacher and numeracy lead will be employed to give targeted support and run small group sessions in library lessons and the 'Green Room' to support students to make accelerated progress in maths skills of PP students in Year 7 with scaled scores of less than 100. Passport Maths will be used to address the gaps but link to yr 7 SOL.	Improved numeracy will enable students to access the numeracy skills required in all subjects at GCSE.	Accelerated progress in numeracy compared to peers with numeracy scores of greater than 100. Students complete the passport Maths scheme and make more rapid progress in maths as a result.  Work towards Liverpool Counts Quality Gold Mark to engage students and parents (parental information events, number day, use of 'where's the maths in this?' in all subjects).	SLT lead and numeracy lead	Termly
					<b>Whole school budget, Catchup funding and from £ 30000 from PP funding</b>
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A,B,C,E and F</b> All Year 11 PP have positive Progress 8 scores in line with non PP.  The gap between the progress of middle ability PP and middle ability non PP will close.	Pastoral support of PP students strengthened with the appointment of designated staff.  Heads of House roles continue to develop working alongside the Pastoral admin and support team PP learning mentor, well being & inclusion lead, Attendance support worker	Embed the House System which will provide a sense of identity for students within the school. Heads of House will continue to develop relationships with students and parents/carers to support students effectively Pastoral support team will be established and will provide designated support to the students alongside Heads of House.	School records indicate high levels of engagement. Progress of students is in line with non –disadvantaged students BFL reports show improvement	Pastoral team deputy pp champion Inclusion and well being lead Attendance support worker	termly  July 2019

<p><b>A, B,C,D, E and F</b></p> <p>Students will become more resilient, independent and happy to attend school participate in school life and so make expected and sustained progress</p>	<p>Improve the communication between students,staff and parents/carers concerning vulnerable students to ensure support is timely and effective</p>	<p>A system where all staff can report and record their concerns and where this can be centrally accessed by the DSL and HoH ensures that all issues are dealt with according to need.</p>	<p>Central CPOMs system embedded and used effectively PP learning mentor and PP champion will support pastoral team by recording any interventions on CPOMs</p>	<p>Pastoral team PP champion and learning mentor</p>	<p>Termly</p>
	<p>Parental engagement programme – information sharing and support with revision, well being and motivation</p>	<p>Parent involvement earlier is proven by EEF to impact positively on academic achievement and engagement</p>	<p>Parent engagement programme – key dates for info/review evenings. Informal and personalised approach to encourage a positive relationship between school and family. Regular updates and shared commitment to having a positive impact on progress, BfL and attitudes of students in classroom.</p>	<p>PP champion /PP Mentor HOH</p>	<p>Termly</p>
	<p>Ensure that student and parents are aware of available financial support for learning needs in school and improve communication about is taken into account and acted upon. Letters and flyers sent out – individual contact made</p>	<p>A better understanding of the needs of PP students will enable us to deploy resources and support more effectively and remove barriers to learning for PP students.</p>	<p>Action plans drawn up as a result of PP information and parental contact Outcomes shared with SLT and acted upon.</p>	<p>PP champion</p>	<p>October 18</p>
	<p>Targeted, personalised individual and small group mentoring and , intervention for identified Y11 PP students with rewards for success.</p>	<p>Targeted small group and 1 to 1 interventions have the potential for the largest immediate impact on attainment’, Closing the Attainment Gap, EEF, 2017 Each pupil that falls below target will have an individual plan to support study, attendance or engagement.</p>	<p>All PP students mentored with focus on academic support Small groups of PP students identified revision/Homework sessions in place Support sessions attended by students and agreed work completed. Students progress to St Hilda’s College and other education/training – no NEETs Parents engaged and supporting school and students Shorter term targets and rewards implemented for targeted students to focus on key areas of improvement quickly.</p>	<p>PP champion &amp; learning mentor</p>	<p>August 2019</p>

	Yr 10 PP girls will participate in The Girls' Network where they will receive individual support , workshops and mentoring form local professional females Yr 10 students participate in IOP equality project supporting gender equality,behaviour and aspirations.	Targetted small group and 1 to 1 interventions have the potential for the largest immediate impact on attainment', Closing the Attainment Gap, EEF, 2017	Students will be focussed,resilient confident and happy to participate in school life aspiring to achieve and do well in the future They will know more about future career choices Improved communication skills and increased participation evident	PP learning mentor  IOP lead coach	Jan19-Jan 20
	University aspirations visits and aspirational careers support	The future possibilities will be shared with pupils to help raise/ support aspirations.	University widening participation programmes will be used as we have a record of their evidence of engagement. Various courses ie Future First /Shaping futures are very successful.	PP champion	Evaluations after visits
	Personalised Rewards programmes for improvement in school and engagement outside the classroom	The school rewards system will be further enhanced for learning outside the classroom engagement as evidence suggests that this will increase in school progress.	A clear plan of rewards for both engagement and participation will be written and promoted. It may differ for different year groups and individual students.	PP learning mentor	Half term updates using SIMS data
	Individual emotional support packages for targeted students in all years.	Our disadvantaged students can often have more issues within the home environment and this is reflected in safeguarding logs and SIMs records and pastoral intervention. This impacts on behaviour within school and affects teaching and learning	Individualised family support and parental engagement. Individual student support in school. Specific programmes – Seasons for Growth,	PP learning mentor Well being & Inclusion lead	Team around the Child meetings and Attendance meetings - every two weeks
	Increase engagement in wider school life and cultural activities	Children who engage outside the classroom in school life generally have a positive P8 score. EEF suggests outdoor adventure learning adds moderate impact for moderate cost. Learning a musical instrument have been shown to impact positively on progress and attitude to learning, resilience and numeracy skills. Many studies (Harmony Projects 2014 US and Everton)	Key strategies targeted PPG students. Deliver D of E to year 9 pupils as part of PE curriculum. Promote and celebrate attendance at the various enrichment opportunities and respond to the needs/ wants of the pupils. All PP offered free music lessons All PP are offered support to attend different trips and events	D of E lead PP champion &mentor HODs	Termly

	Options support and careers advice given	The correct advice regarding both attainment possibilities, motivation and future aspirations will help to engage students further in their studies. Students choosing	Tutor training- delivery of informed choices on offer – target PP. SLT issued pupils for options advice using smart allocation – not simply by form groups.	Careers Lead Options Lead Tutors	March 2018
	Peer mentor support for those PP children in years 7-9 whose P8 is below in all buckets	Yr 12 used to mentor targeted pupils. EEF suggests peer support offers moderate impact for very low cost.	Mentors will be trained. Support will be in form period twice a half term for 10-15 mins	PP mentor HOH	Begin January 2019
<b>E</b> Increased attendance rates for pupils eligible for PP – with focus group FSM Persistent absence reduced Attendance in line with whole school 95%.	Attendance of PP will be monitored and personalised plans put in place for those at risk of falling below the criteria. Pastoral support assistant for Attendance in place – targeting PP students.	We cannot improve the attainment if the pupils aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. The plans will include both rewards and sanctions. Plans will be formulated with key staff, pupils and parents.	Information regarding successes and failure will be fed back to SLT on a 'review date basis'. PP mentor will monitor and support targeted students with attendance reports. Regular contact with parents. Individual plans for transport etc. Plans will be shared with House officers, HOH, form tutors and they will monitor the success of the plans. % PA reduced PP attendance gap reduced compared to non PP	DSL/PP champion	Fortnightly attendance statistics evaluated
<b>F</b> PP students are able to access high quality learning materials to support home learning	GCSE Pod and SAM Learning bought and promoted to students and staff.	SAM Learning –use can improve GCSE grades of students. GCSE Pod was used as a revision tool, nationally, last year for mostly science and English Literature. Teachers trialled GCSEPod and agreed that it would support students to effectively revise in a range of subjects.	Use of SAM Learning and GCSEPod by PP students will be promoted and closely monitored. Competitions with incentives will be launched for Y11. Revision guides provided for all PP students in yr 10 & 11	PP champion Ass Head T & L	August 2019

<p><b>F</b> PP students are able to access the same wider learning opportunities as their peers.</p>	<p>Specialist equipment, resources and support for educational trips will be provided for PP students.</p>	<p>Support is required for some students to buy the equipment for their courses. Revision guides are a useful tool in helping students to prepare for examinations. These will be purchased for PP students in Years 10 and 11. Financial support for, for example, attending geography fieldwork, is essential for PP students to access the full curriculum.</p>	<p>Revision guides purchased. Attendance of PP students on educational trips. The academic progress of PP students will be monitored.</p>	<p>PP champion &amp; learning mentor All teachers</p>	<p>August 2019</p>
					<p><b>School budget and from £100,000 from PP funding.</b></p>

## A) Review of expenditure 2017/18

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Quality First Teaching	Whole school focus on and stretch and challenge Non negotiables and active questioning	Development Thursday sessions were attended by teaching staff. Informal observations completed to share good practice which were beneficial – this will continue as focused lesson study Progress 8 score did improve but gap widened as whole school improvement is greater so needs to be improved further. Lesson observations indicate that further work in this area will ensure that differentiation and stretch and challenge is	Approach can be enhanced and embedded with Assistant Headteachers for teaching and Learning and CPD to ensure that improved T&L practices are embedded across the whole school. Non- negotiables, active questioning and stretch and challenge will continue to be foci for development – Lesson study will support this in 2018/19	£ 30,000 staffing and training plus school budget						
	Study materials and GCSE revision guides SAM learning purchase GCSE Pod purchase	Revision guides and work books were purchased for Year 11 PP students and revision materials were bought for students. E-learning programmes \sam learning and GCSE pod bought to enhance home learning – mixed usage	We will continue with this approach as high quality revision guides are recommended by departments. Revision materials will be purchased for students as part of small group intervention. Financial bids to track spend per student will be beneficial to track this and show impact Mixed usage of SAM and GCSE pod although real focus showed usage significantly increased in areas such as science. School to evaluate other homelearning support such as Show my homework.	£7,000						
	Targeted support and Intervention	26/49 PP students who were given non subject specific targeted intervention by SLT achieved positive Progress 8 scores. This still has to remain a focus for 2018/19	EEF (Closing the Attainment Gap), 2017, sites small group and 1:1 intervention as being successful. We will continue with small group intervention but alter the format. A PP learning mentor and new Pupil premium SLT champion will be employed to focus specifically on PP	£10,000 ( staffing and resources)						
Improve progress in Science and Open Ebacc 'bucket'	Targeted support and intervention	SLT mentoring for all PP students New Director of STEM employed who provided additional support and intervention for targeted PP students Master classes introduced and PP students targeted in science – science results improved significantly with a positive PP progress score. Progress 8 score for Open bucket still an issue – curriculum not appropriate for some students. <table border="1" data-bbox="846 1129 999 1249"> <tr> <td>All</td> <td>-0.505</td> </tr> <tr> <td>Non PP</td> <td>-0.21</td> </tr> <tr> <td>PP</td> <td>-0.985</td> </tr> </table>	All	-0.505	Non PP	-0.21	PP	-0.985	Focused Master classes to continue – very successful Learning mentor to support progress in all subjects. this has to be a focus next year Open bucket must be tracked and curriculum review needs to consider suitable pathways for PP students.	£ 30,000
All	-0.505									
Non PP	-0.21									
PP	-0.985									

## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Support for students to overcome barriers to learning Attendance:	Intervention to promote good attendance.	Actions were taken to improve attendance but there is still a discrepancy in attendance of PP and non PP students. Key students were long term absent which has a big impact on overall attendance figures. HOH leadership project with enhanced targeting did have a positive impact – this targeted approach will continue.	Pastoral Attendance Officer to be put in place to improve attendance rates. Regular meetings will be held with students and their parents/carers. Targets for attendance will be set and personalised interventions for students put in place. PP students to be prioritised in attendance initiatives. Rewards and interventions will increase. Earlier intervention and tracking is crucial – it is too late in yr 11.	£25,000
SEMH and behavioural needs	Specialist software and resources to support the safeguarding of disadvantaged pupils (CPOMS, Access, EMTAS)	Specialist software (CPOMS) was purchased but not fully implemented.	CPOMS training for all staff is planned for Autumn 2018. Enhanced safeguarding training to be given to Heads of House. All assistant heads become DSLs	£6750
	Educational Psychologist support	Educational Psychologist support was purchased for students according to need.	This resource will continue to be used as required for students. The impact on students will be measured.	£4,500
Aspirations and careers	Careers guidance	Students in Years 7-11 received careers guidance through PSHE. Students in 11 received 1:1 interviews with an independent careers advisor. Students and parents had 1:1 meeting with SLT/Head of Year regarding KS4 and 5 options.	PSHE will be further enhanced to ensure that careers guidance includes current options for students. Guidance at KS3-4 and KS4-5 will continue.	£7,000
	Teaching Assistant Support	Teaching Assistants supported students in class and small group work.	The deployment of teaching Assistants will be reviewed to meet student needs – more yr 7 identified with additional needs so needs to be a focus.	£10,000
Literacy and numeracy	Catch up programme	7 PP students in Year 7 received catchup literacy and numeracy support.	Catchup literacy and numeracy will continue for Y7 students below a scaled score of 100. Two new literacy and numeracy leads have been appointed. – real focus will be passport to reading and maths.	£ 3,000 Exc £ 6,500 catch up funding
	Mentor and pastoral support	Students were supported by pastoral staff Additional support in pastoral team – heads of house/attendance/admin/SENH support worker	The roles of pastoral support staff will be adjusted to better meet student needs. New PP learning mentor appointed for 2018/19 New inclusion and well being lead appointed for 2018/19 New PP champion on SLT for 2018/19	£26,500

	Appropriate curriculum	The curriculum was not felt to be appropriate for the needs of <u>all</u> students and so a review was undertaken of all key stages. KS4 options that better reflects the needs of PP students of all abilities was put in place. A number of students did not access the full curriculum which impacted on overall school progress 8 figure.	A further review of the curriculum will take place to continue to improve our offer for PP students.	
	Support for students educated off site.	PP students attended alternative provision.	Students will continue to be supported in alternative provision according to their individual need.	£4,500
<b>III Removing barriers to learning</b>				
<b>Ensuring students can access wider learning opportunities.</b>	Funding for specialist equipment	PP funding was used to support students to attend curriculum enhancing trips and purchase specialist equipment.	PP funds will continue to support students to access the curriculum through the purchase of specialist equipment or support to attend trips that are linked to the curriculum.	£4,000
	Breakfast and homework clubs	Breakfast and homework clubs were staffed throughout the academic year.	Provision will be enhanced by the provision of an additional IT room after school.	£4,000
			Total PP funding	<b>£172,250</b>