



Disadvantaged Strategy and Spending Plan 2017 – 2018

‘Pupils entitled to Free School Meals are only half as likely to achieve five good GCSEs as their peers.’

The Schools White Paper 1

The present circumstances of a young person shouldn’t determine where they can go; they should merely determine where they start.

The PUPIL PREMIUM provides additional funding for pupils in the following categories:

- Those pupils who have been in receipt of 'Free School Meals' at any point in the past 6 years. (£935 per pupil)
- Those pupils who have been continuously looked after for the past 6 months. (£1900 per pupil)
- Those pupils who are adopted from care under the Adoption and Children Act 2002, or who have left care under a Special Guardianship or Residence Order. (£1900 per pupil)
- Those pupils whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MoD (£300 per pupil)

All schools are held accountable for the spending of the Pupil Premium and must publish both a strategy with spending plan and an impact statement showing how the money is benefitting Pupil Premium pupils. Furthermore, during an Ofsted inspection, inspectors will gather evidence about the use of the Pupil Premium to monitor any differences made to the learning and progress of disadvantaged pupils compared to non-disadvantaged pupils.

The expected amount of Pupil Premium for Airedale Academy in the academic year 2017/18 is approximately £335,665. The final amount will be confirmed once allocations for April 2018-March 2019 are published by DfE.

We acknowledge that some of our pupils who are not eligible for the Pupil Premium may be at a disadvantage due to circumstances beyond their control. The governors and staff at Airedale Academy are committed to providing additional resources and quality support for all of our disadvantaged pupils. This is to enable us to close the attainment, progress and participation gaps between those pupils eligible for the Pupil Premium and those who are disadvantaged with their Non-disadvantaged peers.

Pupil Premium/disadvantaged students at Airedale Academy are not a homogeneous group. Across our cohort, students face a range of barriers to achievement. There is no single barrier faced by all, so our pupil premium strategy tries to work to eliminate a range of barriers faced by members of this group. These barriers include:

- Pupils living in chaotic, dysfunctional and unstable households
- Lack of emphasis at home on the importance of attending school regularly and on time
- Cycles of poor attendance ingrained at primary level
- Low parental expectations regarding appropriate behaviour
- Pupils who have never been taught by their parents to self-regulate or deal with their emotions appropriately
- Lack of opportunity at home to develop good interpersonal skills
- Lack of understanding of how to effectively develop routine through the use of rewards and sanctions
- Lack of positive role models for some pupils
- Literacy and numeracy levels on entry generally lower than non-disadvantaged students due to a lack of opportunities to develop these fundamental skills at home
- Lack of opportunity to develop higher-order language and thinking skills
- Limited experience of formal modes of communication
- Lack of resilience to tackle obstacles/challenges
- Disengagement with learning either due to being unable to access the curriculum or through lack of confidence in their abilities
- Parents who feel uncomfortable engaging with school, resulting in problems with communication between home and school
- Parents who are disengaged by education, resulting in pupils not being supported or encouraged to do well
- Low aspirations among pupils and their families, some coming from third generation workless households or households where educational success is not seen as crucial to getting a 'good' job
- Lack of parental support in developing employability skills due to households where unemployment is the norm
- Low self-esteem or lack of belief in their ability to do well – 'people like us'
- Lack of opportunity for independent work

- Lack of understanding of education post-16 and the opportunities available
- Pupils who need to begin to contribute financially to the household as soon as possible after leaving school, resulting in lack of aspiration to FE/HE
- Lack of opportunities to see and be excited by the world beyond Airedale – ‘insular community’
- Reluctance to attend school due to lack of clean, appropriate uniform, or lack of equipment
- Lack of space or equipment to complete school work at home
- Lack of opportunity to take on positions of responsibility
- Pupils expected to care for younger siblings before/after school or on primary school INSET days (which do not necessarily coincide with our INSETs) while parents work
- Pupils unable to participate in enrichment activities which would enhance their social and emotional skills or educational experience due to cost
- Pupils not having someone to champion their cause.

In view of these barriers, and the data we have on our pupil premium students, the four key objectives which Airedale Academy will focus the Pupil Premium resource on are as follows:

1. **Attendance:** to devise and implement strategies aimed at reducing and eventually eliminating the attendance gap between Disadvantaged pupils and their Non-Disadvantaged peers. (SDP Priority 4)
2. **Behaviour:** to develop and implement a range of strategies aimed at supporting the emotional, social and behavioural well-being of Disadvantaged pupils, aimed at reducing further, the inclusion and exclusion gap between Disadvantaged Pupils and their Non-Disadvantaged peers. (SDP Priority 4)
3. **Curriculum:** to develop further the breadth of the curriculum and the intervention strategies available to ensure that Disadvantaged Pupils, in all year groups, make progress in line with, or exceeding, the progress of their Non-Disadvantaged peers. (SDP Priority 1)
4. **Enrichment:** to develop and implement a range of strategies to enable Disadvantaged Pupils to access learning opportunities outside the classroom at the same rate or better than their Non-Disadvantaged peers. (SDP Priority 4)

The end of each term will be used as our milestone dates for the evaluation of the impact of our actions. For the most, data will be recorded on the ‘Disadvantaged’ Pupil Tracker. Other sources of data will include SIMS, 4Matrix and Behaviour Watch.

- The attendance of Disadvantaged students will improve and the gap in attendance between Disadvantaged students and Non-Disadvantaged students will diminish
- The proportion of Disadvantaged students who are persistently absent will reduce
- Incidents of poor behaviour by Disadvantaged students will reduce and exclusion rates for Disadvantaged students will fall
- The gap in attainment between Disadvantaged pupils and their Non-Disadvantaged peers in all years will narrow, with Disadvantaged students being pushed to achieve better than expected levels of progress to close this gap.
- Disadvantaged students will engage in greater numbers in a variety of enrichment activities including: trips and visits, clubs, teams and productions.
- Rates of progression for Disadvantaged students into FE, HE and apprenticeships will increase

Matrix linking barriers faced by Disadvantaged students to actions																																						
Objectives	Attendance													Behaviour					Curriculum											Enrichment								
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12	1.13	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	4.1	4.2	4.3	4.4	4.5				
<i>Pupils living in chaotic, dysfunctional and unstable households</i>				✓			✓	✓	✓	✓	✓																											
<i>Lack of emphasis at home on the importance of attending school regularly and on time</i>	✓	✓	✓	✓	✓		✓		✓	✓	✓																	✓										
<i>Cycles of poor attendance ingrained at primary level</i>	✓	✓		✓	✓		✓		✓				✓																									
<i>Low parental expectations regarding appropriate behaviour</i>						✓								✓	✓	✓	✓	✓																				
<i>Pupils who have never been taught by their parents to self-regulate or deal with their emotions appropriately</i>			✓		✓	✓			✓					✓	✓	✓	✓	✓									✓	✓									✓	
<i>Lack of opportunity at home to develop good interpersonal skills</i>						✓								✓	✓	✓	✓	✓							✓	✓		✓										
<i>Lack of understanding of how to effectively, develop routine</i>																																						

Key objective 1: Attendance: to devise and implement strategies aimed at reducing and eventually eliminating the attendance gap between Disadvantaged pupils and their Non-Disadvantaged peers.

Projected spending: £36,800

Current situation: Analysis of data from last year shows that Disadvantaged pupils had an average attendance rate of 90% compared to 95.6% with their Non-Disadvantaged peers. The National average for all pupils for 2016, (the latest data available) was 95%. The average attendance of Disadvantaged pupils is clearly below both the national average and that of their Non-Disadvantaged peers. Disadvantaged pupils had an average Persistent Absence rate of 29%. This is higher than both the National average for all pupils which in 2016 (the latest data available) was 12.4% and for their Non-Disadvantaged peers which was 10%.

Rationale:

- Getting Disadvantaged pupils to attend school regularly, and keeping them in school once they are here, is vital to bringing about improvements in both attainment and engagement. This brings about improvements in long term life chances and also ensures that children are safe.
- Effective leadership has been shown by the EEF to be vital in bringing about improved life chances for PP students. Leadership on attendance with a designated member of senior staff responsible for attendance. (DoE 2012)
- The EEF Family of Schools data shows us to be mid table on a range of PP indicators. We may be able to share in the good practice of a school in our family who are doing better than us with the attendance of PP students.
- Social and emotional learning and 1:1 mentoring have been shown by the EEF to bring about moderate improvement in outcomes for a moderate cost. Research by NFER shows that the work done by EWOs in the lead up to potential prosecutions for non-attendance is more effective at bringing about improved attendance than prosecution itself.
- Research shows (Research Report 424 DfES) that children with poor attendance are at a disadvantage later in life. They often find it harder to make and maintain friendships, are less likely to gain good qualifications, earn lower wages, have a higher chance of being unemployed, have low self-esteem. Children with low attendance in the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development. They have little chance of catching up their peers if their attendance is bad (Charlie Taylor). Very poor attendance can be an indication of neglect (see Neglect Toolkit ISCB 2014).
- Key to the issue of addressing the prevention of absence and promotion of attendance is the ethos and culture within schools. This includes the following: A “whole school” approach which reinforces good attendance, highlights the links between attendance and attainment and permeates all aspects of school life; Leadership on attendance with a designated member of senior staff responsible for attendance; Attendance being treated as a priority and valued highly; Attendance being regularly discussed by the Senior Management Team and Board of Governors. (DoE 2012)

Actions:

- 1.1** Reduce Unauthorised Term Time Holiday from the rates last year. (See attendance action plan) by updating website, informing parents through the newsletter, turning down requests with an explanation, issuing fixed penalty notices (EWO)
- 1.2** Reduce the number of ‘Last Day Dodgers.’ Producing a database of those disadvantaged pupils known to dodge the last day of half terms, mentoring these pupils in the last week of a half term and texting parents/carers on the evening before the last day. (Attendance Mentors, EWO)
- 1.3** Support targeted pupils with an attendance rate of between 85% and 92% to improve and sustain their improved attendance through a process of Active Mentoring (delivered by Progress Leaders, Form Tutors and Attendance Mentors)

- 1.4 Use a system of first day response text messages and follow up phone calls when a pupil is absent to determine the reason for the absence and speed up the return to school of the pupil (Attendance Mentors & EWO)
- 1.5 Target Disadvantaged pupils for support in relation to improving their attendance. Half termly attendance mentoring projects which focus on disadvantaged pupils (Progress Leaders, Attendance Mentors & EWO)
- 1.6 Reduce further the number of days lost to education through fixed term exclusion from school for disadvantaged pupils. (Behaviour Mentors & Behaviour mentors)
- 1.7 Promote the benefits of good attendance to disadvantaged pupils through assemblies, being in an attendance form and through active mentoring. (Progress Leaders, Attendance Mentors, Form Tutors and SLT)
- 1.8 Provide a stock of uniform to loan out to all pupils but especially Disadvantaged pupils so that days are not lost to absence through a lack of uniform. For some Disadvantaged pupils who meet our criteria, items of uniform will be bought for pupils. (Attendance Mentors & EWO)
- 1.9 Set up Attendance Forms in years 9, 10 & 11 to trial strategies to improve the attendance of especially Disadvantaged pupils who had attendance rates of less than 90% (SLT, Progress Leaders & Form Tutors)
- 1.10 Offer Parental Support Sessions around attendance. (EWO and Parental Support Officer)
- 1.11 Engage the support of Governors to meet parents during attendance PSP's and formal Governors Panel meetings. (SLT, EWO & Chair of Governors)
- 1.12 Develop the range of rewards for improved and outstanding attendance of especially disadvantaged pupils. (SLT, Progress Leaders, Form Tutors & Attendance mentors)
- 1.13 Closer co-operation between the Mat/Pyramid schools in terms of attendance policy and protocol. (SLT & EWO)

Expected outcomes and Impacts:

- Figures from SIMS will show a reduction of at least 25% for Term Time Holiday when compared to 2016/2017
- The number of 'Last Day Dodgers' falls by at least 25% compared with 2016/2017
- At least 50% of each mentoring cohort improve their attendance from their starting point and at least 25% come out of PA
- Attendance for Disadvantaged pupils will improve by at least 2%. PA figures will fall for Disadvantaged pupils by at least 3%
- The total number of days lost to exclusion for Disadvantaged pupils will be at least 20% lower than 2016/2017
- At least 75% of the pupils in each attendance form improve their attendance from their baseline figure.
- At least 6 parents of disadvantaged pupils attend and as a result, the attendance of their child improves.
- The attendance of at least 75% of disadvantaged pupils whose parents are seen by Governors will improve.
- The percentage of disadvantaged pupils transferring to us from our main feeder schools, who have attendance problems, will fall next year by at least 4%

Milestones:

Number	Date	Notes/Key Evidence
1.	Dec 17	
2.	April 18	

3. July 18

Key objective 2: Behaviour to develop and implement a range of strategies aimed at supporting the emotional, social and behavioural wellbeing of Disadvantaged pupils, aimed at reducing further, the inclusion and exclusion gap between Disadvantaged Pupils and their Non-Disadvantaged peers.

Projected spending: £143,000

Current situation: The work of behaviour mentors in both 'Cool Off' and 'Step Out' has resulted in fewer disadvantaged students receiving a fixed-term exclusion when compared to their Non-Disadvantaged peers. Mentors worked with 25 disadvantaged pupils to help them better manage their behaviour. As a result, 68% of them reduced their number of exclusions when compared to the previous year. The number of incidents involving disadvantaged pupils fell from 110 in the Autumn Term 2016 to 40 in the Summer Term 2017 as a result of new systems, additional resources, improved leadership, mentoring and support. There has been an 88% reduction in the exclusion of disadvantaged pupils from our new 'Step Out' provision compared to 'Inclusion' the previous year.

Less than 5% of disadvantaged pupils were excluded as a result of failing in our 'Step Out' provision compared to 40% from 'Inclusion' the previous year. Disadvantaged pupils are involved in fewer reportable incidents and lose fewer days due to exclusion when compared to last year. Disadvantaged students had more access to Alternative Provision when compared to their Non-Disadvantaged peers. This has contributed to the overall fall in the exclusion of Disadvantaged pupils when compared to the previous year. 12 disadvantaged pupils had a period of Alternative Provision. Their exclusions fell by over 60% compared to the previous year.

However, this is an unpredictable situation and fluctuates from year to year. Our ongoing work aims to stabilise these trends.

Rationale:

- Young adults who face an opportunity gap but have a mentor are 55% more likely to be enrolled in college than those who did not have a mentor. (*The Mentoring Effect, 2014*). In addition to better school attendance and a better chance of going on to higher education, mentored youth maintain better attitudes toward school. (*The Role of Risk, 2013*)
- A [report](#) published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.
- In [Barnet](#), an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.
- Extensive developmental research indicates that the effective mastery of social and emotional skills supports the achievement of positive life outcomes, including good health and social wellbeing, educational attainment and employment and the avoidance of behavioural and social difficulties. (Early Intervention Foundation 2015)

- Small group classroom-based interventions resulted in significant improvements in pupil and teacher rated social and emotional skills, emotional problems, peer relationship problems and prosocial behaviour (small to medium effect sizes reported). (Early Intervention Foundation 2015) Social and emotional learning and 1:1 mentoring have been shown by the EEF to bring about moderate improvement in outcomes for a moderate cost.
- Ofsted Report into Alternative provision February 2016, No. 160011 noted that some provision could be of good quality and meet the need of pupils if it was carefully selected and monitored by schools.

Actions:

- 2.1 Employment of behaviour mentors in 'Cool Off' and 'Step Out' to intervene with Disadvantaged pupils on a 1:1 basis to offer emotional and social support to help disadvantaged pupils develop coping and anger management strategies to prevent incidents occurring. (SLT & Behaviour Mentors)
- 2.2 The use of restorative practice when dealing with incidents involving Disadvantaged pupils to establish a positive 'mind set' for resolving issues and developing a 'blueprint' for avoiding issues in the future. (SLT & Behaviour Mentors)
- 2.3 Develop a programme of emotional and study support for vulnerable Disadvantaged pupils in 'Step Out' so that they reflect on their emotions and behaviour whilst in 'Step Out' and are able to experience a positive learning experience whilst in 'Step Out.' (SLT, ESA & Behaviour Mentors)
- 2.4 Develop a new supportive environment for those Disadvantaged pupils in danger of exclusion, so they can reflect, self-evaluate, develop coping strategies and re-integrate into the wider school community (SLT, ESA & Behaviour Mentors)
- 2.5 Offer alternative provision (onsite/offsite) for Disadvantaged pupils in danger of Permanent Exclusion. (SLT and Behaviour Manager)

Expected outcomes and Impacts:

- Reduce the number of fixed term exclusions of Disadvantaged pupils by at least 20% compared to 2016/2017
- Reduce the number of 'Stage 3' withdrawals from class of Disadvantaged pupils by at least 20% compare to 2016/2017
- Reduce the number of Disadvantaged pupils placed in 'Step Out' by at least 20% compared to 2016/2017
- Reduce the number of 'Step Out' exclusions of Disadvantaged pupils by at least 20% compared to 2016/2017
- Make available Alternative Provision for Disadvantaged pupils at least at the same rate as 2016/2017

Milestones:

Number	Date	Notes/Key Evidence
1.	Dec 17	
2.	April 18	
3.	July 18	

Key objective 3: Curriculum: to develop further the breadth of the curriculum and the intervention strategies available to ensure that Disadvantaged Pupils, in all year groups, make progress in line with, or exceeding, the progress of their Non-Disadvantaged peers.

Projected spending: £160,920

Current situation:

In 2016/2017, 70% of disadvantaged pupils in year 7 were judged to be making good or excellent progress from their starting point in 5 or more subjects. 89% of disadvantaged pupils in year 8 were assessed as achieving 5 or more level 4's including English and maths. The number of disadvantaged pupils in year 8 with a reading age of below 11 years fell from 18 to 10. In year 9, 62% of disadvantaged pupils are currently predicted to achieve level 4-9 in English and maths. In year 10, 61% of disadvantaged pupils are currently predicted to achieve a level 4-9 in English and maths. In year 11, 21% of disadvantaged pupils achieved a level 4-9 in English and maths, this is below the national average. 94% of disadvantaged pupils in year 10 attended a 'Ryman experience' enterprise day organised by ENCOP. This is an increase of 5% on a similar event in the previous year. 12 disadvantaged pupils in year 10 attended a residential event at Leeds Beckett University. This is a 50% improvement on last year.

8 disadvantaged pupils in year 10 attended a residential event at York St John University. This is a 25% improvement on last year. 100% of disadvantaged pupils in year 11 were seen by the careers advisor and offered impartial careers advice and guidance. This is a 6% improvement on last year. 93% of disadvantaged pupils in year 11 applied for further education or training places. This is an improvement of 3% on last year.

Rationale:

- The DFE report "Reading: the next steps" shows that the gap – between those with a firm grasp of literacy and those without – is established early in a child's education and widens over time. In 2014, only one in three pupils who had just reached the current expected standard in English when in key stage 2 achieved five good GCSEs, including English and mathematics. By contrast, almost three in four of those with a high level 4 in English achieved this GCSE standard. This situation is mirrored at Airedale Academy. EEF shows that 'Reading Comprehension Strategies' can give a +5 months boost for moderate cost.
- Disadvantaged students perform worse than their Non- Disadvantaged peers at GCSE level in maths and English. This impacts on their chances of accessing level 3 courses and as a result, future employment. The EEF has shown that the use of 1:1 intervention, phonics and reading comprehension strategies can have a medium impact (+5 months) for a relatively low cost.
- The EEF has shown that mastery learning, where chunks of learning objectives are pursued until they are achieved, can bring about an additional five months progress over the course of a school year compared to traditional approaches.
- "Generally speaking highly attaining and highly achieving students are not being permanently excluded or fixed term excluded from school... The biggest inequality is that students that don't attend and don't achieve are...over-represented." Gazeley & Marrable. Finding a curriculum that engages students and gives them a better chance of succeeding is vital.
- Disadvantaged students at Airedale often make up the greatest % of our NEET cohort. They are more usually from workless households and have lower aspirations than their Non PP peers. Research by the Sutton Trust has shown that visits to colleges and Universities can reduce the gap in applications to FE and HE. Other initiatives include (amongst other things) a range of school-university partnerships, projects where university students work on a voluntary basis with school pupils, additional tuition activities, web-based courses, careers advice/visits and information sessions for parents/carers.

Actions:

- 3.1 Implement an Action Research project for subject/pastoral areas to develop T&L strategies to better support Disadvantaged pupils. (Assistant Principal – Staff development)
- 3.2 Data analysis and reporting strategy is to be further developed to create a whole school focus on Disadvantaged pupils through the use of a data tracking system based on the 4 key objectives of attendance, behaviour, curricular progress and enrichment. (Assistant Principal – Student Support)
- 3.3 Improve Q/A through observation and line management ensuring that progress of Disadvantaged pupils is a key indicator. (Vice Principal – Teaching & Learning)
- 3.4 Ensure that students in years 7&8 with a reading age below 9.6 years (the identified age of functional literacy) or a raw score of less than 100 are supported with additional reading interventions (Lexia, Accelerated Reading etc.) in tutor time, as part of the English curriculum and where necessary as part of a withdrawal programme for 1:1 support. (Catch Up Co-Ordinator)
- 3.5 Ensure that students in years 7&8 with a raw score of less than 100 in numeracy are supported with additional reading interventions in tutor time, as part of the maths curriculum and where necessary as part of a withdrawal programme for 1:1 support. (Catch Up Co-Ordinator)
- 3.6 Deploy intervention teachers in maths and English to support the progress of Disadvantaged pupils in all year groups by creating smaller teaching groups, tailored small group intervention and 1:1 or 1:2 intensive intervention around phonics, reading comprehension strategies and functional numeracy skills. (Assistant Principal SLT link for English & maths)
- 3.7 Provide subject specific after school catch up (Period 6), weekends and during holiday periods for year 11 Disadvantaged students in danger of not completing Progress 8 subjects. (Subject Leaders)
- 3.8 Develop a personalised curriculum to meet the need of Disadvantaged pupils who are not accessing mainstream Progress 8 curriculum. (Assistant Principal – Student Support)
- 3.9 Provide a study area for years 10 & 11 Disadvantaged pupils which offers personalised 1:1/1:2 support for catch up. The need could be caused by absence or personal difficulties of a social and emotional nature. (Learning mentors)
- 3.10 Potential NEET Pupil Premium students identified in years 10 & 11 and offered support in terms of 1:1 CEG mentoring, college visits, University visits, Help with UCAS applications, careers fair and employer visits. (Careers Advisor)
- 3.11 Support Disadvantaged pupils in accessing Peripatetic music lessons (Head of Music)

Expected outcomes and Impacts:

- Improved tracking of Disadvantaged pupils so that intervention is quicker, focused and can be evaluated.
- Every teacher can demonstrate some improvement in outcomes for a group of disadvantaged pupils in their care
- At least 75% of Disadvantaged year 7 pupils are judged as making good or better progress in 5 or more subjects.
- At least 90% of Disadvantaged pupils in year 8 are judged as making good or better progress in 5 or more subjects.
- At least 65% of Disadvantaged year 9 pupils are predicted to achieve L4 -9 in English & Maths.
- At least 65% of Disadvantaged year 10 pupils are predicted to achieve L4 –9 in English & Maths.
- At least 65% of Disadvantaged year 11 pupils are predicted to achieve L4 –9 in English & Maths.
- At least 10% more Disadvantaged pupils visit a University
- 100% of Disadvantaged year 11 pupils are seen by the Careers Advisor.
- At least 95% of Disadvantaged year 11 pupils apply for college or training.
- There is an increase of at least 10% in Disadvantaged pupils accessing music lessons.

Milestones:		
Number	Date	Notes/key Evidence
1	Dec 17	
2	April 18	
3	July 18	
<p>Key objective 4: Enrichment: to develop and implement a range of strategies to enable Disadvantaged Pupils to access learning opportunities outside the classroom at the same rate or better than their Non-Disadvantaged peers.</p> <p>Projected spending: £8100</p>		
<p>Current situation: The percentage of Disadvantaged pupils from all year groups taking part in a range of enrichment activities has increased in all categories when compared to the previous year. 31% of disadvantaged pupils took part in trips during school time, 15% of disadvantaged pupils took part in trips out of normal school time, 17% of disadvantaged pupils took part in a production, 25% of disadvantaged pupils took part in a sports team, 74% of disadvantaged pupils listened to a visiting speaker and 35% of disadvantaged pupils attended an after school activity/club. However, this is a lower participation rate than their Non-Disadvantaged peers.</p>		
<p>Rationale:</p> <ul style="list-style-type: none"> • The '7 benefits of Extra-curricular activities' by Joy Burgess summarises the main wide-reaching benefits which would be especially useful to Disadvantaged pupils. • Research conducted by the National Centre for Educational Statistics found that participation in extra-curricular activities has a positive correlation to the students' attendance, exam scores and levels of educational and personal aspiration. 		
<p>Actions:</p> <p>4.1 Support Disadvantaged Year 11 pupils to participate in the National Citizenship Scheme. (Progress Leader Y11)</p> <p>4.2 Set up and administer an Academic Subsidy fund to enable Disadvantaged pupils to access visits and trips. (Assistant Principal – Student Support)</p> <p>4.3 Publicise the benefits of enrichment activities to all pupils but especially to Disadvantaged pupils.</p> <p>4.4 Increase the enrichment opportunities especially for Disadvantaged pupils.</p> <p>4.5 Use enrichment activities such as trips and visits as rewards especially for Disadvantaged pupils.</p>		
<p>Expected outcomes and impacts:</p> <ul style="list-style-type: none"> • The percentage of Disadvantaged pupils going on a trip in school time will increase by at least 5% compared to last year. • The percentage of Disadvantaged pupils going on a trip out of normal school time will increase by at least 5% compared to last year. 		

- The percentage of Disadvantaged pupils participating in a production will increase by at least 5% compare to last year.
- The percentage of Disadvantaged pupils participating in a sports team will increase by at least 5% compare to last year.
- The percentage of Disadvantaged pupils listening to a visiting speaker will increase by at least 5% compare to last year.
- The percentage of Disadvantaged pupils participating in a sports team will increase by at least 5% compare to last year.
- The percentage of Disadvantaged pupils attending an after school activity/club will increase by at least 5% compare to last year.

Milestones:

Number	Date	Notes/Key Evidence
1	Dec 17	
2	April 18	
3	July 18	

Expected income from The Pupil Premium £335,665

Planned expenditure £348,520