**Haberdashers’ Abraham Darby - Pupil Premium Report 2018-2019**

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| **1. Summary information** | | | | | |
| **School** | Haberdashers’ Abraham Darby | | | | |
| **Academic Year** | 18/19 | **Total PP budget** | £380,217 | **Date of most recent Review** | 07/  2019 |
| **Number on Roll (Y7-Y11)** | 880 | **Number of eligible PPG pupils** | 384 | **Date for next internal review of this strategy** | 12/ 2019 |

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| **2. Current attainment** | | |
| External Results | *Pupils eligible for PP (HAD)* | *Pupils not eligible for PP (national average)* |
| **Progress 8 score average (2019 leavers)** | **-0.61 prov** | TBC |
| **Attainment 8 score average (2019 leavers)** | **37.2 prov** | TBC |

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| **3. Barriers to future attainment (for *some* pupils eligible for PP)** | |
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| **In-school barriers** | |
| **A.** | Overall progress (value-added) has been lower for PP pupils taking GCSEs over the last 2 years |
| **B.** | Literacy skills for some PP pupils are lower than for other pupils, which (in the short term) prevents them making good progress |
| **C.** | Numeracy skills for some PP pupils are lower than for other pupils, which (in the short term) prevents them making good progress |
| **D.** | Aspiration & attitude to learning is lower for some PP pupils |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **E.** | Attendance rates |
| **F.** | Home- school partnership in learning |
| **G.** | A considerable number of our PP pupils have been in receipt of FSM since Y1 of their education |

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| **4. Outcomes** | | |
|  | *Desired outcomes* | *Success criteria* |
| **A.** | Develop school-wide classroom pedagogy to meet the needs of all PP pupils (including those with high prior attainment). | PP pupils at least make similar [ideally better] progress than other students nationally.  In the interim to gain progress scores as close to zero as possible. |
| **B.** | To improve PP pupil literacy skills, especially for those who join in Y7 with <A.R.E. and those in Y8-Y11 for whom the gap is not yet closed. | PP pupils make greater progress in reading levels and Miskin than non PP pupils. |
| **C.** | To improve PP pupil numeracy skills, especially for those who join in Y7 with <A.R.E. and those in Y8 for whom the gap is not yet closed. | PP pupils make greater progress than non PP pupils. |
| **D.** | Improved levels of aspiration and A2L of PP pupils. | Effort scores for PP pupils to be at least as high as non-PP pupils.  A reduction in the number of attitude to learning conduct points gained by PP pupils. |
| **E.** | Improved attendance of PP pupils. | Average PP pupil attendance to be at least equal to PP pupil attendance nationally and ideally greater than the non-PP average (and for the school average to maintain its 2016 level (95%) as a minimum). |
| **F.** | Home-school partnership in learning. | Improve PP parent attendance at Parents Evenings and aim to convert DNA parents. Involve Y11 PP families in Academic Conversations |
| **G.** | Ensuring all pupils have the opportunity to access curriculum based opportunities (a considerable number of our PP pupils have been in receipt of FSM since Y1) | PP pupils are able to participate fully in Academy life. |

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| **Planned Expenditure 2018- 2019:** | | | | | | |
| **ACHIEVEMENT & STANDARDS #1 – QUALITY TEACHING FIRST** | | | | | | |
| **Desired outcome** | **Strategy/Approach** | **Rationale – why this strategy?** | | **Evidence of Impact** | **Review**  **Schedule** | |
| A: To develop school-wide classroom pedagogy to meet the needs of all PP pupils (including those with high prior attainment) so that ***PP pupils make similar or better progress than other students nationally.*** | Establish an academy-wide focus upon quality first teaching:  Planning for progress and quality feedback and interactions are the foci for this year. | There are variations in progress rates between key groups of pupils in different subjects: PP / NPP, more able/SEND/ & boys/girls  Research shows that good teaching has a disproportionately positive effect on the progress of Pupil Premium students. (John Dunford) d= 0.48 (Hattie). Feedback: low cost and potentially delivers +8 months of progress (EEF) | | Quality of written and verbal feedback to pupils is improving and increasingly consistent. In all but one subject area it is now at least good. However, this is not yet reflected in GCSE outcomes for all subjects. [NB impact of long term staff absence in key areas: Science, Maths & Geography]  **Lessons learned?**  Generally speaking, the better the calibre of feedback and the more frequent it is, the more positive pupils are towards their learning.  Will need to continually revisit this theme (as new staff join the Academy) | Half termly quality assurance by SLT  Feedback provided to staff with action points where necessary  Subject Leaders spend departmental time with colleagues looking at books/folders. This facilitates consistency of approach/ moderation and allows for misconceptions to be reviewed.  2019-2020: reduction in frequency alternatives to written feedback | |
| **Reflection & Next Steps** | Memory and recall: We are questioning whether we are structuring our learning content in the most effective way to enable pupils to commit knowledge to long term memory and ultimately to perform to the best of their ability in the exams. In addition we have begun to critically examine the sequencing of our content, particularly at KS3. Our key T&L priorities for 2019-2020 will drive these agendas.  Written feedback in books: We will be reducing the frequency of this and using other alternatives eg whole class feedback and verbal feedback. This makes feedback more ‘in the moment’ and relevant and ensures we address the staff workload and wellbeing agenda. | | | | | |
|  | Y11: Additional sessions are scheduled after school (Mon-Fri) across all subjects (to address misconceptions and close gaps) and revision/catch up sessions are available during February, Easter & Whit holidays (core and non core subjects). From April onwards we also have a two hour Saturday Maths session.  A small group of Y11 PP pupils attended masterclasses at our partner school, Haberdashers’ Adams’ in Maths and in History.  Breakfast ‘warm up’ sessions (inc food plus hot drink) provided in the run up to GCSE exams. | Not all pupils have suitable working spaces at home or access to regular study support. This strategy ensures that pupils are not penalised as a result.  We are not gaining as many 7-9 grades as we should. Adams’ do – this collaboration has helped to confirm that we are pitching at the right level and to raise the level of belief and aspiration of our MA pupils. | | Attendance at after school sessions in core subjects was 54%, 7% short of the 61% achieved by NPP pupils.  PP pupils attended 418 pupil revision sessions across all of their subjects at Revision School (during half term/ holidays), which represented an overall attendance rate of 51%.  Maths: Average A1 grade achieved of the masterclass PP pupils was 5.8. (represents <exp progress for these pupils).  History: 7 pupils with target grades of 4-9 attended. 6/7 (84%) made at least expected progress  **Lessons learned?**  Targeted invitations to ‘holiday’ revision sessions worked better than blanket invitations to the whole cohort. More parents are taking pupils on holiday during the breaks – in the longer term we need to nurture revision/study habits earlier on and develop greater pupil independence. This is one of our teaching and learning priorities for 2019 2020. (focusing upon knowledge retention and recall and establishing study skills home-works ensures that knowledge becomes embedded so the need to revisit/cram should be minimized. | Attendance reviewed weekly. Key pupils targeted – contact made with parents.  Overall attendance reviewed half termly (Session 5) and post ‘Holiday sessions’  This year we deliberately targeted key groups of pupils to attend sessions as opposed to all pupils attending. This followed the Pixl model of DTT – Diagnose, Therapy & Test.  Aug 2019 Review:  Attendance at holiday sessions was not as good as in previous years but might reflect the fact that all subjects provided additional sessions after school.  The additional sessions did not bring improved outcomes in all subjects.  **Action Point:** 2019 September - carefully consider how many holiday catch up/get ahead/revision sessions are offered, to whom and the rationale.  NB: It would be a risk to withdraw the sessions completely but we need to consider whether pupils perceive the sessions as ‘Revision done, no need to do anymore at home’ | |
| **Approximate cost: £ 45, 000 [NB: includes associated staff salaries inc on-costs]** | | | | | | |
| **Continue/Refine/Reject strategy?**  **Continue to offer ‘booster’ sessions but refine the strategy further by continued targeting of key pupils for attendance and also by offering slots that pupils sign up to with their ‘gaps’ – personalizing the learning further.** | | | | |  | |
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| **ACHIEVEMENT & STANDARDS #2 CLOSING THE GAPS FROM DAY ONE** | | | | | | |
| B. To improve PP pupil literacy skills, especially for those who join in Y7 with <A.R.E. and those in Y8-Y11 for whom the gap is not yet closed so that ***gaps are closed as quickly as possible***. PP pupils to make greater progress in Reading levels and Miskin than ‘Other’ pupils. | Y7: Miskin ‘Fresh Start’ phonics programme  Additional Literacy lessons  Smaller class sizes (10-12 pupils) than those who met A.R.E upon entry.  Accelerated Reading Scheme  VI Form mentor/buddy system for supported reading, spelling and handwriting.  Wordshark | Phonics +4 months – moderate impact for very low cost (EEF)  Reduced class size - +3 months; costs offset by use of two highly skilled and trained T.A.s, with expertise in this area. | | In 2018 17 PP pupils joined us with <NC4 equivalence in English/Reading. By the end of Y7, 13 of the 17 had achieved Level 1+ (NC4 equivalence) in English. We will continue to support the remaining four pupils during Y8. 6/11 of our 2016-2017 PP Y8s who entered the Academy with <NC4 in English/Reading had achieved at least Level 1+ (NC4 equivalence) by the end of the year; 4/11 had achieved L2.  Our ‘Catch Up’ pupils also benefited from smaller class sizes whilst following the ‘Fresh Start’ phonics programme. On average, reading and spelling ages of the current PP cohort improved by 41 months and 22 months respectively (per pupil) within the 12 month period.  **Lessons learned?**  Fresh Start and Miskin continue to deliver and help our pupils catch up. | ‘Miskin’ reviewed termly  Reading & Spelling Age –tracked termly for Miskin pupils | |
| **Approximate cost: £10 000** | | | | | | |
| **Continue/Refine/Reject strategy? Continue – slight revision to our approach**  **NB:** need to ensure we make more forensic use of KS2 data so that we can plug specific SPaG gaps. DHOH and Insight intervention teams to use PiXL NOW resources where appropriate to bolster specific gaps. Use of accelerated reader with all pupils in Y8 and Y9 and ‘impressive vocabulary’ initiative with all pupils to help close the vocabulary gap. PiXL VocApp looks like an alternative to Wordshark. | | | | |  | |
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| C. To improve PP pupil numeracy skills, especially for those who join in Y7 with <A.R.E. and those in Y8-Y11 for whom the gap is not yet closed so that ***gaps are closed as quickly as possible***. | Y7: Passport Maths programme started this year.  Y7-Y9 Catch Up programme – booster lessons during INSIGHT sessions  Numbershark & PiXL TimetablesApp | Equivalent to phonics +4 months – moderate impact for very low cost.  Reduced class size - +3 months; costs offset by use of two highly skilled and trained T.A.s, with expertise in this area.  Booster sessions run in half termly blocks for small groups of pupils in English & Maths by DHOHAs. | | Y7: 21 PP pupils joined us with <NC4 equivalence in Maths . All are on track to make exp prog and 60% >exp progress. By the end of Y7, 17 of the 21 had achieved Level 1+ (NC4 equivalence) in Maths.  Y8: 7/11 of our 2016-2017 Y8 PP’s who entered the Academy with <NC4 equivalence in Maths had achieved at least Level 1+ (NC4 equivalence) by the end of the year with 6/11 achieving at least a basic Level 2.  Passport Maths – almost all pupils have completed within the year and there has been an increase in the number of Gold certificates achieved.  **Lessons learned?**  Cover the Passport Maths topics in the same order as the topics are taught in Y7. | Termly - following exams and data entry. | |
| **Approximate cost: £8 000 (including training of three staff)** | | | | | | |
| **Continue/Refine/Reject strategy? Continue – no change to our approach necessary beyond re-ordering the units so that they match the Y7/Y8 Maths SoL. NB: to avoid curriculum narrowing when closing the ‘catch up numeracy gap’, PiXL NoW (Passport Maths equivalent) will be delivered during INSIGHT.** | | | | |  | |
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| **ACHIEVEMENT & STANDARDS #3 PUPIL PROGRESS** | | | | | | |
| To improve the progress of our ‘least progressors’ and ‘cause for concern’ pupils in each year group. | Y7-Y10:DHOHA Homework groups and 1-2-1 and small group intervention, often led by Y11 & Y13 peer mentors.  Y11: Academic Conversations  66 of the 77 PP pupils were part of a cohort whereby we trialled the following approach  \*Making contact with parents and talking them through how to have ‘Academic Conversations’ with their children.  \*Providing a checklist of skills against which pupils could RAG rate themselves to enable them to focus their revision  \*Providing Revision Guides and access to Science and Maths video content.  \*Providing practice exam papers. | Short bursts of intensive input allow DHOHAs to work on pupil skills e.g. personal organisation, time management, oracy, reading; spelling, handwriting and telling the time.  To see if we could engage parents and strengthen the home-school partnership so that parents felt more confident in helping their children. | | Weekly after school homework and study skills sessions – parent referral and staff nominated. Some pupils continue to attend after the initial sessions are completed. It is very rare that non-homework completing pupils ‘re-offend’ 😊.  Reading & spelling, sessions – once weekly  Progress of the Academic Conversations cohort was -0.5 (0.12 better than all PP)  **Lessons learned?**  Short intense bursts work best in terms of reading, spelling, handwriting, telling the time skills. Use of Y11 and Y13 peer mentors is powerful with KS3 pupils.  Academic Conversations – we spread our efforts too thinly and need a smaller more focused and manageable cohort and need to invest more time with parents. | Homework – weekly  Termly following data entry. Cohorts revised as a result | |
| **Approximate cost: £25 000 [NB: includes associated staff salaries inc on-costs]** | | | | | | |
| **Continue/Refine/Reject strategy?** Continue – Y7-Y10 this is very bespoke intervention geared towards removing individual barriers to learning. Quantitative data re its efficacy is difficult to compile. We will also continue a Mentoring programme we have run for a second consecutive year with a local company, Cap Gemini, where we partner our MA PP pupils with an external mentor. Pupils meet once weekly and discuss hopes, aspirations, concerns, study habits, next steps and more. Mentor and Mentee Voice suggests this programme is successful. In Year 1 the P8 scores of participants was higher than non-participants, this year 25% of participants converted a negative Autumn predicted P8 score to a positive one. This coming year we are looking to pair some of our lesser motivated & entrenched disadvantage pupils. Refine our intense ‘Academic Conversation’ intervention programme to focus upon a core group of 22 pupils who are applying themselves well but just not converting that effort into tangible success, we feel as a starting point this is where we can make greatest difference. | | | | |  | |
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| **ACHIEVEMENT & STANDARDS #4 INCLUSION (ADAPT & MINI SCHOOL)** | | | | | | |
| To ensure that our most vulnerable pupils can access a quality curriculum. | Pupils unable to cope with mainstream whole class teaching are able to access more intensive 1-2-1 and small group sessions  Y7 & Y8 pupils: 15  Y9-Y11 pupils: 14 | Social & emotional needs of pupils can be more easily addressed in a more relaxed but educationally purposeful atmosphere. Gaps as a result of attendance or behavioural issues can be more easily addressed.  Mini School: Pupils follow a full timetable which includes all of the core and foundation subjects with some extras e.g. gardening.  In ADAPT, pupils focus upon core subjects, Finance and option choices (where applicable/viable). | | Behaviour, punctuality, social skills and resilience of ADAPT and Mini School pupils is much improved. Exclusion rates for those with behavioural issues are reduced.  GCSE results: 36% of all grades achieved by our 6 ADAPT candidates were Level 4 or above. 1/6 gained a positive progress 8 score overall. All have secured a place in post 16 education and training.  **Lessons learned?**  Subject specialists timetabled to teach in these learning spaces (where possible) ensures that quality provision is maintained and ensures that pupils ready to return to their regular classes are not disadvantaged. | Termly  Regular discussions with VP Pastoral and VP Curriculum | |
| **Approximate cost: £107,000\* [\*PP proportional cost] [NB: includes associated staff salaries inc on-costs]** | | | | | | |
| **Continue/Refine/Reject strategy? Mini School will continue, following a successful inaugural year. New leadership is in place. Pupils transition back into mainstream during Y8 so that where possible they are ready to be reintegrated fully back into Y9.** | | | | |  | |
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| **ADDRESSING & MANAGING BARRIERS TO LEARNING #1: ATTITUDE TO LEARNING & MINDSET** | | | | | | |
| D. Improved attitude to learning of PP pupils [so that ***PP pupil conduct and effort are improved and contribute to improved attainment & achievement].*** | Mindfulness training – 8 staff  DHOHAs and other educational professionals including a counsellor work with our youngsters to get them to recognize ‘triggers’ and how they might deal with these proactively to avert conflict.  4 x mentor groups (3 x Y8 and 1 x Y9 were involved in the .B Myriad programme led by Oxford University.  <https://mindfulnessinschools.org/about/about-us/>  NB: So as not to skew the research project findings/results we are currently limited in the data we can collect to determine impact so as not to influence the research project. | +3 months (EEF) – moderate impact | | The mindset and mindfulness project is still in its infancy, but anecdotal evidence suggests that those pupils with anger management issues who have begun this intervention are now able to recognize the signs and take proactive/preventative action, resulting in fewer behaviour outbursts and disruption to learning (own and others)  **Lessons learned?**  ‘Mindfulness’ is a slow but personalized strategy, which will require pupils to ‘buy in’ for it to have success. Once learned, the strategies are there for life. Potentially these pupils can become ‘coaches’ for others. We must continue to challenge mindsets and raise aspirations | VP Pastoral ; House team – ongoing. | |
| **Approximate cost: staff training, time/cover & associated resources £9000** | | | | | | |
| **Continue/Refine/Reject strategy?** Continue – applying mindfulness techniques is a very bespoke intervention – prioritise those with ‘anger management’ issues; focus upon Y9 and Y10 | | | | |  | |
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| **ADDRESSING & MANAGING BARRIERS TO LEARNING #2: BEHAVIOUR** | | | | | | |
| D. Improved attitude to learning of PP pupils so that ***PP pupil conduct is improved and contributes to improved attainment & achievement.*** | Whole staff J Bangbala follow up training.  Inclusion & Behaviour Support team work closely with teachers, departments and House teams to ensure that any negative pupil behaviour is dealt with promptly for the benefit of all concerned. | Positive classroom behaviour d= 0.80 (Hattie). | Demanding high standards of behaviour and zero tolerance inevitably impacts upon the number of internal isolations and fixed term exclusions for repeatedly poor/dangerous behaviour.  **48/93** fixed term exclusions were PP pupils (51%), which is a marked improvement on last year (70%). Since 2016-17 we have managed to reduce the % of PP repeat offenders from 70% to 67% - 58%  There is no PP NPP gap in terms of average number of achievement points earned per pupil (80 vs 79) . Unfortunately, PP pupils earned an average of 23 conduct points compared with 15 for their NPP counterparts. This remains broadly similar (proportionally to last year).  **Lessons learned?**  A few key individuals with multiple internal and external exclusions can skew the success of behaviour interventions. However, without the Inclusion & Behaviour Support team, the quality of learning in some classes would have been compromised.  Pupils who have had repeated fixed term exclusions for conduct related incidents will be considered for short and longer term placements in ADAPT & Mini School in 2019-2020. | |  | |
| **Approximate cost: £47 000** | | | | | | |
| **Continue/Refine/Reject strategy?** Continue but put in place strategies to try and help our repeat offenders see the error of their ways. Three strategies that started in 2018-2019 and will continue are: CBT, Anger Management and re-tracking. Re-consider Cross Bar & Exotic Zoo programme as alternatives but need to choose participants carefully and conduct cost-benefit analysis to determine viability/outcomes. We will be running CPD sessions to help staff to refine their approach to difficult conversations with pupils regarding behavior and A2L so that we can avert/reduce potential ‘flash-points’ | | | | |  | |
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| **ADDRESSING & MANAGING BARRIERS TO LEARNING #3: ATTENDANCE** | | | | | | |
| E. Improved attendance of PP pupils so that ***average PP pupil attendance to be at least equal to PP pupil attendance nationally and aspiring to it matching national NPP.*** | We employ a part time **Education Support Officer (ESO)**, who goes out into the community to provide additional support to parents in overcoming barriers to attendance, complimented by our own **full time EWO**. | If pupils are not in school, their progress will very likely be hampered. | | Over the course of the year our ESO made 886 home visits, had 387 in-school interventions and made 36 phone calls to 216 PP pupils. 108 improved their attendance as a result.  179 of our PP pupils achieved >95% attendance including 80 who achieved 100%.  Y7, Y8 & Y9 PP attendance is 2.53%, 1.29% and 1.57% better than PP attendance nationally, but is not as good as the attendance rate of our NPP pupils. Average attendance of our PP cohort (39 weeks) is 91.35%, slightly better than last year and in line with PP attendance nationally (91.2%). Ideally we would want to match our NPP pupil attendance, which is 95.6% (in line with national)  9 persistently absent/school refusers have made a massive impact upon attendance in Y10 & Y11. Removing these ‘outliers’ from our data takes our Y10 attendance to 92.13% and Y11 to 92.59%, making our PP average 92.74%, 1.54% higher than national PP and to within 2.86% of national NPP.  **Lessons learned? Focusing upon averting PAB has helped to bolster attendance this year and hopefully makes parents more mindful for future terms.** | Termly data analysis by VP  Weekly data check by EWO | |
| **Approximate cost: £ 61, 000 inc associated travel and admin costs and pupil 100% attendance awards [NB: includes associated staff salaries inc on-costs]** | | | | | | |
| **Continue/Refine/Reject strategy? Continue – Our key battlegrounds for 2019/2020 are Y9 and Y11 and our persistently absent pupils. Need to foster further PP participation in Band, Netball & Rugby. These ‘families’ of extra curricular activities nurture pupils and attendance of PP pupils who participate within are 96%, 96% & 95%** | | | | |  |  |
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| **ADDRESSING & MANAGING BARRIERS TO LEARNING #3: PARENTAL ENGAGEMENT** | | | | | | |
| F. To improve attendance of PP families at parent consultation evenings, particularly DNA families so that ***we can develop a more effective home-school partnership to support learning.*** | The DHOH team make personal contact with DNA and vulnerable families, to understand what the barriers to attendance are and how we might help them to attend parent consultation evenings or to access the information in a more suitable way.  A full time Family Liaison Officer works with our vulnerable families, offering support and guidance.  Our student support admin officer co-ordinates home-school pastoral/House communications and assists parents/carers with queries inc attendance/uniform/FSM applications and more.  Y11: ‘Academic Conversation’ trial. House team and Senior Leaders have worked closely with a targeted group of 77 PP pupils, focusing initially upon the core subjects using the PiXL PLC approach to intervention/gap plugging. We invited parents into school to show them what we were doing and to help them assist with the process at home. | Parental Involvement d= 0.49 (Hattie); +3 months (EEF).  Our current approach is much lower cost. | | The DHOHs have worked hard to nurture relationships with all families. It was particularly pleasing to see the 47 PP families (represents a 43% conversion rate) who had previously missed one or more parent consultation evenings at the Academy and we look forward to welcoming them back again this coming academic year.  34/77 sets of PP parents came into school and 7/77 made phone/email contact.  **Lessons learned?**  Verbal communication in the run up to parent consultation evenings and booking appointments on their behalf seems to work well.  The Academic Conversation approach was too ambitious in its scope and our efforts were spread too thinly. We have revised this for the coming academic year so that 67 become 22. |  | |
| **Approximate cost: £42 000 [NB: includes associated staff salaries inc on-costs]** | | | | | | |
| **Continue/Refine/Reject strategy?** Refine – look to offer viable alternatives to those families who cannot make it into school for parents evenings eg phone consultations and home visits. Trial a member of SLT acting as an in-school parent to accompany any of our target group of Y11 pupils whose parents cannot attend, this way the pupil still hears the important messages and we can relay those home so everyone is in the loop. | | | | |  | |
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| **IMPROVING EQUALITY OF OPPORTUNITY #1: PARTICIPATION** | | | | | | |
| G. Ensuring all pupils have the opportunity to access curriculum based opportunities so that ***PP pupils are able to participate fully in Academy life.*** | We have an **‘Opportunities Fund’** that we use to help subsidise the cost of trips to enable our PP pupils to participate in a wide range of enrichment activities that will enthuse, engage and raise aspirations  We strongly encourage participation in extra-curricular and enrichment activities, ensuring that any barriers to involvement are reduced  We ensure that as many PP pupils as possible attend aspirational events eg University visits and placements.  We provided subsidised places at our annual Summer School for new Y7s. | From time to time, finances of our pupil premium families are stretched to the limit …. where possible we do our best to help out and lighten the load so as to ensure that our PP pupils have the same level of access to the activities and cultural capital that we have on offer | | 305 PP pupils have benefited from a specific intervention to enable them to overcome barriers to learning and to succeed this academic year.  Some examples of how we have helped include: assistance with the cost of ingredients and materials needed to participate in GCSE practical lessons (Catering, Resistant Materials, PE and Art); Sports-kit and school uniform (shoes).  27 PP pupils took advantage of assisted places at our Summer School and thoroughly enjoyed themselves.  We also assisted with the cost of curriculum trips to the theatre, Bletchley Park; museums and art galleries. University visits; sporting visits (within the UK and overseas); Duke of Edinburgh; Art, Drama and Revision workshops to name but a few.  **Next Steps**  We subsidised 23 places at a UCAS open day.  11 pupils are on the Aspire to HE programme  A further 6 pupils are on the ‘Right Track’ programme.  There were 12 pupil premium pupils in our Y13 cohort (FSM in Y11). 10/12 (83%) have gone to University (reading Chemistry, Law, Forensic Science, Criminology, Business, Psychology, Zoology, Music for Education and Community. 1/12 is training to become a Licensed Bricklayer and one is having a gap year with a view to gaining a ‘Sign Language’ qualification.  6/10 Haberdashers’ University bursaries have been awarded to Y13 (who had PP status in Y11) [NB: external funding source]    **Lessons learned…**  Unconditional offers and bursary places make some Universities more popular destination for our pupils. |  | |
| **Approximate cost: £ 28,000** | | | | | | |
| **Continue/Refine/Reject strategy? Continue – reducing disadvantage and ensuring equality of opportunity and participation is the first step to raising aspirations** | | | | |  | |
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