

# Pupil Premium Intention to Spend and Evaluation Report 2020/21

## Section 1 – Mission Statement - Our approach to PPG allocation

At Eckington School we are passionate about ensuring the highest quality provision is provided for all students regardless of their starting points. Whilst the Pupil Premium funding allows for additional funding for our most disadvantaged pupils, we believe that this document not only identifies how we have planned to meet their needs but importantly it also provides our staff with a clear focus setting the achievement of all children as a priority for everyone.

The effective use of the Pupil Premium Grant (PPG) will mean that ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. This document helps identify how whole school priorities are being used to shape and transform the lives of our students, allowing them to achieve their full potential. It also illustrates to all staff, students and parents/ carers see how we seek to use the most effective interventions, approaches and strategies to make the biggest difference to our Pupil Premium pupils (and all pupils) at Eckington School.

We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our school.

**The total number of students classed as disadvantaged through being in receipt of the Pupil Premium Grant are 23% (285)**

## Section 2 – 2020/21 Overview of barriers which have a detrimental impact on progress and attainment:

<b>Barriers to progress and attainment</b>	
<b>A.</b>	Lower levels of <b>literacy</b> than peers, particularly in reading and writing formal academic language.
<b>B.</b>	Lower levels of <b>aspiration</b> and <b>engagement</b> with school leading to higher numbers of sanctions and less participation school life
<b>C.</b>	Less support from home to encourage <b>independent learning</b> and complete <b>homework</b> at a frequency or standard which can develop and embed learning.
<b>D.</b>	Lower <b>attendance</b> (PP pupil attendance was below non-PP pupil attendance in 2019/20)
<b>E.</b>	Higher levels of <b>social-emotional</b> issues, which affect both attendance and behavior.

<b>In school and external barriers that inform interventions</b>	<b>Support Focus</b>				
	<b>Teaching, Learning and Curriculum</b>	<b>Enrichment</b>	<b>Social, emotional and mental wellbeing</b>	<b>Families and community</b>	<b>Attendance, punctuality and readiness to learning</b>

<p><b>Average Prior Attainment on entry from Primary school (Current Yr 9)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>KS2 data</th> <th>Maths</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>104</td> <td>102</td> </tr> <tr> <td>Disadvantaged</td> <td>102</td> <td>101</td> </tr> <tr> <td>Non disadvantaged</td> <td>105</td> <td>103</td> </tr> </tbody> </table> <p>Scaled scores score attainment on entry is lower for DA students.</p>	KS2 data	Maths	English	Whole school	104	102	Disadvantaged	102	101	Non disadvantaged	105	103	<p>Year 6 Transition helps to provide the pupils with an understanding of secondary school life and prepare them for Eckington School</p> <p>Baseline testing is done for pupils – which would normally include SATS and a reading age assessment</p> <p>In 20/21 SATS testing was not possible due to the COVID-19 epidemic.</p> <p>Lucid Testing was used to provide data for the required interventions.</p>	<p>Extended Day Enrichment - Additional Period 6 lesson for Year 11 and Y13.</p> <p>Weekly (or more) enrichment activities offered to ALL year groups, both during the school day and after school. (Extra-curricular Activities).</p>	<p>Every year group supported by a teaching Leader of Student Development and a non-teaching Pastoral Support Assistant.</p> <p>Wellbeing questionnaires carried out for all students every two weeks.</p> <p>Form Tutor leading all Flexible Learning Days, Pastoral Calendar (Form period activities/ Assemblies, etc) as well as Character lessons to give social, emotional and mental wellbeing support.</p> <p>Mental well-being lead in school and part of The Senior Leadership Team</p> <p>Mental Well-being links in school.</p> <p>SEND pupils given a key worker.</p> <p>School nurse visits once a week and becomes involved in PHSE activities where appropriate.</p> <p>Early Help Team has been established to support students and their families with more serious needs.</p>	<p>Period 6 Online Study Clubs to provide both computer access and a safe/quiet place to study</p> <p>SIMs Parent App allows parents/carers to access live information on attendance, behaviour, achievement and academic progress.</p> <p>Weekly Enrichment Leaflet sent to students and parents to encourage engagement with cultural and topical activities.</p> <p>Early Help Team available to support students and their families with more serious needs.</p> <p>Termly News Letter sent to all parents and students – highlighting student achievement.</p>	<p>Information about attendance is provided from the start, to ensure that understand the expectations regarding attendance.</p> <p>All students have been provided with basic equipment for learning including glue and mini-whiteboards, purple pens and board markers.</p> <p>Pupils are rewarded on their attendance through certificates, rewards, the Star Learner Award system and the end of year Rewards Trip. Helping pupils to see the importance of good attendance.</p> <p>Attendance panels are held with the year groups if students are at risk of becoming a Persistent Absentee.</p> <p>Selected PP students are mentored by their form tutors for attendance to help motivate them and set them achievable targets to help improve their attendance and punctuality.</p> <p>Attendance panels help parents understand when their child is at risk from their low attendance. When parents may be at risk of prosecution we do all, we can to prevent it escalating by ensuring pupils are given opportunities to explain why they are not attending. We work with pupils to enable them to come back to school with support.</p> <p>Attendance panels are held with the year groups if students are at risk of becoming a Persistent Absentee. Safeguarding, SEND and attendance leaders having weekly supervision meetings to identify priority cases.</p>
KS2 data	Maths	English															
Whole school	104	102															
Disadvantaged	102	101															
Non disadvantaged	105	103															

Low Levels of Literacy				Universal offer of Guided reading in form time  Accelerated Reader reading system for Years 7 and 8.  Dedicated Librarian in the information centre providing bespoke interventions for reading and comprehension.	Targeted catch-up reading classes in Year 7 and 8 of DA students.  Targeted reading intervention to those beyond fluent reading ability.			
	EXACT-Word Recognition Year 7	EXACT-Read Comp Accuracy Year 7	EXACT-Reading Comp Speed Year 7					
Yr7 Average	102.23	96.74	90.31					
Non-DA Average	103.21	97.35	90.51					
DA Average	99.9	95.26	89.81					

Lucid testing of the whole year group in Sep20 show lower levels of literacy in DA students, particularly word recognition and reading comprehension accuracy.

Historic underachievement of high prior attaining disadvantaged students			Dedicated Senior Leader raising profile of these students with teachers in all lessons.	P6 Study clubs offered to Y11 and Y13  Trips to Universities / colleges to encourage high aspirations including Oxbridge visits and other Universities  External speakers to inform students about career opportunities and specialist professions.			
Year	HA PP	Value					
2018/19	HA PP	-0.64					
2019-20	HA PP	0.25					
2020 -21	HA PP	-0.45					

Socio - Economic Deprivation		Extra-Curricular offer of enrichment clubs in P6 which widen pupils' educational experiences but also vocational subjects are offered throughout KS3&4 to help engage pupils into learning.  Bespoke areas of Alternative Provision with SEND driven mentoring and personalised curriculum to support students with the highest levels of need.  Head Start Programme offered: students come into school for one day a month to familiarise them with the school and to provide enhanced support for those who are SEND/DA and/or vulnerable.	Providing positive role models and aspiration through University of Sheffield US Mentoring.  Overcoming financial hardships through provision of Laptops to PP students in all year groups.  Equipment, uniform and revision guides provided where needed.	For students identified as vulnerable contact made twice weekly during lockdown to check on wellbeing and offer support.	Food Bank developed to provide for our most deprived students during lockdown.	All PP/DA students prioritised for home visits.
<ul style="list-style-type: none"> <li>15% of our DA come from the top 30% deprived areas of the UK (IDACI deciles 1- 4)</li> <li>46% of our DA students come from the top 40% deprived areas of the UK (IDACI deciles 1- 4)</li> </ul>						

<p><b>Social, emotional and wellbeing barriers</b></p> <ul style="list-style-type: none"> <li>78 (6.3 %) of students on the SEN register</li> <li>61 (5%) of students (K code)</li> <li>17 (1.4%) (E code) with an Educational Health and Care Plan</li> </ul> <ul style="list-style-type: none"> <li>Over 4200 concerns logged about PP students in the last 3 academic years.</li> <li>11 PP students currently open to services e.g. social care.</li> <li>2 Children with Looked After status in the school.</li> </ul>	<p>Relevant information on all Students with SEND is shared to all staff to help them to remove any barrier for them in lessons. All produced by the SENCo and Teaching Assistants and updated regularly.</p> <p>Staff given regular CPD on quality first teaching.</p> <p>All interventions for SEND evaluated through EduKey- a programme designed to measure the impact of interventions using data on pupil's progress.</p> <p>DSL and DSL deputies attend core group meetings during transition.</p> <p>Key Staff attend Elsa training – to help build relationships and remove barriers to learning.</p>	<p>Students are given places in period 6 homework clubs to give additional support in completing their homework when the need arises.</p> <p>Nurture Group provided at break and lunch to provide a safe space for more vulnerable students at break and lunch.</p>															
<p><b>Attendance of disadvantaged students, especially those in receipt of FSM</b></p> <table border="1" data-bbox="106 821 756 1024"> <tr> <td><b>PP attendance overall</b></td> </tr> <tr> <td><b>93.1%</b></td> </tr> <tr> <td><b>Non-disadvantaged</b></td> </tr> <tr> <td><b>95.7%</b></td> </tr> </table>	<b>PP attendance overall</b>	<b>93.1%</b>	<b>Non-disadvantaged</b>	<b>95.7%</b>	<p>Attendance Manager and Attendance officer as well as Every year group supported by non-teaching Heads of Year and Student Support Leaders.</p> <p>Form Tutor Mentoring.</p>	<p>Extended School Day Enrichment.</p> <p>Early transition for all students, one day a month in school from January.</p> <p>Home visits prioritised for PP and vulnerable students.</p>											
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DA vs Other	2018-19	2019-20	2020-21														
DA/PP	35	32	33														
Other	36	42	44														

**Section 3 - Student Population at Eckington School are in receipt of PPG 2020/21: £212,965 which aims to remove these barriers and ensure our disadvantaged pupils excel:**

Year Group	Number of Service Children	% of Service Children	Number of CLA	% who are CLA	Total number of PP students	Total % of PP students
Year - 7	2	0.03	1	0.02	64	29.4%
Year - 8	1	0.01	1	0.01	73	28.5
Year - 9	1	0.02	0	0.00	48	20.1
Year - 10	1	0.02	0	0.00	43	22.1
Year - 11	1	0.03	0	0.00	38	18.5
Year - 12	0	0.00	0	0.00	11	17.5
Year - 13	0	0	0	0.00	8	11.3

## Section 4 - Current Attainment (Y11)

Attainment Measure	Pupils eligible for PP (Eckington School)	Pupils not eligible for PP (Eckington School)
Basics 4+	58.3	71.0
Basics 5+	30.6	47.9
English 4+	66.7	78.7
English 5+	38.9	56.8
Maths 4+	58.3	76.3
Maths 5+	38.9	62.7

## Section 5 - Overview of the pupil premium funding £212,965 for 2020/21 which aims to remove these barriers and ensure our disadvantaged pupils excel:

Please note the EEF June 2019 research has been used here to divide the interventions and structure of how lower prior attaining pupils are planned for and how the PP funding is allocated across all areas of school. Importantly as in line with all the research, provision for our PP pupils forms part of the whole school strategy to provide outstanding T&L to all and that as a school our approach is to focus on **need** rather than **labels** as we recognise that all pupils' needs are different and we recognise this in all we do a FPA.

Intervention	Description	Rationale	Cost	Intended Impact	Review of Intended Impact (Actual Impact)	Lessons Learned (is this intervention to be continued?)																																																																																													
<p style="text-align: center;"><b>SLT leads - Disadvantaged</b></p> <p style="text-align: center;">Associate Assistant Principal – PP and Attendance Lead</p> <p style="text-align: center;">Assistant Principal – Achievement</p>	<p>Clear Leadership for Pupil Premium students across the Leadership Team.</p> <p>Member of SLT is accountable for performance of Disadvantaged pupils, and holds departments and staff to account.</p>	<p>The DfE<sup>1</sup> stated that clear responsive leadership is a key building block for success in promoting high attainment of disadvantaged pupils. The SLT lead for disadvantaged is responsible for pupil premium pupils and ensures that disadvantaged pupils are monitored, across the whole school, and that every staff member is held accountable for pupils' progress.</p>	<p>£30,000.00</p>	<p>To provide a leadership environment and whole school climate that is conducive to good implementation.</p> <p>DSL time to ensure vulnerable students have the right provision.</p> <p>All leaders are focused on ensuring there are no differences between disadvantaged pupils and their peers nationally.</p> <p>High focus leads to high awareness making the progress of PP pupils everyone's priority</p> <p>All intervention is tracked on SIMs</p>	<p style="text-align: center;"><b>2021 COHORT (Y11)</b></p> <p style="text-align: center;"><b>Attainment and P8</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>GROUP</th> <th>PP</th> <th>NON-PP</th> </tr> </thead> <tbody> <tr> <td><b>COUNT</b></td> <td style="text-align: center;">34</td> <td style="text-align: center;">171</td> </tr> <tr> <td><b>KS2</b></td> <td style="text-align: center;">4.45</td> <td style="text-align: center;">4.79</td> </tr> <tr> <td><b>9-7 (E/M)</b></td> <td style="text-align: center;">2.9</td> <td style="text-align: center;">17.5</td> </tr> <tr> <td><b>9-5 (E/M)</b></td> <td style="text-align: center;">35.3</td> <td style="text-align: center;">49.7</td> </tr> <tr> <td><b>9-4 (E/M)</b></td> <td style="text-align: center;">61.8</td> <td style="text-align: center;">71.3</td> </tr> <tr> <td><b>A8</b></td> <td style="text-align: center;">38.01</td> <td style="text-align: center;">50.96</td> </tr> <tr> <td><b>ENG</b></td> <td style="text-align: center;">8.26</td> <td style="text-align: center;">10.25</td> </tr> <tr> <td><b>MATHS</b></td> <td style="text-align: center;">7.35</td> <td style="text-align: center;">10.04</td> </tr> <tr> <td><b>ENG P8</b></td> <td style="text-align: center;">-0.03</td> <td style="text-align: center;">0.19</td> </tr> <tr> <td><b>MATHS P8</b></td> <td style="text-align: center;">0.19</td> <td style="text-align: center;">0.61</td> </tr> <tr> <td><b>EBACC P8</b></td> <td style="text-align: center;">0.07</td> <td style="text-align: center;">0.52</td> </tr> <tr> <td><b>OPEN P8</b></td> <td style="text-align: center;">0.02</td> <td style="text-align: center;">0.68</td> </tr> <tr> <td><b>TOTAL P8</b></td> <td style="text-align: center;">0.06</td> <td style="text-align: center;">0.52</td> </tr> <tr> <td><b>P8 POSITIVE %</b></td> <td style="text-align: center;">51.6</td> <td style="text-align: center;">72</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Comparison of data for PP students 2019/2020 and 2020/2021</b></p> <table border="1" style="width: 100%; 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A new routine has been established towards the later end of the academic year and LoTLs must now take more ownership of embedding this by regularly carrying out drop ins, sharing good practice and providing CPD for those teachers who need more support.</p> <p>There needs to be continued emphasis on the quality of extended answers that students provide so that PP students are challenged in their thinking and therefore start to progress more rapidly in all years.</p> <p>Literacy still needs to remain a focus in everyday classroom teaching with an emphasis on key words and their meaning to build vocabulary and understanding.</p> <p>The use of PLCs needs to be embedded to ensure consistency.</p> <p>Intervention lessons need to be monitored to ensure they focus on specific weaknesses with appropriate tasks for all students.</p> <p>From the data it can be seen that there has been improvement in PP results for the key indicators for progress. The improvement for PP students in maths and especially English have been greater than for those in non-PP students. This would imply that the targeted P6 intervention programme for this group has been beneficial and should be continued.</p> <p>Accurate logging of intervention should help to map needs in specific year groups and address issues lower down the school and should be continued.</p> <p>It is intended that a PP ranking system is introduced in 2021/2022 in which the highest priority PP1 and PP2 students have tailored interventions for each of their learning needs/ barriers, both from specialist staff (AHOY/ Year teams) and</p>
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					classroom teachers, to ensure that they are making more progress  Data from PP and Non-PP indicates a problem with the Open P8. The aim in 2021/2022 is to employ two graduate tutors to work with KS4 students, initially on helping them to maximise their potential on coursework for their option subjects and then to work with key students on maths and English.																																																																																																																		
<b>Associate Assistant Principal Behaviour</b>	SLT lead - Behaviour.	Addressing behaviour and attendance is a key NFER building block. Success with disadvantaged pupils requires effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. <i>The EEF suggests that behaviour interventions can produce 4+ months of additional progress along with a decrease in problematic behaviours.</i>	<b>£14,972.80</b>	To provide a leadership which ensures consistency of approach with regard to behaviour.  Structured and staged behaviour system that focuses on encouragements and rewards, with a clear sanction system, including: Inclusion, Hub Isolation, Reasonable Adjustments, Exclusion Room and After School. Reducing need for external fixed-term exclusions.	Comparison of exclusion data for students 2019/2020 and 2020/2021  <table border="1"> <thead> <tr> <th>DA vs Other</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>DA/PP</td> <td>92</td> <td>133</td> </tr> <tr> <td>Other</td> <td>138</td> <td>170</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">ACHIEVEMENT POINTS 2019-2020</th> </tr> <tr> <th>YEAR GROUP</th> <th>TOTAL</th> <th>NON-PP</th> <th>PP</th> <th>%PP</th> </tr> </thead> <tbody> <tr><td>7</td><td>134989</td><td>98776</td><td>36213</td><td>27</td></tr> <tr><td>8</td><td>120320</td><td>99087</td><td>21233</td><td>18</td></tr> <tr><td>9</td><td>112787</td><td>88508</td><td>24279</td><td>22</td></tr> <tr><td>10</td><td>99282</td><td>82176</td><td>17106</td><td>17</td></tr> <tr><td>11</td><td>74667</td><td>57533</td><td>17134</td><td>23</td></tr> <tr><td>12</td><td>26537</td><td>24038</td><td>2499</td><td>9</td></tr> <tr><td>13</td><td>15712</td><td>15712</td><td></td><td>0</td></tr> <tr><td>14</td><td>185</td><td>185</td><td></td><td>0</td></tr> <tr><td>TOTAL</td><td>584479</td><td>466015</td><td>118464</td><td>20</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">ACHIEVEMENT POINTS 2020-2021</th> </tr> <tr> <th>YEAR GROUP</th> <th>TOTAL</th> <th>NON-PP</th> <th>PP</th> <th>%PP</th> </tr> </thead> <tbody> <tr><td>7</td><td>177628</td><td>127353</td><td>50275</td><td>28</td></tr> <tr><td>8</td><td>160859</td><td>120051</td><td>40808</td><td>25</td></tr> <tr><td>9</td><td>159656</td><td>129012</td><td>30644</td><td>19</td></tr> <tr><td>10</td><td>154892</td><td>121388</td><td>33504</td><td>22</td></tr> <tr><td>11</td><td>108571</td><td>91461</td><td>17110</td><td>16</td></tr> <tr><td>12</td><td>34933</td><td>29211</td><td>5722</td><td>16</td></tr> <tr><td>13</td><td>25477</td><td>22345</td><td>3132</td><td>12</td></tr> <tr><td>TOTAL</td><td>822016</td><td>640821</td><td>181195</td><td>22</td></tr> </tbody> </table>	DA vs Other	2019-20	2020-21	DA/PP	92	133	Other	138	170	ACHIEVEMENT POINTS 2019-2020					YEAR GROUP	TOTAL	NON-PP	PP	%PP	7	134989	98776	36213	27	8	120320	99087	21233	18	9	112787	88508	24279	22	10	99282	82176	17106	17	11	74667	57533	17134	23	12	26537	24038	2499	9	13	15712	15712		0	14	185	185		0	TOTAL	584479	466015	118464	20	ACHIEVEMENT POINTS 2020-2021					YEAR GROUP	TOTAL	NON-PP	PP	%PP	7	177628	127353	50275	28	8	160859	120051	40808	25	9	159656	129012	30644	19	10	154892	121388	33504	22	11	108571	91461	17110	16	12	34933	29211	5722	16	13	25477	22345	3132	12	TOTAL	822016	640821	181195	22
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<b>Rewards</b>	SLT Lead – rewards.  Funding to support the school rewards system, rewarding pupils for sustained good attitude to learning.	Rewards can be used to motivate and reward pupils who have made an extra effort or need an extrinsic motivational influence to reach their target levels.	<b>£1,224.40</b>	To increase motivation and encourage a positive learning environment.	A positive year in terms of rewards. New rewards introduced include Star Learning Awards and the Principal's Commendation Award.  There has also been a significant increase in the numbers of trophies awarded in the Prize Giving Assembly – all subjects can nominate students rather than just curriculum areas. This means that less academic PP students are more likely to achieve trophies in more practical subject areas.  <b>Plans going forward:</b>  For academic year 2021/2022 we also hope to introduce "Golden Tickets" in which a student can be rewarded for an individual event or for going above and beyond.  The aim of the rewards system is to include as many students as possible (especially PP students) in order to continue to promote a positive ethos and to provide the much-needed extrinsic motivation for our more disadvantaged students.  It will also be beneficial to track the rewards given to PP students on a year by year basis.																																																																																																																		

					<ul style="list-style-type: none"> <li>Extra-Curricular Activities.</li> </ul> <p><u>Star Learning Awards</u></p> <ul style="list-style-type: none"> <li>Bronze</li> <li>Silver</li> <li>Gold</li> </ul> <p><u>Prize Giving</u> Trophies given for achievement and progress in key subject areas. Trophies presented for two Stars of the Year the year in each year group. Principals Award in each year group.</p> <p><u>Principal's Commendation Award.</u>  Presented to those students achieving more than 1000 net Achievement Points in the year.</p>																																														
<b>PP data leads</b>	Member of SLT is accountable for performance of PP pupils and holds departments and staff to account supported by a Data Manager who can analyse trends in pupil progress data.	<i>The DfE<sup>2</sup> found that more successful schools use data to identify disadvantaged pupils' learning needs at every opportunity, by reviewing progress regularly, analysing for underperformance, and engaging staff with the data to improve teaching and learning.</i>	<b>£5,441.80</b>	To lead PP interventions to ensure they have high impact and high profile throughout the academic year.  Data informs the targeted intervention for all year groups.	<p><b>Intervention data for PP/DA students 2020/2021</b></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Intervention</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>93%</td> </tr> <tr> <td>10</td> <td>35%</td> </tr> <tr> <td>9</td> <td>65%*</td> </tr> <tr> <td>8</td> <td>75%</td> </tr> <tr> <td>7</td> <td>87%</td> </tr> </tbody> </table> <p>*Many of these were offered US mentoring – only 3 completed 50% of the course.</p>	Year Group	Intervention	11	93%	10	35%	9	65%*	8	75%	7	87%	<p><b>Plans going forward:</b></p> <p>Accurate logging of intervention should help to map needs in specific year groups and address issues lower down the school and should be continued.</p> <p>Moving forward greater intervention is needed with Y9 and Y10.</p>																																	
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<b>Staff CPD and INSET</b>	Ongoing CPD to improve T&L to ensure Quality First Teaching is good or better.	Quality First Teaching is one of the most important factors in the success of disadvantaged pupils.  <i>The DfE found that the most successful schools for improving the attainment of disadvantaged pupils often focused on improvements to the quality of teaching.</i>	<b>£5,400.00</b>	To ensure all staff are trained on a regular basis via INSET and disaggregated training sessions on current aspects of T&L. Developing staff are so they are highly skilled, trained and aware of how to teach pupils and to ensure that feedback is explicitly focused on as part of this approach.  A bespoke training session on PP delivered to all new staff.  Updates and training "tips" provided by the Principal at regular intervals in the weekly staff briefing.	<p><b>2021 COHORT (Y11)</b></p> <p><b>Attainment and P8</b></p> <table border="1"> <thead> <tr> <th>GROUP</th> <th>PP</th> <th>NON-PP</th> </tr> </thead> <tbody> <tr> <td>COUNT</td> <td>34</td> <td>171</td> </tr> <tr> <td>KS2</td> <td>4.45</td> <td>4.79</td> </tr> <tr> <td>9-7 (E/M)</td> <td>2.9</td> <td>17.5</td> </tr> <tr> <td>9-5 (E/M)</td> <td>35.3</td> <td>49.7</td> </tr> <tr> <td>9-4 (E/M)</td> <td>61.8</td> <td>71.3</td> </tr> <tr> <td>A8</td> <td>38.01</td> <td>50.96</td> </tr> <tr> <td>ENG</td> <td>8.26</td> <td>10.25</td> </tr> <tr> <td>MATHS</td> <td>7.35</td> <td>10.04</td> </tr> <tr> <td>ENG P8</td> <td>-0.03</td> <td>0.19</td> </tr> <tr> <td>MATHS P8</td> <td>0.19</td> <td>0.61</td> </tr> <tr> <td>EBACC P8</td> <td>0.07</td> <td>0.52</td> </tr> <tr> <td>OPEN P8</td> <td>0.02</td> <td>0.68</td> </tr> <tr> <td>TOTAL P8</td> <td>0.06</td> <td>0.52</td> </tr> <tr> <td>P8 POSITIVE %</td> <td>51.6</td> <td>72</td> </tr> </tbody> </table> <p><b>Comparison of data for PP students 2019/2020 and 2020/2021</b></p>	GROUP	PP	NON-PP	COUNT	34	171	KS2	4.45	4.79	9-7 (E/M)	2.9	17.5	9-5 (E/M)	35.3	49.7	9-4 (E/M)	61.8	71.3	A8	38.01	50.96	ENG	8.26	10.25	MATHS	7.35	10.04	ENG P8	-0.03	0.19	MATHS P8	0.19	0.61	EBACC P8	0.07	0.52	OPEN P8	0.02	0.68	TOTAL P8	0.06	0.52	P8 POSITIVE %	51.6	72	<p><b>Plans going forward:</b></p> <p>Monitoring of Teaching and Learning using DDIs</p> <p>Voluntary CPD on PP.</p> <p>Introduction of a Self-Affirmation Project with LoSD.</p>
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<b>Cover Supervisors</b>	A team of 5 Cover supervisors	To ensure that our students receive a consistent level of teaching, especially during COVID, when any staff are absent.  Quality First Teaching is one of the most important factors in the success of disadvantaged pupils.  <i>The DfE found that the most successful schools for improving the attainment of</i>	<b>£17,781.80</b>	To supervise work that has been set in accordance with the school policy.  Managing the behaviour of pupils while they are undertaking this work to ensure a constructive learning environment.  Responding to questions from pupils and dealing with any immediate problems or emergencies according	<p><b>Plans going forward:</b></p> <p>Monitoring of Teaching and Learning using DDIs</p> <p>All cover work to be set through the SharePoint folder.</p>																																														

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		disadvantaged pupils often focused on improvements to the quality of teaching.		to the school's policies and procedures.  Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising.	<table border="1"> <thead> <tr> <th>GROUP</th> <th>PP 2020</th> <th>PP 2021</th> <th>DIFF.</th> </tr> </thead> <tbody> <tr> <td>ENG P8</td> <td>-0.66</td> <td>0.03</td> <td>+0.64</td> </tr> <tr> <td>MAT P8</td> <td>-0.38</td> <td>0.19</td> <td>+0.57</td> </tr> <tr> <td>EBACC P8</td> <td>-0.02</td> <td>0.01</td> <td>+0.03</td> </tr> <tr> <td>OPEN P8</td> <td>-0.27</td> <td>0.02</td> <td>+0.29</td> </tr> <tr> <td>TOTAL P8</td> <td>-0.22</td> <td>0.06</td> <td>+0.28</td> </tr> </tbody> </table> <p>Comparison of data for Non - PP students 2019/2020 and 2020/2021</p> <table border="1"> <thead> <tr> <th>GROUP</th> <th>NonPP 2020</th> <th>Non PP 2021</th> <th>DIFF.</th> </tr> </thead> <tbody> <tr> <td>ENG P8</td> <td>-0.08</td> <td>0.19</td> <td>+0.27</td> </tr> <tr> <td>MAT P8</td> <td>0.09</td> <td>0.61</td> <td>+0.52</td> </tr> <tr> <td>EBACC P8</td> <td>0.21</td> <td>0.52</td> <td>+0.31</td> </tr> <tr> <td>OPEN P8</td> <td>0.07</td> <td>0.68</td> <td>+0.61</td> </tr> <tr> <td>TOTAL P8</td> <td>0.09</td> <td>0.52</td> <td>+0.43</td> </tr> </tbody> </table>	GROUP	PP 2020	PP 2021	DIFF.	ENG P8	-0.66	0.03	+0.64	MAT P8	-0.38	0.19	+0.57	EBACC P8	-0.02	0.01	+0.03	OPEN P8	-0.27	0.02	+0.29	TOTAL P8	-0.22	0.06	+0.28	GROUP	NonPP 2020	Non PP 2021	DIFF.	ENG P8	-0.08	0.19	+0.27	MAT P8	0.09	0.61	+0.52	EBACC P8	0.21	0.52	+0.31	OPEN P8	0.07	0.68	+0.61	TOTAL P8	0.09	0.52	+0.43	
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<b>Subject specific resources/support</b>	Departments have budgets to deliver suitable curriculum for all pupils, including Disadvantaged pupils.	Quality First Teaching is one of the most important factors in the success of disadvantaged pupils. <i>The DfE found that the most successful school for improving the attainment of disadvantaged pupils often focused on improvements to the quality of teaching.</i>	<b>£11,334.00</b>	Staff to mark PP books / work first in order to give the best feedback for example.  Teachers are asked to place PP students in accessible positions in their classroom seating plan to ensure monitoring and intervention of these students is carried out promptly.  Departments have budgets to deliver suitable curriculum for all pupils, including PP pupils.  PP/Disadvantaged students are provided with revision guides to improve access to appropriate resources.  Equipment is provided to all PP students on request including resources for practical subjects where a concern is identified.	Intervention and support logged on SIMS data sheets.  Funding for specific subject area events considered on a case by case basis.  This includes: <ul style="list-style-type: none"> <li>• P6 Intervention</li> <li>• Enrichment Activities</li> <li>• Writing equipment</li> <li>• Uniform</li> <li>• Revision Guides</li> <li>• Educational trips</li> <li>• Resources for DT and catering.</li> <li>• Reading books</li> <li>• Visiting Speakers</li> <li>• Staff training</li> </ul>	Targeted P6 intervention, especially for HA PP students provides additional support for those who may not have the infrastructure for learning at home.  The supply of subject specific resources has been a key factor in removing barriers to learning. It has also helped to pre-empt any possible confrontation in the classroom.  The provision of materials for practical subjects helps to ensure that disadvantaged students are still able to fully participate in lessons.  Revision guides ensure that all students have the resources to study – even in less than ideal circumstances.  <b>Plans going forward:</b>  Monitoring of Teaching and Learning using DDIs  All the support outlined above should be continued into the next academic year.  Continue to improve tracking systems to ensure funding for PP students is used appropriately.  The appointment of two "Achieve Tutors" to work with specifically targeted students.																																																

<p><b>Library and Reading Intervention, Literacy Coordinator</b></p>	<p>Librarian who oversees reading intervention (AR) and external visitor reading interventions.</p> <p>A Literacy Coordinator with specific responsibility to address the core issue of overcoming weak literacy amongst our pupils, specializing in Reading, Oracy and Writing.</p>	<p>Improving literacy and reading ability is a key driver for ensuring pupils are able to progress well in their learning.</p> <p><i>The EEF toolkit found that reading comprehension approaches could improve learning by an additional 5 months' progress over the course of a school year.</i></p>	<p><b>£10,084.00</b></p>	<p>Improving reading ages of all students, especially ensuring all students gain a functional reading age defined as over 9 years of age.</p> <p>Librarian who oversees mainstream reading intervention and provides additional enrichment activities to promote reading within the school.</p> <p>Improving reading ages of all students, especially ensuring all students gain a functional reading age defined as over 9 years of age.</p>	<p><b>Reading Interventions this year.</b></p> <p>60% of PP students received targeted support via either Lexia, PP catch up with LTH, reading groups with HSM or using Rapid Plus in AR lessons.</p> <ul style="list-style-type: none"> <li>Initial star tests showed 17% of students required intervention (compared with 12% for the rest of the year group)</li> <li>28% of students were on watch (compared with 24%)</li> <li>52% were reading at or above expected level (compared with 61%)</li> </ul> <p>When students were tested again around Easter:</p> <ul style="list-style-type: none"> <li>Requiring intervention = PP 15% (Rest 13%)</li> <li>On watch = PP 30% (Rest 20%)</li> <li>At or above level - PP 55% (Rest 64%)</li> </ul> <p>Over the whole year</p> <ul style="list-style-type: none"> <li>DA students borrowed more books (7.5) on average than the rest of Y7 (6.3)</li> <li>97% of PP students took an AR quiz (rest of Y7 = 93%)</li> <li>87% of PP students passed an AR quiz (rest of Y7 = 81%)</li> <li>PP students passed 59% of quizzes taken (rest of Y7 = 66%)</li> <li>DA students read an average of 104,252 words (rest of Y7 = 154,289)</li> </ul>	<p><b>Plans going forward:</b></p> <p>The data confirms the need for continued literacy intervention.</p> <p>All reading intervention should continue for Y7 and Y8 students in order to improve both skills and confidence.</p> <p>To introduce a teacher led reading programme in form time for Y7, Y8 and Y9.</p>																																																																																
<p><b>Leaders of Student Development</b></p>	<p>Member of Middle Leadership in each Year Group team, who is accountable for the attendance, punctuality and progress of all PP pupils within their Year Group.</p>	<p>Addressing behaviour and attendance is a key NFER building block. Success with disadvantaged pupils requires effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management.</p>	<p><b>£12,249.60</b></p>	<p>Members of Middle Leadership in each Year Group team, who are accountable for the attendance, punctuality and progress of all the PP pupils within their Year Group.</p>	<p><b>Attendance and punctuality data.</b></p> <table border="1" data-bbox="1611 919 2131 1234"> <thead> <tr> <th>YEAR 7</th> <th>NUMBER ON ROLE</th> <th>% ATTEND</th> <th>% LATES</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>67</td> <td>94.3</td> <td>0.61</td> </tr> <tr> <td>NON-PP</td> <td>155</td> <td>95.4</td> <td>0.35</td> </tr> <tr> <td>GAP</td> <td></td> <td>-1.1</td> <td>-0.26</td> </tr> <tr> <th>YEAR 8</th> <th>NUMBER ON ROLE</th> <th>% ATTEND</th> <th>% LATES</th> </tr> <tr> <td>PP</td> <td>75</td> <td>91.2</td> <td>1.22</td> </tr> <tr> <td>NON-PP</td> <td>183</td> <td>95.5</td> <td>0.67</td> </tr> <tr> <td>GAP</td> <td></td> <td>-4.3</td> <td>-0.55</td> </tr> </tbody> </table> <table border="1" data-bbox="1611 1283 2131 1423"> <thead> <tr> <th>YEAR 9</th> <th>NUMBER ON ROLE</th> <th>% ATTEND</th> <th>% LATES</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>51</td> <td>92.3</td> <td>0.63</td> </tr> <tr> <td>NON-PP</td> <td>185</td> <td>94.4</td> <td>0.48</td> </tr> <tr> <td>GAP</td> <td></td> <td>-2.1</td> <td>-0.15</td> </tr> </tbody> </table> <table border="1" data-bbox="1611 1472 2131 1612"> <thead> <tr> <th>YEAR 10</th> <th>NUMBER ON ROLE</th> <th>% ATTEND</th> <th>% LATES</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>51</td> <td>87.4</td> <td>0.68</td> </tr> <tr> <td>NON-PP</td> <td>153</td> <td>94.9</td> <td>0.38</td> </tr> <tr> <td>GAP</td> <td></td> <td>-7.5</td> <td>-0.30</td> </tr> </tbody> </table> <table border="1" data-bbox="1611 1661 2131 1801"> <thead> <tr> <th>YEAR 11</th> <th>NUMBER ON ROLE</th> <th>% ATTEND</th> <th>% LATES</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>40</td> <td>90.3</td> <td>1.26</td> </tr> <tr> <td>NON-PP</td> <td>169</td> <td>93.6</td> <td>0.65</td> </tr> <tr> <td>GAP</td> <td></td> <td>-3.3</td> <td>-0.61</td> </tr> </tbody> </table>	YEAR 7	NUMBER ON ROLE	% ATTEND	% LATES	PP	67	94.3	0.61	NON-PP	155	95.4	0.35	GAP		-1.1	-0.26	YEAR 8	NUMBER ON ROLE	% ATTEND	% LATES	PP	75	91.2	1.22	NON-PP	183	95.5	0.67	GAP		-4.3	-0.55	YEAR 9	NUMBER ON ROLE	% ATTEND	% LATES	PP	51	92.3	0.63	NON-PP	185	94.4	0.48	GAP		-2.1	-0.15	YEAR 10	NUMBER ON ROLE	% ATTEND	% LATES	PP	51	87.4	0.68	NON-PP	153	94.9	0.38	GAP		-7.5	-0.30	YEAR 11	NUMBER ON ROLE	% ATTEND	% LATES	PP	40	90.3	1.26	NON-PP	169	93.6	0.65	GAP		-3.3	-0.61	<p><b>Plans going forward:</b></p> <p>Tutors asked to mentor PP students for attendance and progress in the same way as they would in a teaching and learning environment.</p> <p>Enhanced Pastoral Training on attendance procedures to try and ensure consistency.</p> <p>Enhanced Pastoral Training on Self Affirmation – to be followed up through SLT Link.</p> <p>Support from AST, School Counsellor, School Nurse Safeguarding Officer, EHT to be offered where appropriate at all stages of the attendance procedure.</p> <p>All referrals to be logged and monitored.</p>
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<p><b>Pastoral Support Assistants</b></p>	<p>Team of non-teaching specialist staff who oversee behaviour and attendance in each year group.</p>	<p>Addressing behaviour and attendance is a key NFER building block. Success with disadvantaged pupils requires effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management.</p>	<p><b>£29,989.80</b></p>	<p>A team of non-teaching specialist staff who oversee behaviour and attendance in each year group. To track behaviour daily and help ensure pupils are engaging in lessons. To ensure pupils are not repeating patterns of behaviour that will prevent them progressing in line with their peers.</p> <p>Provided with specialist ELSA training</p>		<p><b>Plans going forward:</b></p> <p>The Pastoral Support Programme should continue as it provided the first layer of our tiered response of Early Help Intervention.</p> <p>Introduce tracking of PSPs</p> <p>Enhanced Pastoral Training on attendance procedures to try and ensure consistency.</p> <p>A series of voluntary training sessions around SEN to be offered throughout the year.</p>																																																																																

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<b>Inclusion</b>	An on-site provision for academic and social/ emotional support for our most vulnerable pupils, especially those with chaotic or caring capacities at home (young carers)	<i>EFF toolkit shows that, on average, both social/ emotional interventions and small group tuition provide 4 additional months of progress a year.</i>	<b>£253.00</b>	Targeted academic tuition in small groups and social/emotional support for those pupils diagnosed or at-risk of social/ emotional issues/ child protection.	<p><b>Referrals to Inclusion.</b></p> <table border="1"> <thead> <tr> <th>YEAR GROUP</th> <th>TOTAL</th> <th>PP</th> <th>%PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>8</td> <td>2</td> <td>25%</td> </tr> <tr> <td>8</td> <td>18</td> <td>12</td> <td>66%</td> </tr> <tr> <td>9</td> <td>17</td> <td>8</td> <td>47%</td> </tr> <tr> <td>10</td> <td>16</td> <td>7</td> <td>44%</td> </tr> <tr> <td>11</td> <td>9</td> <td>3</td> <td>33%</td> </tr> <tr> <td>12/13</td> <td>2</td> <td>1</td> <td>50%</td> </tr> </tbody> </table>	YEAR GROUP	TOTAL	PP	%PP	7	8	2	25%	8	18	12	66%	9	17	8	47%	10	16	7	44%	11	9	3	33%	12/13	2	1	50%	<p><b>Plans going forward:</b></p> <p>A series of voluntary training sessions around SEN to be offered throughout the year.</p> <p>The AST team to be invited to attendance meetings and re-admittance meeting to provide additional support and strategies to deal with issues around behaviour, mental health and attendance.</p>				
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<b>Teaching Assistants</b>	Teaching assistants to support the learning needs of SEN pupils.	TAs provide support individual pupils with SEN or small groups of SEN pupils, as well as in class support. There is evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Whilst in-class support provides less of an impact on the progress of pupils (1 month of progress), research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between 3-5 additional months of progress a year.	<b>£41,083.80</b>	<p>Providing one-to-one interventions and support in exams. The TAs also provide specialist interventions for pupils who face dual barriers such as PP and SEN/D.</p> <p>TAs also write the Pen Portraits for specific students which are used to help identify effective T&amp;L strategies which the EEF recognise as the most significant way to improve outcomes for the PP pupils.</p> <p>TAs provided with specialist ELSA training</p>	<p><b>Proportion of Students receiving TA Support.</b></p> <table border="1"> <thead> <tr> <th>YEAR GROUP</th> <th>TOTAL</th> <th>PP</th> <th>%PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>37</td> <td>13</td> <td>35%</td> </tr> <tr> <td>8</td> <td>15</td> <td>11</td> <td>73%</td> </tr> <tr> <td>9</td> <td>17</td> <td>7</td> <td>41%</td> </tr> <tr> <td>10</td> <td>10</td> <td>4</td> <td>40%</td> </tr> <tr> <td>11</td> <td>12</td> <td>7</td> <td>58%</td> </tr> <tr> <td>12/13</td> <td>1</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p>TAs provided with specialist ELSA training</p>	YEAR GROUP	TOTAL	PP	%PP	7	37	13	35%	8	15	11	73%	9	17	7	41%	10	10	4	40%	11	12	7	58%	12/13	1	0	0%	<p><b>Plans going forward:</b></p> <p>A series of voluntary training sessions around SEN to be offered throughout the year.</p> <p>The AST team to be invited to attendance meetings and re-admittance meeting to provide additional support for reintegration.</p>				
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<b>Mentoring programme</b>	University mentoring provide mentoring to disadvantaged students, or students whose parents have not attended university.  Sixth form mentoring programme  Student Leadership	University Mentoring Programme for Years 9, 10 and 12.  Student Leader Programme	<b>£1182.40</b>	<p>To provide 1:1 tutoring to pupils who require additional academic support whilst mentoring them building up confidence, aspiration and self-esteem so pupils can engage in school more.</p>	<p><b>Student Leaders</b></p> <p>32 out of 169 (19%) of students who applied to be a student leader were PP.</p> <p><b>US Mentoring Y9</b></p>	<p><b>Plans going forward:</b></p> <p>Us Mentoring to be continued with Y9 and Y12 in 2021-2022.</p> <p>Pastoral Team to be involved in applications and administration.</p> <p>Time off timetable to complete application.</p> <p>Student Leader Programme will continue, in order to promote important cultural and social experience for our students.</p>																																

<p><b>Special Consideration / Access arrangements and SEN screening</b></p>	<p>AST team responsible for identifying specific needs for individual students and organising the appropriate means of support.</p>	<p>The NFER<sup>3</sup> found that the most successful schools for disadvantaged achievement had strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.</p>	<p>£407.04</p>	<p>Our responsibility as a school to screen pupils who may need additional support in exams or additional consideration / time. Some PP pupils need special consideration due to home life and so we always find time to screen for this (time and cost for screening).</p>	<p><b>Number of Students Screened for Access Arrangements.</b></p> <table border="1"> <thead> <tr> <th>YEAR GROUP</th> <th>TOTAL</th> <th>PP</th> <th>%PP</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>48</td> <td>16</td> <td>33%</td> </tr> <tr> <td>11</td> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>12/13</td> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>total</td> <td>51</td> <td>16</td> <td>31%</td> </tr> </tbody> </table> <p><b>Number of Students Screened for EHCP.</b></p> <table border="1"> <thead> <tr> <th>YEAR GROUP</th> <th>TOTAL</th> <th>PP</th> <th>%PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3</td> <td>0</td> <td>0%</td> </tr> <tr> <td>8</td> <td>5</td> <td>3</td> <td>60%</td> </tr> <tr> <td>9</td> <td>0</td> <td>0</td> <td>0%</td> </tr> <tr> <td>10</td> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>11</td> <td>2</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p><b>Number of Students Screened for Dyslexia.</b></p> <table border="1"> <thead> <tr> <th>DYSLEXIA SCREENING TOTAL</th> <th>PP</th> <th>%PP</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>10</td> <td>29%</td> </tr> </tbody> </table>	YEAR GROUP	TOTAL	PP	%PP	10	48	16	33%	11	1	0	0%	12/13	2	0	0%	total	51	16	31%	YEAR GROUP	TOTAL	PP	%PP	7	3	0	0%	8	5	3	60%	9	0	0	0%	10	1	0	0%	11	2	0	0%	DYSLEXIA SCREENING TOTAL	PP	%PP	35	10	29%	<p><b>Plans going forward:</b></p> <p>Open screening at all levels to more students, across all year groups.</p>
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<p><b>Transition</b></p>	<p>An Associate Assistant Principal is accountable for the successful transition of y6 to y7 pupils within the school.</p>	<p>Year 6 Transition helps to provide the pupils with an understanding of secondary school life and prepare them for Eckington School</p>	<p>£700.00</p>	<p>Head Start Programme offered: students come into school for one day a month to familiarise them with the school and to provide enhanced support for those who are SEND/DA and/or vulnerable.</p>	<p>As a result of the pandemic it was not possible to run the Head Start Programme in the normal way – this should be re-started for 2021 – 2022.</p> <p>Vulnerable Students were given a guided tour after hours with a Teaching Assistant and our school SENDco.</p> <p>For those who were deemed to have a high degree of need a teaching assistant from Eckington went to work with students in their primary school to help build a relationship with a known adult and to help facilitate a smooth transition to secondary school.</p>	<p><b>Plans going forward:</b></p> <p>In 2021-2022 we are hoping to return to our Head Start Programme which has proved extremely successful and popular with the parents of students with SEN.</p> <p>Vulnerable Students will continue to be offered a guided tour after hours with a Teaching Assistant and our school SENDco.</p> <p>Vulnerable students with a high degree of need will continue to be supported through their transition by a teaching assistant from Eckington School in the final term to help build a relationship with a known/trusted adult and to help facilitate a smooth transition to secondary school.</p>																																																		
<p><b>Careers education</b></p>	<p>A specialist business teacher responsible for the career's education within school.</p>	<p><i>The DfE<sup>4</sup> found that a wide range of socio-economic factors results in disadvantaged pupils being 5 times less likely to enter university than their more advantaged peers. The DfE also recommended that schools employ specialist, knowledgeable staff with</i></p>	<p>£7,410.00</p>	<p>Careers information advice and guidance, to raise aspirations – provided through school curriculum and external careers advisor from DCC.</p>	<p>All year 11 students have had individual interviews with a specialist Careers Advisor from DCC.</p> <p>An emphasis was placed on PP and possible NEET students to ensure they were appropriately placed for the next academic</p>	<p><b>Plans going forward:</b></p> <p>The school will continue to buy in the services of a specialist Careers Advisor.</p> <p>All students in Y11 will be given an interview.</p>																																																		

<sup>3</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

<sup>4</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278117/RR296\\_-\\_School\\_and\\_College-level\\_Strategies\\_to\\_Raise\\_Aspirations\\_of\\_High-achieving\\_Disadvantaged\\_Pupils\\_to\\_Pursue\\_Higher\\_Education\\_Investigation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-_School_and_College-level_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf)

	A Specialist Careers Advisor.	<i>specific responsibility for university access, building relationships and visits with universities.</i>			<p>year and to provide help with applications and the interview process.</p> <p><b>NEET figures?</b></p> <p><b>Any data on locations of DA students? College/ etc?</b></p>							
<b>Offsite Alternative Provision</b>	The SENDco oversees Alternative provision with the assistance of a School	The smaller class sizes here help students to engage more and can improve their educational engagement and progress by up to 4 months.	<b>£2,000.00</b>	Off-site specialist provision for most vulnerable pupils.	<p><b>Alternative Provision 2020 – 2021</b></p> <table border="1" data-bbox="1611 325 2095 430"> <tr> <td><b>Total number of AP placements</b></td> <td style="text-align: center;"><b>6</b></td> </tr> <tr> <td><b>Places for PP students</b></td> <td style="text-align: center;"><b>5</b></td> </tr> <tr> <td><b>% of PP students in AP</b></td> <td style="text-align: center;"><b>83%</b></td> </tr> </table> <p><b>5 PP Students attended alternative from years 8 - 11</b></p> <p><b><u>Chesterfield FC Community Trust</u></b></p> <ul style="list-style-type: none"> <li>• Setting familiar to student through previous summer schools.</li> <li>• Football focus of the setting was extremely appealing to the student and helped him to engage.</li> <li>• Student felt comfortable with staff.</li> <li>• Staff are extremely accommodating to changing needs of student.</li> <li>• Staff were able to be flexible to cover days that the student can attend, to ensure he worked with people he felt comfortable with.</li> <li>• The provision was quickly able to provide necessary one to one support for student as soon as it became apparent it was required.</li> <li>• Safeguarding is a top priority.</li> <li>• Student has gained full marks on entry level 1 Maths and English tests (with a scribe). NCFE test.</li> </ul> <p><b><u>New Direction</u></b></p> <ul style="list-style-type: none"> <li>• New Direction is set in countryside and is curriculum is based around the intervention of horses and resources that are available in an outdoor provision.</li> <li>• The curriculum is delivered in an imaginative and cross curricular manner.</li> <li>• Students are able to help with the care of horses (grooming and mucking out)</li> <li>• Extremely small group classes mean lots of support and assistance.</li> <li>• Student extremely happy and thinking about staying at New Direction for Post-16 studies (parents have already made enquiries).</li> </ul> <p><b><u>Engineered Learning.</u></b></p> <ul style="list-style-type: none"> <li>• Student worked in a fully equipped workshop, taking accurate measurements of materials, promoting the development of functional skills and minimising waste from cutting processes.</li> <li>• Placement promotes the importance of a planned work scheme to prevent time and material wastage.</li> <li>• Student engaged in real work, producing his own pieces which he was extremely proud of.</li> <li>• All PPE is provided by the placement.</li> <li>• Student followed and was able to explain, the health &amp; safety guidelines and working procedures.</li> <li>• Student completed a L1 BTEC and Post-16 has progressed onto Chesterfield college to do a Welding &amp; Fabrication course.</li> </ul>	<b>Total number of AP placements</b>	<b>6</b>	<b>Places for PP students</b>	<b>5</b>	<b>% of PP students in AP</b>	<b>83%</b>	<p><b>Alternative Provision 2020 – 2021</b></p> <p>Alternative Provision has proved extremely successful for our more challenging and vulnerable PP students.</p> <p>It has offered support and education for students unable to access the academic curriculum for various social, emotional and academic reasons.</p> <p><b>Plans going forward:</b></p> <p>To continue to provide Alternative Provision for our more vulnerable and challenging students where appropriate.</p>
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					<ul style="list-style-type: none"> <li>Student was extremely happy in this environment and recommended it for other students.</li> </ul> <p><b>Juniper Training</b></p> <ul style="list-style-type: none"> <li>Juniper offers small class sizes and a more 'college' like feel which the students really enjoyed.</li> <li>In school the students were disruptive in lessons – mainly due to their difficulty in accessing the curriculum. However, at Juniper both students were extremely well behaved</li> <li>The students enjoyed the style of learning delivered at Juniper.</li> <li>Students felt that they were treated more like adults.</li> <li>Contact with the management team is very good and they responded to enquiries quickly.</li> <li>Students interacted well with staff and other students.</li> <li>One of the students has chosen to stay on at Juniper Post-16 and continue his studies there.</li> </ul>																																																													
<p><b><u>1-to-1 Counselling and cognitive behavioural therapy for most vulnerable pupils</u></b></p>	<p>Specialist Counsellor works with targeted students twice a week.</p>	<p>Targeted 1-to-1 and small group work on developing emotional capacity, self-esteem and patterns of behaviour that enable a child to re-engage with learning and establish stability and resilience.</p> <p><b><u>Social and Emotional Learning</u></b></p>		<p>1-to-1 work on developing emotional capacity, self-esteem and patterns of behaviour that enable a child to re-engage with learning and establish stability and resilience.</p>	<p>Referral to outside agencies include:</p> <ul style="list-style-type: none"> <li>Build Sound Minds</li> <li>Counsellor</li> <li>Starting Point</li> <li>School Nurse</li> <li>Early Help Team</li> </ul> <p>All these agencies offer 1:1 support where appropriate.</p> <table border="1"> <tr> <td>Total Referrals</td> <td>49</td> </tr> <tr> <td>PP Referrals</td> <td>20</td> </tr> <tr> <td><b>% PP Referrals</b></td> <td><b>41</b></td> </tr> </table>	Total Referrals	49	PP Referrals	20	<b>% PP Referrals</b>	<b>41</b>	<p><b>Plans going forward:</b></p> <p>Referrals to our school counsellor and other agencies continues to be a valuable resource in helping our more vulnerable PP students. Increasing the counsellor sessions from once a week to twice a week has proved to be essential in the current climate and we will therefore continue to offer this provision throughout 1021-2022.</p> <p>Next year it would be beneficial to record the reasons for referral in more detail so the data can be analysed to help address any specific needs within the PP cohort.</p>																																																						
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<p><b><u>Attendance officers</u></b></p>	<p>A team of two attendance officers trained in educational welfare.</p>	<p><i>Addressing attendance is a key NFER building block.</i></p> <p><i>DfE found that, with regards improving the attainment of disadvantaged pupils, the more successful schools set up rapid response systems to address poor attendance, including staff contacting home immediately a pupil fails to arrive on time, and working with families to address any barriers they face in getting their children into school</i></p>	<p><b>£6,683.80</b></p>	<p>By having these aspects of school life focused on, the wider strategies relate most significantly to non-academic barriers to success and by having Assistant Heads of Year focus on these areas of pupil progress, it helps to remove any barriers which may hinder progress and overall attainment.</p> <p>To hold attendance panels and track daily attendance for all pupils.</p> <p>To monitor longer terms of absence using the non-attendance protocol.</p> <p>To provide the data and trends to LoSD and PSAs so that interventions can be put in place before students miss significant amounts of learning.</p> <p>To provide home visits – designed to maintain contact and rebuild relationships with vulnerable PP students.</p>	<table border="1"> <thead> <tr> <th>Group</th> <th>All</th> <th>All</th> <th>All</th> <th>All</th> </tr> <tr> <th>Year Ending</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>Eckington</td> <td>Eckington</td> <td>Eckington</td> <td>Eckington</td> </tr> <tr> <td>Year 7</td> <td>95.7%</td> <td>95.7%</td> <td>95.3%</td> <td>96.4%</td> </tr> <tr> <td>Year 8</td> <td>95.7%</td> <td>95.3%</td> <td>94.6%</td> <td>95.9%</td> </tr> <tr> <td>Year 9</td> <td>94.3%</td> <td>94.2%</td> <td>93.9%</td> <td>95.1%</td> </tr> <tr> <td>Year 10</td> <td>94.1%</td> <td>94.1%</td> <td>93.6%</td> <td>94.2%</td> </tr> <tr> <td>Year 11</td> <td>92.9%</td> <td>93.3%</td> <td>91.9%</td> <td>93.8%</td> </tr> <tr> <td>Year 12</td> <td>94.4%</td> <td>93.6%</td> <td>95.8%</td> <td>97.0%</td> </tr> <tr> <td>Year 13</td> <td>93.9%</td> <td>93.0%</td> <td>90.8%</td> <td>97.3%</td> </tr> <tr> <td>All Years</td> <td>94.5%</td> <td>94.4%</td> <td>93.9%</td> <td>95.4%</td> </tr> <tr> <td>Y7 to 11</td> <td>94.5%</td> <td>94.5%</td> <td>93.9%</td> <td>95.1%</td> </tr> </tbody> </table>	Group	All	All	All	All	Year Ending	2018	2019	2020	2021	School	Eckington	Eckington	Eckington	Eckington	Year 7	95.7%	95.7%	95.3%	96.4%	Year 8	95.7%	95.3%	94.6%	95.9%	Year 9	94.3%	94.2%	93.9%	95.1%	Year 10	94.1%	94.1%	93.6%	94.2%	Year 11	92.9%	93.3%	91.9%	93.8%	Year 12	94.4%	93.6%	95.8%	97.0%	Year 13	93.9%	93.0%	90.8%	97.3%	All Years	94.5%	94.4%	93.9%	95.4%	Y7 to 11	94.5%	94.5%	93.9%	95.1%	<p><b>Plans going forward:</b></p> <p>The introduction of more rigorous tracking systems has been extremely successful and will be continued into the next academic year.</p> <p>The cumulative tracking document requires modification and improvement – allowing all year groups to be tracked including sixth form and also a procedure for starters and leavers in each year group.</p> <p>To track home visits and outcomes, analysing the effectiveness of this intervention.</p> <p>Providing information on attendance to the whole school community is a priority for 2021/2022. This will be done via assemblies for students, information for parents via email and via the website with the introduction of an attendance matters page.</p>
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<p style="text-align: center;"><b><u>Extra-Curricular</u></b></p>	<p>Raising aspirations and exposing pupils to extra-curricular and unfamiliar experiences</p>	<p><i>EEF shows that adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions make 3 months additional progress.</i></p>		<p>To provide Enrichment and Extra-curricular activities.</p>	<p><u>Extra-Curricular at A Glance:</u></p> <ul style="list-style-type: none"> <li>• Glee Club</li> <li>• STEM</li> <li>• Spanish Culture</li> <li>• History Film Club</li> <li>• Fun with Food</li> <li>• Art Club</li> <li>• Coding</li> <li>• LAMDA</li> <li>• Rock Band</li> <li>• Dance</li> <li>• Girl's Football</li> <li>• 5-A-Side Football</li> <li>• Table Tennis</li> <li>• Rounders</li> <li>• YuGiOh</li> <li>• I Creative</li> <li>• Library Monitors</li> <li>• Quick Cricket</li> <li>• Badminton</li> <li>• Carnegie Book Awards</li> <li>• FIFA Club</li> <li>• Y10 Football</li> </ul>	<p>Whilst pleased with the range of activities on offer, COVID had a significant impact.</p> <p>Virtually all Y7 students opted for an activity and initial attendance was good, however as the COVID situation worsened fewer students remained after school, despite all groups being set up as "Bubbles" once established. After lockdown many of the activities had very low attendance.</p> <p>Tracking of attendance was difficult as staff weren't providing accurate registers every session.</p> <p><b>Plans going forward:</b></p> <p>For 2021/2022 staff will be asked to volunteer using an electronic form which can be used to generate the booklet.</p> <p>Students will also be asked to choose their activity using an electronic form – ensuring accurate electronic registers can be generated and the attendance of PP students closely monitored.</p> <p>Admin staff will monitor the completion of the registers and remind staff where appropriate.</p> <p>The registers can be kept in a central area allowing staff access at all times.</p>														
<p style="text-align: center;"><b><u>Educational Visits/ Uniform and Resources.</u></b></p>	<p>Subsidies for PP pupils for educational trips and visits.</p> <p>Financial assistance and uniform supply to the families of PP pupils.</p>	<p>This allows the school to support disadvantaged pupils and ensure that they are able to attend any school educational trips or learning outside the classroom.</p> <p><i>NFER<sup>5</sup> found that educational visits were often memorable and learning could stay with pupils in the long term, helping to develop pupils' knowledge and skills, and offering opportunities to introduce pupils to new concepts and new experiences.</i></p> <p>Whilst providing support to pupils whose families are unable to afford uniform does not necessarily have any evidence showing an impact on progress (EEF- 0 months), it does allow pupils to attend school and not be negatively affected by social issues.</p>	<p style="text-align: center;"><b>£6,724.20</b></p>	<p>To ensure pupils can attend trips to enrich life experiences, which they may not be able to attend due to financial barriers.</p> <p>It also widens pupils' opportunities as they are exposed to aspirational Universities for example, which they may then be more motivated to aim for if they visit them whilst at school.</p> <p>To ensure that uniform and equipment do not create social/emotional barriers to learning.</p>	<p>Intervention and support logged on SIMS data sheets.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• P6 Intervention</li> <li>• IT provision.</li> <li>• Uniform</li> <li>• Revision Guides</li> <li>• Educational trips</li> <li>• Resources for DT and catering.</li> <li>• Reading books</li> <li>• Rewards Trips</li> </ul>	<p>Unfortunately, the COVID situation has made it difficult to provide students with new educational experiences in the form of trips, visits and outside speakers, although some attempts have been made to provide this on a virtual level.</p> <p><b>Plans going forward:</b></p> <p>Where ever possible - increase the number of curriculum-based trips throughout the academic year.</p> <p>Resources for removing barriers to learning, such as revision guides IT support and uniform have proved very important for our PP students and will continue into the new academic year.</p> <p>The COVID climate did mean that there were many requests for support with uniform and equipment including footwear, however this does require more accurate tracking next year.</p> <p>The Rewards trip did go ahead and some PP students did request funding – 50% of which was granted in all cases.</p>														
<p style="text-align: center;"><b><u>Safeguarding and student welfare</u></b></p>	<p>A full-time member of pastoral staff who works with our more vulnerable pupils and their families.</p>	<p>Address issues from outside school which may impact the students learning. The aim is to engage appropriate support as promptly as possible if required.</p>	<p style="text-align: center;"><b>£11,795.60</b></p>	<p>1;1 Sessions with the safeguarding officer to discuss concerns and issues which then allows the student to be supported as appropriate.</p> <p>The Safeguarding Officer works with individual children and their families and provides support to the pupils who might be having difficulties regarding child protection, social and learning skills, as well providing</p>	<p>Percentage of PP students referred to Safeguarding and student welfare 2020/2021.</p> <table border="1" data-bbox="1608 1554 2041 1787"> <thead> <tr> <th>Year Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>54</td> </tr> <tr> <td>8</td> <td>32</td> </tr> <tr> <td>9</td> <td>52</td> </tr> <tr> <td>10</td> <td>47</td> </tr> <tr> <td>11</td> <td>38</td> </tr> <tr> <td>12/13</td> <td>31</td> </tr> </tbody> </table>	Year Group	%	7	54	8	32	9	52	10	47	11	38	12/13	31	<p>The appointment of a full time Safeguarding Officer to work with students around welfare and well-being has proved invaluable.</p> <p><b>Plans going forward:</b></p> <p>Referrals centralised - student intervention and referrals are logged and monitored.</p> <p>All serious safeguarding issues are discussed at the weekly safeguarding meeting and acted upon where appropriate.</p> <p>For 2021/2022 it would be beneficial to introduce more in-depth monitoring in order to help identify specific needs.</p>
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				support to the whole family including signposting to other services.		
<b>Well-being</b>	A recently appointed Associate Assistant Principal is accountable for the well-being of pupils within the school.	Address issues from both home and school, which may impact the students learning. The aim is to provide self-sustaining advice and help to students who may not have a support network available to them.	<b>£100.00</b>	<p>Safeguarding and Well-Being Newsletter - to provide support and advice.</p> <p>Safeguarding advice on the school website.</p> <p>Well-Being updates and activities.</p> <p>Working in a pro-active way to try to improve well-being especially with students that are more vulnerable.</p>	<p><b>A staged approach has been introduced.</b></p> <p>Stage 1</p> <ul style="list-style-type: none"> <li>Character SOW and PiXL materials.</li> <li>Assemblies to support students at a universal level.</li> </ul> <p>Stage 2</p> <ul style="list-style-type: none"> <li>Pastoral support through LoSD and PSA.</li> </ul> <p>Stage 3</p> <ul style="list-style-type: none"> <li>Safeguarding officer/school nurse</li> </ul> <p>Stage 4</p> <ul style="list-style-type: none"> <li>School counsellor</li> <li>CAMHs</li> </ul> <p><b>Reporting Well-being concerns.</b></p> <ul style="list-style-type: none"> <li>Introduction of the Well-being email.</li> <li>Well-being portal on the website.</li> </ul> <p><b>Raising the profile of well-being amongst staff and students.</b></p> <ul style="list-style-type: none"> <li>Developed the well-being area of the school web-site for all stakeholders in the school community.</li> <li>Newsletter and well-being materials issued to staff, parents and students.</li> <li>Staff and students sent regular well-being emails.</li> </ul> <p><b>Increasing capacity for counselling.</b></p> <ul style="list-style-type: none"> <li>The school counsellor is now in for 2 mornings a week.</li> </ul>	<p>The staged approach has provided a focus for helping students with well-being based on need.</p> <p>All students were seen within 2 weeks.</p> <p><b>Plans going forward:</b></p> <ul style="list-style-type: none"> <li>Development of a tracking document.</li> <li>All stages of triage need to be followed and documented before referral to CAMHS</li> <li>CAMHS referrals increasingly difficult to secure.</li> </ul> <p>The well-being support email is up and running for staff and students.</p> <p><b>Plans going forward:</b></p> <ul style="list-style-type: none"> <li>Increase student involvement.</li> <li>Recruit a Well-being Ambassador Lead and Student Ambassadors to promote well-being in schools.</li> <li>Further training for staff through CPD.</li> </ul> <p><b>Plans going forward:</b></p> <ul style="list-style-type: none"> <li>Continue with 2 days per week, currently</li> </ul>
<b>Work Experience</b>	A specialist member of non-teaching staff to support work experience placements in Yr10.	Work experience has been shown to increase confidence and personal development, thereby leading to improved life chances on leaving school.	<b>£874.60</b>	<p>To support work experience placements in Yr10 so that they are ready for the world of work and experience real life work before they leave school. By having these opportunities, it reduces the risk of pupils becoming NEETs (not in Education, Employment or Training) after leaving school.</p>	<p><b>Work Experience 2020 – 2021 Year 10</b></p> <p>Due to the Covid19 pandemic with its regional and national lockdowns, during the academic year 2020-2021 the work experience placements offered to students were virtual.</p> <p>For the Academic Year 2020-2021, <b>23%</b> of the Year 10 cohort were Pupil Premium.</p> <p>All these students took part in a Virtual Work Experience programme for four full days in June 2020, with an additional Character Lesson to reflect on their Virtual Work Experience learning.</p> <p>Students interacted with the following activities via a procured platform called 'Virtual Work Experience Services'. This platform was recommended by Careers colleagues in other local schools who had also used it for their virtual Work Experience offering.</p> <p>During the week, students were asked to start by thinking about 'Where Are You Now?' to map out their current career plans, and experiences. Students were encouraged to think about themselves in depth and imagine their place in the future world. They took a careers quiz to find out which jobs and professions would suit their personal interests. The site also hosted a vast range of careers videos. Students watched people working in specific industries and found out a little bit about their day to day activities. Students were asked to</p>	<p>With the effect of the pandemic it was impossible to deliver a more traditional work experience package. However, our Employer Engagement Manager has worked hard to ensure the best virtual experience possible.</p> <p><b>Plans going forward:</b></p> <p>In the coming academic year, it is hoped that it will be possible to re-instate the more traditional work experience whilst hopefully retaining some of the very worth while virtual experiences that have occurred during 2020-2021.</p>

					<p>complete worksheets and were able to complete as many different videos as they would like – giving them access to a huge range of careers – many of which they may never have considered before. Students also had research tasks to find out about careers and industries and in particular, about pathways into various careers. An exciting feature of the platform, especially during the pandemic, was that students were able to take a virtual tour of companies of their choice. The site also hosted virtual school trips which we set as a reward activity too.</p> <p>In addition to all of this, during Virtual Work Experience Week, we put on two live Careers Q&amp;A sessions for the students to join via MS Teams. The first was with Helen Sharman MBE the first female astronaut. Students heard how Helen had never planned to become an Astronaut but how by choosing to study what she was passionate about, and by taking up opportunities as they arose, she was able to literally have an out of this world experience.</p> <p>The second live Careers Q&amp;A was with Michael McMann from Highways England who talked about Engineering roles, routes into the profession and all about Apprenticeships. He took questions from the students covering a range of topics.</p> <p><b>Work Experience 2020 – 2021 Year 12</b></p> <p>Throughout the academic year, students were offered a huge range of virtual work experience opportunities via online platforms including Springpod, Inspiring the Future and companies and businesses directly, including our local NHS Teaching Hospitals.</p> <p>In Year 12, 19% of students were indicated as Pupil Premium. All students were allocated an industry mentor in Year 12 and held virtual meetings to discuss career pathways and hear first-hand what it's like to work in that industry. Ahead of the first meetings, students were supported to create a CV which was sent to the mentor for feedback. This was an extremely beneficial process for students to hear what matters on a CV. All students were given a set of questions to ask in their meetings and encouraged to make notes to help them plan what they needed to do in order to make their CVs stand out from the crowd.</p> <p>Year 12 students also completed one day of Virtual Work experience via the 'Virtual Work Experience Services' platform.</p> <p>Y12 had access to the same portal as Year 10, however, their tasks were most focused on their own particular chosen career plans. Students watched people working in specific industries and found out a little bit about their day to day activities. Students were encouraged to research lots of different roles within their chosen industry, to give them an idea of jobs which they may not previously have considered.</p>							
<p><b><u>Early Help Offer</u></b></p>	<p>Newly appointed Family Support Worker.</p>	<p>Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life.</p> <p>Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health,</p>	<p><b>£6400.00</b></p>	<p>To provide appropriate early intervention to support students and their families to overcome any barriers to attendance and learning.</p>	<p><b><u>Cases referred to Early Help Team</u></b></p> <table border="1" data-bbox="1608 1703 2095 1776"> <tr> <td>Total Referrals</td> <td>7</td> </tr> <tr> <td>PP Referrals</td> <td>3</td> </tr> <tr> <td><b>% PP Referrals</b></td> <td><b>43</b></td> </tr> </table>	Total Referrals	7	PP Referrals	3	<b>% PP Referrals</b>	<b>43</b>	<p>The Early Help Team became operational in the final half term of 2021 and in the short time they have been meeting students and their families they have been instrumental in providing support for our students with more serious issues.</p> <p><b>Plans going forward:</b></p> <p>These are early days and a thorough assessment of impact for our PP students will only be possible at the end of this academic year.</p>
Total Referrals	7											
PP Referrals	3											
<b>% PP Referrals</b>	<b>43</b>											

		Social Services and Public Safety, 2017; Scottish Government, 2014; Welsh Government, 2018).			<b>43% of current referrals PP</b>	One key challenge will be to ensure that all referrals are logged and documented thoroughly so the impact can be measured.
		<b>Total</b>	<b>£224092.60</b>			