

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wyvern College
Number of pupils in school	1343 (Sept.2023)
Proportion (%) of pupil premium eligible pupils	21% (Sept.2023)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	B. Rule - Headteacher
Pupil premium lead	S. Stocks
Governor / Trustee lead	L.Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,358
Recovery premium funding allocation this academic year	£64,170
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£296,528

Part A: Pupil premium strategy plan

Statement of intent

In line with all students at Wyvern, our ambition for disadvantaged students is to provide an education which leads to:

- Academic accomplishment and fulfilment, provoking thought, curiosity and scholarship. Personal accomplishment and fulfilment so they become happy individuals with social maturity and moral purpose.
- Appreciation of their place in the modern world, revealing the opportunities it offers them and the responsibilities they owe to it.
- Self-discipline based upon the PRIDE values: Prepared, Respectful, Involved and Dedicated.

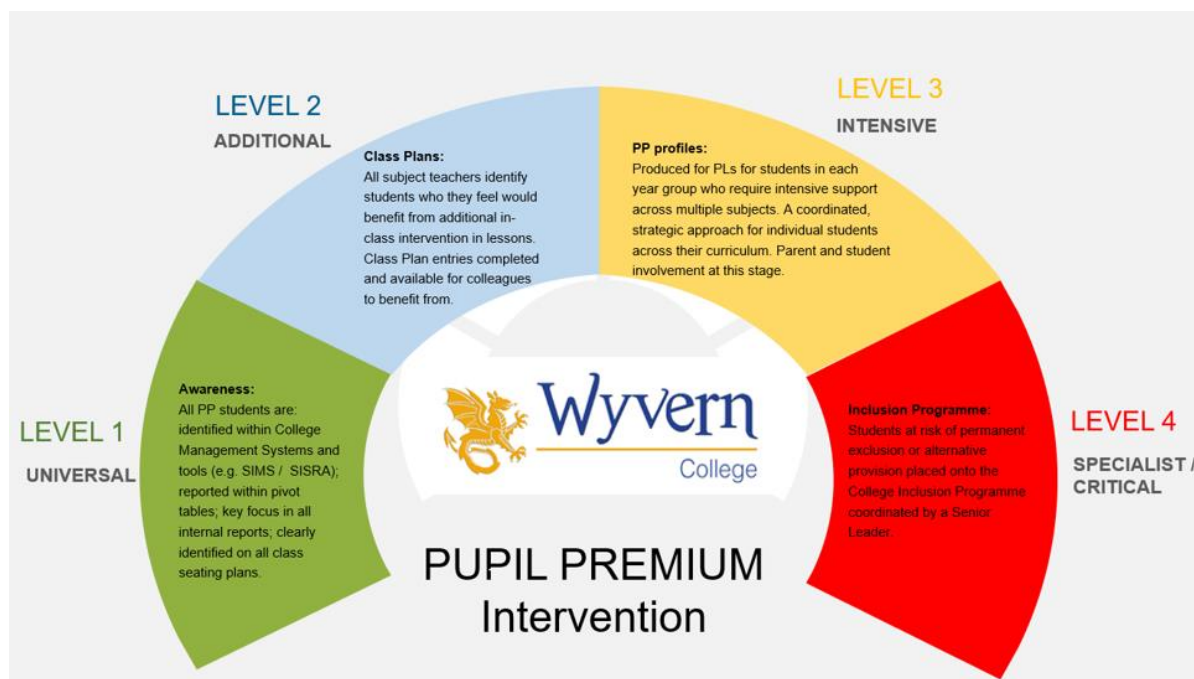
Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high achievement across the curriculum, including the E-Bacc subjects.

Our Pupil Premium strategy aims to ensure that disadvantaged students are well supported to achieve these goals regardless of their starting point on entry.

We will consider the specific challenges and needs of our vulnerable students including those who are not identified as disadvantaged. A significant aspect of our strategy is ensuring we have key pastoral members of staff to provide timely and effective support where required.

As a general principle our key focus is on Quality First Teaching as part of our 'universal' Level 1 intervention. Not only does this impact our disadvantaged students but all students.

As modelled below we have a tiered approach across the College.



The College’s key overarching improvement priorities for September 2021 – December 2023 are set out below and many of these directly link to our disadvantaged students and are reflected in this strategy plan:

Closing Attendance Gaps- “more students in more lessons”

- To ensure students get back into routines of high attendance, following a year characterised by lockdowns, and self-isolation.
- To close the gap between the attendance of SEND and PP students and attendance of other students.

Closing Behaviour Gaps – “PRIDe and RESPECT everywhere”

- To minimise staff inconsistency in the application of PRIDe expectations and the Four Point Plan.
- To close the gap between break time behaviour and lesson time behaviour by establishing and policing RESPECT expectations for social spaces.
- To close the gap between the behaviour of SEND and PP students and the behaviour of other students.

Closing Curriculum and Assessment Gaps – “knowing more, remembering more”

- To reduce the gap between what students are taught and what they remember by planning a vertical, spiral curriculum which is accurately assessed.
- To reduce the inconsistency in the quality of curriculum and assessment between subjects.
- To ensure the quality of the personal development curriculum in tutor time is as strong as the academic curriculum in lessons.

Our strategy is based upon research, most notably the EEF Toolkit, and a workshop with Trustees was held in July 2021 to ensure key stakeholders are familiar with strategies which are proven to have the greatest impact.

Based on our own analysis and evidence we are aware of the main challenges which exist within our context and we aspire to:

- Ensure the curriculum students study is as ambitious for disadvantaged students as it is for other students.
- Ensure disadvantaged students are challenged in the work they are set
- Intervene as early as possible, at the point need is identified
- Ensure we adopt a collegiate approach in which all staff take responsibility for the progress and outcomes of disadvantaged students and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
Covid context impact statement	<p>Over the last few years we believe that our disadvantaged students have been affected to a greater extent than their non-disadvantaged peers thus exacerbating the challenges which were already present in the college.</p> <p>General points include:</p> <ul style="list-style-type: none"> • Engagement in online lessons was lower • Access to laptops and internet was less prevalent • Wellbeing and mental health of disadvantaged students was disproportionately affected

	<ul style="list-style-type: none"> • Phone calls home to disadvantaged students by pastoral teams during lockdown/s concluded that students and parents became even harder to reach in many cases • Via a recent well being survey, observations from key staff and in discussions with students and parents we recognise that there has been an increase in anxiety, low mood, depression and low self-esteem. The well-being survey showed that students worried about family and also money (these were in the top 6 of concerns). The biggest worry was around school work, exams and grades. • Teachers flagged a greater proportion of disadvantaged students for follow up due to a lack of work submitted • In many cases disadvantaged students did not have access to support for learning in the home from parents and carers <p>Throughout the forced college closures, and whilst working in the pandemic, we worked extremely hard and implemented a number of strategies to mitigate the points above.</p> <p>However, we need to recognise that our disadvantaged students have been significantly affected.</p>
1	<p>Progress 8 performance</p> <p>There is currently a gap, between the progress measure which is achieved by the whole college and that of our disadvantaged students. This gap has been ever present since the introduction of this performance measure and remains the top priority and our most significant challenge.</p>
2	<p>Attainment 8 outcomes</p> <p>We continue to have a gap in attainment 8 outcomes for our disadvantaged students when compared with the college average.</p>
3	<p>Percentage achieving grade 5+ in English and Maths</p> <p>Although the academic profile of our disadvantaged students is markedly lower than our intake average on entry, we have a significant gap in the percentage of students who achieve a grade 5 or above in English and Maths.</p>
4	<p>Attendance</p> <p>We continue to target attendance as a high priority across the whole college. We also recognise that the challenging attendance figures for our disadvantaged students is a key contributing factor to the performance challenges in no. 1, 2, 3</p> <p>We have a high number (disproportionate) of Persistent Absentees within our disadvantaged group.</p>
5	<p>Behaviour (including FTEs/suspensions)</p> <p>A disproportionate number of behaviour points and fixed term exclusions are linked to our disadvantaged students, though exclusions for disadvantaged students is below local and national averages. This presents a key challenge which we need to overcome in order to address challenges 1, 2, 3.</p> <p>In later years we have identified students with multiple FTEs/suspensions who have had undiagnosed SEND. As a result, early identification is a target.</p>
6	<p>E-Bacc uptake</p> <p>Since the introduction of the E-Bacc we continue to recognise that a low percentage of disadvantaged students enter the E-Bacc, and subsequently achieve the E-Bacc.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improve the Progress 8 outcomes for disadvantaged students	Reduce the gap for PP students V whole college average to less than 0.5 Target -0.25 for PP (2022 Gap = 0.66) (2023 Prov. -0.77 Gap = 0.86)
2. Improve the Attainment 8 outcomes for disadvantaged students	Target ATT8 of 40+ in current academic year and a Gap of less than 10 points. (2022 ATT8 = 38.9) (2022 Gap = 14.3 points) (2023 Prov. 34.38 Gap = 14.6)
3. Improve the percentage of Grade 5+ in English and Maths for disadvantaged students	Target 35% in current academic year and a gap of less than 10% (2022 = 24%) (2022 Eng. 5+ = 42% / Maths 5+ = 30%) (2022 Gap = 30%) (2023 Prov. 16% Gap = 34)
4. Improve the attendance of disadvantaged students	Improve whole college PP attendance rates to 92% Gap less than 5% 86.2% 2022 – 2023 (91.6% all) 85.2% 2021 – 2022 (91.4% all) 89.9% 2020 – 2021 (92.6% all) 89.0% in 2019 – 2020 (94% all) 89.8% in 2018 – 2019 (93.6%) Reduce the number of PA's within the disadvantaged cohort.
5. Reduce the number of Fixed Term Exclusions / suspensions for disadvantaged students	Reduce PP FTEs / Suspensions <u>2022-2023:</u> 112 (313 days lost) 46 students total 6 students account for 120.5 days <u>2021 – 2022:</u> 63 (135 days lost) 33 students. School 6.7% V Nat. Av. 7.6% Disadv. 23.4% V Nat. Av. 18.8% <u>2020 – 2021:</u> School 4.43% V Nat. Av. 7.60%

	Disadv. 10.24% V Nat. Av. 18.77%
6. Increase the E-bacc take up by disadvantaged students during the options process	<p>Seek to better the National Average for E-Bacc entry (40% in 2019) and aspire to 50% E-Bacc uptake:</p> <p>(Class of 2026 – All = 84%, Non PP = 85%, PP = 67%) – Y9</p> <p>(Classof2025 – All = 83%, Non PP = 84%, PP = 77%)</p> <p>(Classof2024 – All = 62%, Non PP = 58%, PP = 78%)</p> <p>(Classof2023 – All = 46%, Non PP = 51%, PP = 25%)</p> <p>(Classof2022 – All = 44%, Non-PP = 48%, PP only = 24%)</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Estimated budget cost: **£91,923.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments to complement KS2 SATs.</p> <p>Staff to be provided with guides to ensure assessments are understood and interpreted correctly.</p> <p>Help to identify underlying SEND needs and assist with target setting.</p>	<p>Standardised tests provide a reliable insight into the specific strengths and weaknesses of each individual student to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>1, 2, 3, 5, 6</p>
<p>Embed class plans across the college with a focus on disadvantaged learners and those with SEND (especially those who fall into both these groups). Deliver training to ensure plans are high quality and consistent across all subject areas and all year groups. Build in INSET time to allow staff to write and review plans over the course of the year. Undertake monitoring through line management meetings and progress meetings. Monitor through lesson observation and quality assurance programme. Link to performance management objectives across all staff. Aim to consolidate the IT access using Power Bi and SIMS to enable colleagues to share strategies being deployed for individuals and allow for analysis.</p>	<p>Our monitoring has shown that a sharper focus on T&L strategies for identified students leads to greater engagement, progress, and we believe outcomes, in due course.</p>	<p>1, 2, 3, 4, 6</p>
<p>Build on the case studies completed in 2023/2024 by sharing best practice and asking colleagues to complete 2 further case studies over the course of the 2023-2024 academic year.</p>	<p>A number of our internal case studies have shown that a focus on individual has had a positive effect on students performance and progress.</p>	<p>1, 2, 3, 4</p>
<p>Following a comprehensive review of our options process in 2021/22 to address the low E-Bacc take up in disadvantaged students, we continue to aspire to improve E-Bacc uptake among our disadvantaged students.</p>	<p>As a college we are aspiring to the 75% target set by the DfE.</p> <p>Evidence shows that students with the E-bacc are more likely to access further and higher</p>	<p>6</p>

	education and less likely to be NEETs.	
Creation of a Transition Curriculum to support students at an early stage of reading led by a specialist teacher; they are assessed thoroughly to identify their needs; They benefit from bespoke reading interventions which are individualised depending on whether the need is related to phonics, decoding, comprehension or fluency.	In recent years we have had an increasing number of admissions where the student is not 'secondary ready' and is not able to access the curriculum.	1, 2, 4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Estimated budget cost: **£44,479.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retain and strengthen the Core Premium option, which was introduced in 2020-2021, targeting those who require additional core subject intervention. Target students during the options process and link to E-Bacc 'opt out'.</p> <p>In the academic year 2023/2024 we have introduced English + and Maths + in addition to the Core Premium.</p>	<p>Outcomes and progress for some of our lower ability students on intake in English and Maths has been an issue.</p> <p>By introducing a specific option for a small number of identified students we aim to narrow this attainment and progress gap.</p>	1, 2, 3, 4
<p>Monitor Y11 PP students to oversee progress, attendance and projected outcomes supporting individuals with 1-1 support specifically around revision. Liaison with parents/carers as appropriate. All identified students in Y11 to receive revision guide and work / equipment packs and free entry to Saturday School Revision Sessions in 2023.</p> <p>In addition, we will aspire to provide a laptop for any disadvantaged Y11 student who does not have sole access to one at home to assist with home learning and exam preparation / revision.</p>	<p>During PP pastoral meetings students have identified equipment and specifically access to a laptop as a key barrier.</p> <p>In addition, staff flag this as a barrier to class work and home learning. This is particularly an issue in key core subjects of Maths and Science which are heavily invested in online learning platforms.</p>	1, 2, 3, 6
<p>Deliver exam preparation / revision sessions for Y11 students as part of a revised tutor programme in 2023 to ensure they are equipped with a range of revision strategies and can construct a revision programme.</p> <p>Provide disadvantaged students with equipment packs as necessary.</p>	<p>We are aware that due to lockdowns many students expressed anxiety around exams as a key concern which we wanted to acknowledge and address.</p>	1, 2, 3, 4
<p>Family Support Worker, Pastoral Assistant, Careers Officer, Well-Being Assistant, on-call</p>	<p>Feedback from PLs and student surveys show that</p>	1, 2, 3, 4, 5, 6

team and Attendance Officer supporting individual students with a strong bias towards disadvantaged students.	there is need for enhanced support for disadvantaged students. We ask key support personnel to positively discriminate for these students.	
---	---	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Estimated budget cost: **£160,125.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce same day phone calls to parents when disadvantaged students are absent from college. TAs will be trained to undertake this work and it will be implemented from November 2023. We will start by paying for an hour a day of TA time on this.	Attendance of disadvantaged students is below that of non-disadvantaged students and proportion of persistent absenteeism is higher in disadvantaged.	4
Continue weekly pastoral attendance briefings, fortnightly PL attendance meetings and continued work of the Attendance Officer. Introduce interventions and actions across the college at SLT, PL and tutor level. Utilise POWER Bi to analyse. Ensure training and support given to ensure consistency and good practice across the college particularly in the use of new platforms such as POWER Bi.	Attendance at the college has been below the standard we expect as a high performing school. Research shows the obvious links between high attendance and stronger outcomes / progress. DfE guidance 'improving school attendance'	4 Impact on all.
Improve the behaviour of disadvantaged students through the College's 4-point plan for disruption free learning. As a result, reduce suspensions and improve the learning experience. On-call system to remove students who are disrupting the learning of others to be continued and monitored on a weekly basis. Utilise an intense inclusion-meeting programme for those most at risk of suspension, holding meetings with teachers every 3 weeks. Utilise an Internal Exclusion Room and Restorative Behaviour Programme for students whose behaviour does not meet the PRIDe expectations to avoid suspension. Refer students at risk of multiple suspensions or PEX to more bespoke alternative provision.	Within college staff identified behaviour as a key contributing factor in a survey 2018/19. In order to address this the college has been working on behaviour management at all levels across the college. This has already had an impact but there is further work to be done to ensure high standards and consistency across the college. In the academic year 2023/20234 a working party has been	1, 2, 3, 4, 5,

	established to review and develop the systems in place.	
<p>Introduce bespoke work linked to reducing Internal and external exclusion / suspensions.</p> <p>To include:</p> <p>Improved accommodation in the Internal Exclusion Room (IER) to facilitate 1-1 work</p> <p>Increased personnel in the IER to work with students and undertake on-call to reduce IER / suspensions</p> <p>A restorative element IER</p> <p>Reflective activities / workbooks as part of suspension work</p>	We continue to see a higher proportion of disadvantaged students in our suspension data.	5
<p>Deliver a Summer Transition Camp for Year 6 students joining Wyvern in Year 7.</p> <p>Target those who are in need of additional transition support as identified by feeder schools and form our own New Intake Day.</p> <p>Positively target PP where appropriate.</p> <p>Ensure greater familiarity with the campus and staff and rehearse the journey to and from school.</p>	<p>Pre-covid we ran a successful transition camp which addressed the concerns raised by Junior Schools relating to vulnerable students who were at risk of not engaging / attending.</p> <p>Feedback from evaluations was overwhelmingly positive.</p>	4
<p>Where appropriate refer students to Place 2 Learn or the Bridge Education Centre for a bespoke alternative provision.</p> <p>In additional, utilise One Horton Heath and other vocation release programmes e.g.N-Gauge to reduce fixed term exclusions and improve engagement thus reducing NEETs.</p>	<p>In recent years we have seen a small number of challenging students have had a significant negative impact on the learners within the college.</p> <p>Where an appropriate alternative provision is implemented at an early stage it has been advantageous for all learners.</p>	1, 2, 3, 4, 5
<p>Deliver wider training and access to data management tools which have been built to allow a sharper focus on students and enhanced functionality such as graphing and Subject Progress Indices. Ensure all data analysis has a focus on disadvantaged students using SISRA, Power Bi, SIMS and pivot tables.</p>	<p>Senior Leaders have been trained and use various tools and found them effective.</p> <p>We now need to ensure all middle leaders and staff are familiar and have a stronger grasp of tracking for their disadvantaged students.</p>	1, 2, 3, 4, 5, 6
<p>Family Support Worker to have a primary focus of working and supporting disadvantaged students and their parents / carers. Intensive</p>	<p>CPOMS, and a range of other internal data, show that this role is critical</p>	4, 5

support in college and a lead in safeguarding and working with outside agencies.	within our context and setting	
Introduce a system whereby disadvantaged students have early access to Parents Evening bookings and chase any who do not make appointments in advance of the evening.	Attendance figures at Parents evening	1, 2, 3, 4
Introduce a system to be able to track and monitor attendance of disadvantaged students at extracurricular clubs. Use EduLink and undertake some work as part of the Pastoral Review Day so that we can ascertain engagement at clubs in comparison to non-disadvantaged students.	Figures from SIMS / POWER Bi / EduLink	4
Devolve a sum of funds to be allocated at the discretion of Pastoral Leaders and Pastoral Assistants to support individual students as necessary. Examples of spend include: <ul style="list-style-type: none"> • Uniform • Equipment for learning • Revision materials / guides • Contribution to curriculum linked trips • Ingredients for F&N lessons • Music lessons 	Students present at college without the equipment required to access areas of the curriculum. We do not want our disadvantaged students to miss out on learning opportunities which tier peers have access to.	1, 2, 3, 4

Total budgeted cost: £296,528

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We were expecting stronger outcomes in both progress and attainment performance prior to the cancellation of examinations in 2020 & 2021.	
Intended outcome	Success criteria
1. Improve the Progress 8 outcomes for disadvantaged students	Reduce the gap for PP students v whole college average to less than 0.5 Target -0.25 for PP (2023 Prov. Gap = 0.86) (PRO8 for PP = - 0.77)
2. Improve the Attainment 8 outcomes for disadvantaged students	Achieve national average attainment (47.5 in 2019 – last public exams) for our PP students Target ATT8 of 40+ in current academic year and a Gap of less than 10 points. (2023 Prov. ATT8 = 34.38) (2023 Prov. Gap = 14.6 points)
3. Improve the percentage of Grade 5+ in English and Maths for disadvantaged students	Achieve national average E/M 5+ (43% in 2019 – last public exams) for our PP students Target 35% in current academic year and a gap of less than 10% (2023 Prov. = 15.91%) Eng = 35% / Maths = 22% (2023 Gap = 34%) Wyvern 4+ = 41% PP v 83% Non PP (2022 = 24%) (2022 Eng. 5+ = 42% / Maths 5+ = 29%) (2022 Prov. Gap = 25%)
4. Improve the attendance of disadvantaged students	Improve whole college PP attendance rates to 92% Gap less than 5% 86.2% 2022 – 2023 (91.6% all) 85.2% 2021 – 2022 (91.4% all) 85.2% figure was in line with National Average 91.4% was 1.4% above National Average 89.9% 2020 – 2021 (92.6% all)

	<p>89.0% in 2019 – 2020 (94% all) 89.8% in 2018 – 2019 (93.6%) Reduce the number of PA's within the disadvantaged cohort.</p>
<p>5. Reduce the number of Fixed Term Exclusions for disadvantaged students</p>	<p>Reduce PP FTEs / Suspensions from: 39 (107 days lost in 2018) by at least 50%</p> <p><u>2022-2023:</u> 112 (313 days lost) 46 students total 6 students account for 120.5 days</p> <p><u>2021 – 2022:</u> School 6.7% V Nat. Av. 7.6% Disadv. 23.4% V Nat. Av. 18.8%</p> <p><u>2020 – 2021:</u> School 4.43% V Nat. Av. 7.60% Disadv. 10.24% V Nat. Av. 18.77%</p> <p>We saw a spike in FTE's in early part of 2021/22 linked to verbal abuse and fighting. Trend since this time is declining and currently markedly improved in 22/23 to date.</p> <p><u>Nb. 2019-2020:</u> We were on course with only 6 FTEs and 18.5 days lost. However, difficult to compare as not a full year.</p>
<p>6. Increase the E-bacc take up by disadvantaged students during the options process</p>	<p>Seek to better the National Average for E-Bacc entry (40% in 2019) and aspire to 50%</p> <p>E-Bacc uptake: (Classof2022 - All = 44%, Non PP = 48%, PP only = 24% (Classof2023 – All = 46%, Non PP = 51%, PP = 25%) - leavers (Classof2024 – All = 62%, Non PP = 58%, PP = 78%) – Y11 (Classof2025 – All = 83%, Non PP = 84%, PP = 77%) - Y10 (Class of 2026 – All = 84%, Non PP = 85%, PP = 67%) – Y9</p>
<p>7. Transition Curriculum</p>	<p>Early data for our transition curriculum is very strong and we will continue to build on this provision.</p> <p>In the last academic year (2022-2023) Y7 cohort headlines:</p> <ul style="list-style-type: none"> • IRIS RA Progress – average increase 1.8 years • English group 3 RA Progress – average increase 1.8 years • Y7 Intervention reading group – average of 3.5 months of progress in ½ term • Y8 intervention RA progress – 10 months in 2 terms

Previous Evaluation / Review Data

Our internal teacher assessed grades, which were broadly in line with our historic performance, showed an improvement with:

ATT8 – 41

In 2019 this was 37

5+ E/M – 32% (Eng 41 / Maths 39)

In 2019 this was 24% (Eng 41% / Maths 27)

However, our E-Bacc data was very disappointing hence a renewed strategy in this area.

E-Bacc entered 23% with standard pass at 16% and strong pass at 14%

In 2019 this was 41% with standard pass 24% and strong pass 12%

Undertaking detailed analysis for both FTEs and attendance is heavily skewed by COVID impact but we were confident this would have seen a marked improvement.

Like all schools and colleges across the country closures, remote learning and working through a pandemic has been felt most acutely by our disadvantaged students and their families.

What we did find during this time is that our enhanced identification systems, personnel with specific roles linked to disadvantaged students and targeted support ensured that a significant amount of work was undertaken to mitigate the challenges these students faced. We have built on this work as we move into a new phase of pandemic working.

We made use of government schemes to provide laptops and access to the internet and also ensured our key worker provision provided for students identified as in need of additional support and access to provision.

Externally provided programmes

N/A

Service pupil premium funding (optional)

Further information (optional)

In planning this new pupil premium strategy, we have looked more closely at the EEF toolkit in the last 6 months and as referenced in the introduction this included a workshop for Trustees.

We reviewed each strategy within the toolkit and reviewed them against the context of Wyvern College.

We also completed a RAG rating activity to consider which strategies would be most effective in our context.

e.g

	B	C	D	E	F	G	H
1	EEF Toolkit						
2							
3	Strategy	Cost (/5)	Evidence (/5)	Impact	R/A/G	££	Notes
4	Behaviour interventions	3	4	3	1G	Y	PRiDe, Inclusion, Alternative Provision
4	Collaborative learning	1	4	5	1G	Y	Consider some INSET focused on this for Depts.

Within this task we identified that we address several strategies elsewhere in the college supplementing the strategies listed within this strategy document.

Furthermore, we reviewed a number of PP strategy statements from high performing schools across the country.

Although not referenced within this document we identified 'feedback' within the EEF toolkit as a key strategy. We are working this year to amend our reporting systems to ensure students, and parents, make greater use of the feedback which is undertaken by subject teachers and linking to the AFL sheets which are routinely completed following assessment and significant pieces of work.

We have allocated a significant amount of INSET time, directed time through Department and other meetings to ensure staff have time receive training and complete tasks linked to this PP strategy.

We have introduced Subject Improvement Records and Pastoral Improvement Records to ensure senior and middle leaders are contributing to the PP strategies on a regular basis and all members of staff are now accountable for performance measures relating to PP students.

In addition, accountability and links to PP are now integrated into job descriptions and key responsibilities.

As is the case every year we always retain a portion of our budget (Approx. £10,000) which can be used flexibly by our pastoral teams. Typically, this is to fund or subsidise trips,

equipment, uniform, activities, music lessons or other reasonable requests linked to individual students.

In addition, the budget is used for events such as the exam preparation / revision day, staff training and INSET time which is not accounted for separately within the strategy as the hours (cost) far exceed the funding.