

## Pupil premium strategy statement: Fairfield High School 2017/18

### Background:

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Many of the proposed strategies are closely linked to research carried out by the Educational Endowment Fund (EEF). The Education Endowment Foundation is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents.

Summary information					
<b>School</b>	Fairfield High School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£65 395	<b>Date of most recent PP Review</b>	Sept/2017
<b>Total number of pupils</b>	494	<b>Number of pupils eligible for PP</b>	76	<b>Date for next internal review of this strategy</b>	Feb 2018

Current attainment (GCSE results 2017)	
	<i>Pupils eligible for PP</i>
<b>% achieving achieving L 4-9 EM</b>	64.3
<b>E-Bacc (% of students entered for E-Bacc)</b>	42.9
<b>E-Bacc (% achieving E-Bacc)</b>	0
<b>% achieving expected progress in English / Maths</b>	44.4
<b>Progress 8 score average</b>	-0.15
<b>Attainment 8 score average</b>	4.05

Barriers to future attainment (for pupils eligible for PP including high ability)
<b>In-school barriers</b>
Achievement: <ul style="list-style-type: none"> <li>Pupil premium students achieve less well than non-pupil premium students in school and nationally</li> <li>Pupil premium students who do not start in Yr7, typically make less progress and achieve less well than other groups of non-PP students</li> </ul>

Low level behaviour issues for a small group of KS4 pupil premium students	
Pupil premium students have lower prior attainment on average in reading, writing and SPAG in KS2 results	
The standard of homework and completion of tasks is lower for many pupil premium students and this is evident when looking at data systems and intervention records on SIMs.	
A small number of pupil premium students have social/emotional barriers which affect their achievement and their aspirations	
<b>External Barriers</b>	
Attendance of pupil premium students is lower than non-pupil premium students, and the gap historically widens as students progress through the school.	
A number of pupil premium students do not have access to appropriate areas to complete h/wk at home. Some don't have access to computers.	
In general, lower parental aspirations and engagement.	
<b>Outcomes</b>	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Progress of PP students is in line with, or exceeds that of non PP students nationally.	Students eligible for PP make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets. Other students still make at least the expected progress.
Very few behaviour issues in lessons for PP students in KS3+KS4.	Fewer behaviour incidents recorded for these students on the school system. Fewer disruptions in lessons results in better progress for those PP students and their peers. The number of fixed-term exclusion for PP students with behavioural difficulties is below national figures for non-PP students
PP students who start after year 7 exceed expected levels of progress.	PP who start after yr7 exceed expected levels of progress.
Improved h/wk quality and fewer h/wk incidents recorded	The standard of h/wk for PP students is consistently good.
Increased attendance rates for students eligible for PP.	Overall attendance among students eligible for PP improves from 91% to at least 95% in line with 'other' students nationally.
PP students have greater emotional resilience and fewer emotional and social issues which results in improved progress, attendance and attainment for PP students.	The number of referrals for PP students with social and emotional issues decreases and as a result, students make better

	progress and attainment.
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<b>Academic year</b>	<b>2017/18</b>
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<b>Targeted support</b>					
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<b>Priority Area</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice</b>	<b>Implementation</b>	<b>Staff lead</b>	<b>Review/implementation</b>
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<p>Literacy and numeracy</p>	<p>1:1 and small group provision for targeted Literacy and Numeracy across KS3 and KS4.</p>	<p>Some of the students need 1:1 targeted or small group literacy and numeracy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p> <p>There is clear evidence from the EEF that working with small groups of students can lead to noticeable improvements in overall progress and attainment.</p>	<p>Organise timetable to ensure teaching staff delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these students to show impact of the programme.</p> <p>Teaching Assistant CPD for TAs delivering.</p> <p>SENCO/Pupil Premium Co-ordinator to liaise with parents of targeted children. In year 11, maths is split in 5 groups which means that class sizes are smaller and PP and other students receive more targeted support.</p> <p>Year 9 Literacy and numeracy group.</p> <p>Regular use of data systems to track progress and attainment.</p> <p>Literacy – English : Quality first teaching. Use of Hodder Dynamic Learning Programme which targets an individual’s needs. Ensure that PP students have places on trips. Revision guides and any texts needed are purchased for them. Targeted revision sessions for GCSE students.</p> <p>Numeracy – Maths: Quality first teaching. My Maths programme tailored to the individual’s needs. Small intervention groups prioritising year 11.</p>	<p>SEN co-ordinator</p> <p>PP lead</p> <p>Head of Communications/ Maths/SLT</p>	<p>June 18</p>
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High attaining PP students	Weekly small group sessions in maths and English for high-attaining students with HOD or equivalent, replacing tutor time or assembly.	Provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and students before intervention begins to address any concerns. Track data in English and Maths at 3 key points, October, March and June	Head of Maths/ English	March 18
High quality feedback	Staff training on high quality feedback to be delivered by SLT and Head of Communications Faculty.	Visible Learning and the EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Embedded through faculty DDPs and schemes of work.  Whole staff meetings and INSET.  CPD for key staff involved in the process.	SLT, Head of Communications	Feb 2018
PP students who join late.	Close tracking of PP students who join late.	PP students who join school after year 7 typically make less progress than non-PP students.	Students who are not secure in reading, writing and mathematics on entry to the school receive targeted support from intervention team so they catch up with their peers quickly. PP students who join late are allocated one of the learning Managers as their mentor to regularly meet with and make sure that they are given necessary support. Review and implement our induction package. Interim report to parents to track progress and identify any areas of concern	SENCO  Head of Communications and Maths  TAs  Learning Managers	
<b>Priority Area</b>	<b>Chosen action / approach</b>	<b>Evidence and rationale for this choice</b>	<b>Implementation</b>	<b>Staff lead</b>	<b>Review/implementation</b>

Behaviour.	<p>Targeted behaviour interventions for identified students</p> <p>Quality First Teaching</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Research also suggests that Quality First Teaching reduces behaviour issues significantly and increases achievement</p>	<p>Targeted interventions and teaching strategies matched to specific students with specific behavioural issues so that they are engaged in lessons and meet achievement targets.</p> <p>Learning managers and Heads of KS to engage with parents before academic intervention begins and ensure they know how best to support their children.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved progress and attainment.</p> <p>Achievement/effort points to be recorded on SIMs and success is celebrated and shared with staff and parents/carers.</p> <p>Ensure curriculum is appropriate by offering additional 1:1 advice during options choices in Year 9</p> <p>In exceptional cases an individually tailored curriculum either in the short or long term depending on the individual needs</p> <p>Heads of Key stage and Pastoral Learning Mangers week regularly to track attendance and behaviour of identified individuals and groups of student (including PP students). Following these reviews, targeted intervention is put in place.</p>	<p>Learning Manager/PP Coordinator All staff</p> <p>SLT</p>	<p>Daily</p> <p>More detailed analysis every two weeks.</p>
Homework	<p>H/wk club</p> <p>Monitoring and tracking of h/wk for PP students.</p>	<p>Evidence from EEF has shown that PP students typically produce h/wk that is of a poorer quality to non-PP students. PP students often have more barriers to</p>	<p>H/wk of selected PP students is tracked on a daily basis and targeted intervention measures such as h/wk trackers and contacting parents/carers</p>	<p>All teaching staff</p> <p>Learning</p>	<p>Checked daily by form tutors</p>

		h/wk such as a lack of working space at home, less access to computers and lower aspirations.	are put in place. Use of school reward system to engage students.  Where necessary, PP money is used to pay for transport home from revision sessions and h/wk club.	Managers  Form tutors  Head of KS	
Mentoring	PP students are allocated a staff mentor.	There is clear evidence from the EEF that working with small groups of students can lead to noticeable improvements in overall progress, attainment and can also lead to improvements in behaviour.	Staff meet with mentees regularly. Intervention is recorded on SIMs and progress is continually tracked using SIMs and SISRA. IEP for FSM students which identify individual barriers to learning	Pupil Premium Coordinator  Staff	Weekly
Resources	PP students are provided with a range of support resources ranging from lap tops to revision guides.	PP students are often more likely to not buy additional resources such as revision guides or may not have access to computers at home. This applies most to FSM PP students.	All PP students are provided with revision guides, ingredients etc. and in many cases funding is made available for things like school trips dependent on individual needs	Pupil Premium Coordinator	Feb 2018
Emotional and social barriers	Counselling	Evidence shows that if you can reduce the anxiety and stress of PP students then this directly leads to improved attendance, progress and attainment as improvements in students' general well-being.	PP students identified as having social and emotional issues are seen by either a staff mentor and/or the school counsellor.	Learning manger  School counsellor	Weekly appointments  Learning Managers meet weekly with counsellor to discuss individual students
Attendance	Close monitoring of attendance of all PP students.	There is clear evidence that poor rates of attendance typically result in lower levels of progress/attainment and can also impact on students' social and emotional well-being. Government research has shown that there is a 20% greater chance of achieving good GCSE passes when comparing attendance rates of 95% compared to 90%.	First and third day calls to check reasons for absence by newly appointed attendance officer Daily tracking of PP students with attendance issues. Each fortnight there will be a more detailed analysis of attendance to identify any patterns and long term absences of PP students. Meeting with parents/carers to discuss any concerns with attendance. Ensure that PP students who are	Attendance officer  Learning Managers  Pupil Premium Coordinator	Daily  More detailed analysis every two weeks.

			<p>absent have access to any work and in terms of, 'known' absence; work is collected and sent home.</p> <p>Letters are sent home for any PP student with an overall attendance figure of less than 95% and doctor's notes are requested when the student misses consecutive days of school.</p> <p>Learning Support Managers to visit persistent non-attendees at home to discuss attendance with parents / guardian and explore barriers.</p> <p>Liaise with external agencies to implement intervention plans and enforce penalty notices.</p> <p>Raise the profile of attendance around school by issuing key attendance figures on notice boards and in classrooms. Have assemblies on the importance of good attendance.</p> <p>Use school reward systems for good attendance. Such measures include; postcards home, priority lunch passes and termly prizes for 100% attendance.</p>		
Parental Support	Parents/carers of PP students work collaboratively with the school to support students and help them reach their full potential.	Parental support is key in terms of raising progress and attainment for PP students and there is evidence to suggest that parents of PP students are often 'harder to reach'.	<p>Registers record attendance at all parents' evening etc.</p> <p>Any correspondence or meetings with parents are recorded on SIMs.</p> <p>Regular review and annual analysis of parental contact to ensure that hard to reach parents have been seen.</p> <p>HOKs and Learning Managers meet</p>	Head of KS4 SLT Learning Managers	Termly

			<p>with 'hard to reach' parents of PP students to discuss existing barriers to learning and establish a clear strategy to best support students.</p> <p>Home visits where necessary by learning managers</p> <p>Opportunities for parents to engage in students learning through evening talks and workshops e.g. careers fayre, information evenings such as a talk on sexting by the local police.</p>		
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## Pupil premium – financial breakdown 2017/2018

<b>Intervention</b>	<b>Expenditure</b>
Total PP funding	£65 395
1:1	£ 35174

Mentoring	£ 16809
Study hour/h/wk club	£ 1457
Additional maths and English	£ 3000
Counselling	£ 3000
Management	£ 5692
Learning managers/TA support	£ 26776

Review of expenditure 2016-217	
<p>Previous academic year</p> <p><b>Total of all Pupil Premium income £ 60 990 (74 PP students in total)</b></p>	<p><b>Our main targets for 2016/17 were as follows:</b></p> <ul style="list-style-type: none"> <li>• Increase levels of progress in literacy (English) and numeracy (Maths) for students eligible for PP funding</li> <li>• Increase overall progress for students eligible for PP funding</li> <li>• Improve overall attendance for students eligible for PP funding</li> </ul>

Quality teaching for all				
Desired outcome	Chosen strategy	Estimated impact (where appropriate, this includes impact on students not eligible for PP funding)	Lessons learned	Cost
<p><b>Literacy and Numeracy</b></p> <p>Increased levels of progress in Literacy and Numeracy for students eligible for PP and were appropriate, all students.</p>	<p>1:1 and small group provision for targeted Literacy and Numeracy support across KS3 and KS4.</p> <p>Regular use of data systems to systematically track the progress of PP students and assess the impact of ongoing intervention strategies.</p> <p>Increasing the teaching groups for Maths in year 11 from 4 to 5 to reduce group sizes and maximise support for all students.</p>	<p>78.6% achieved L4-9 in English            42.8% achieved L5-9 in English            64.3% achieved L4-9 in Maths            28.6% achieved L5-9 in Maths            64.3% achieved L4-9 in E+M            Overall P8 score of -0.15 (it should be noted that this figures includes a PP student who failed to complete year 11 or sit GCSEs and excluding this student, the figure would be +0.09 for the remaining PP cohort).</p> <p>Additional revision sessions were available for all students and PP funding was used to fund this. PP funding was also used for revision resources and transport costs for students to enable them to stay after school and use public</p>	<p>More specific interventions are required across the curriculum rather than the main focus being in English and Maths, particularly with regard to the E-BACC qualification as 0% of PP students achieved this qualification and PP had a progress score of -0.57 for this element.</p> <p>We need to target intervention for all students in Literacy at the very earliest stage to ensure that they benefit from early and targeted intervention.</p> <p>Whilst the overall progress of lower and middle banded</p>	<p>Additional English teacher employed to support KS4 students.</p> <p>English teacher mentoring time.</p> <p>PP coordinator time.</p> <p>SEN, TA and LSA support.</p> <p>Revision books and other resources for PP students.</p> <p>Cost of updating library resources.</p>

		<p>transport to get home.</p> <p>Lesson observations and faculty reviews identified that there was a clear focus on Literacy Across the Curriculum which contributed to the positive results for all groups of students in English.</p> <p>The school adopted a clear strategy that all forms as part of their weekly tutor time would take part in silent reading.</p>	<p>students was very good (0.98 and 0.43), the overall progress of upper/high banded PP students was - 1.39.</p>	<p>Cost of employing an additional part-time Maths teacher to facilitate the move in year 11 from 4 to 5 teaching groups.</p> <p>Total £27,010</p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen strategy</b>	<b>Estimated impact (where appropriate, this includes impact on students not eligible for PP funding)</b>	<b>Lessons learned</b>	<b>Cost</b>																						
<p><b>Attendance</b></p> <p>Ensuring that Pupil Premium students attend school at a rate of 95%</p>	<p>First and third day calls to check reasons for absence by newly appointed attendance officer. Daily tracking of PP students with attendance issues. Fortnightly meetings between Heads of Key Stage, Learning Mangers and Attendance officer to identify any patterns and long term absences of PP students. Meeting with parents/carers to discuss any concerns with attendance. Ensure that PP students and other students who are absent have access to any work and in terms of 'known' absence; work is collected and sent home. Letters are sent home for any PP student with an overall attendance figure of</p>	<table border="1"> <thead> <tr> <th><b>2016/2017</b></th> <th><b>% Attendance</b></th> </tr> </thead> <tbody> <tr> <td><b>On Roll Students</b></td> <td><b>95.09%</b></td> </tr> <tr> <td><b>All Students</b></td> <td><b>94.98%</b></td> </tr> <tr> <td><b>Boys</b></td> <td><b>94.92%</b></td> </tr> <tr> <td><b>Girls</b></td> <td><b>95.04%</b></td> </tr> <tr> <td><b>Pupil Premium</b></td> <td><b>91.85%</b></td> </tr> <tr> <td><b>FSM</b></td> <td><b>86.45%</b></td> </tr> <tr> <td><b>SEN</b></td> <td><b>92.81%</b></td> </tr> <tr> <td><b>EAL</b></td> <td><b>98.13%</b></td> </tr> <tr> <td><b>LAC</b></td> <td><b>94.56%</b></td> </tr> <tr> <td><b>SERVICE</b></td> <td><b>95.55%</b></td> </tr> </tbody> </table> <p>The impact of regular meetings between Heads of key Stage, Learning Managers and the Attendance Officer helped raise overall attendance to slightly above the</p>	<b>2016/2017</b>	<b>% Attendance</b>	<b>On Roll Students</b>	<b>95.09%</b>	<b>All Students</b>	<b>94.98%</b>	<b>Boys</b>	<b>94.92%</b>	<b>Girls</b>	<b>95.04%</b>	<b>Pupil Premium</b>	<b>91.85%</b>	<b>FSM</b>	<b>86.45%</b>	<b>SEN</b>	<b>92.81%</b>	<b>EAL</b>	<b>98.13%</b>	<b>LAC</b>	<b>94.56%</b>	<b>SERVICE</b>	<b>95.55%</b>	<p>We should monitor attendance much more thoroughly throughout the year, dealing with absence from the first day. We will conduct attendance panel meetings on a half-termly basis at set times and dates on the calendar.</p> <p>Whilst the overall school attendance was good, PP attendance at 91.85% was still below the expected figure of 95% (it should be noted that included in the PP attendance is a school long term school refuser with an attendance of 0%, if this student was not included in the attendance data then the figure rises to 93.20%).</p>	<p>Intervention from Learning Managers (this includes home-visits where necessary).</p> <p>PP coordinator time to monitor attendance and interview students/families.</p> <p>Intervention from attendance officer.</p> <p>SLT time to monitor attendance and review/implement intervention strategies.</p> <p>Total £10,200</p>
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	<p>less than 95% and doctor's notes are requested when the student misses consecutive days of school. Learning Support Managers to visit persistent non-attendeess at home to discuss attendance with parents / guardian and explore barriers.</p> <p>Liaise with external agencies to implement intervention plans and enforce penalty notices.</p>	<p>target of 95% and is better than the 2015/16 figures:</p> <table border="1" data-bbox="869 225 1346 839"> <thead> <tr> <th>2015/2016</th> <th>% Attendance</th> </tr> </thead> <tbody> <tr> <td><b>On Roll Students</b></td> <td><b>94.10%</b></td> </tr> <tr> <td><b>All Students</b></td> <td><b>93.93%</b></td> </tr> <tr> <td><b>Boys</b></td> <td><b>94.41%</b></td> </tr> <tr> <td><b>Girls</b></td> <td><b>93.51%</b></td> </tr> <tr> <td><b>Pupil Premium</b></td> <td><b>91.22%</b></td> </tr> <tr> <td><b>FSM</b></td> <td><b>85.49%</b></td> </tr> <tr> <td><b>SEN</b></td> <td><b>91.62%</b></td> </tr> <tr> <td><b>EAL</b></td> <td><b>97.63%</b></td> </tr> <tr> <td><b>LAC</b></td> <td><b>96.02%</b></td> </tr> <tr> <td><b>SERVICE</b></td> <td><b>93.88%</b></td> </tr> </tbody> </table>	2015/2016	% Attendance	<b>On Roll Students</b>	<b>94.10%</b>	<b>All Students</b>	<b>93.93%</b>	<b>Boys</b>	<b>94.41%</b>	<b>Girls</b>	<b>93.51%</b>	<b>Pupil Premium</b>	<b>91.22%</b>	<b>FSM</b>	<b>85.49%</b>	<b>SEN</b>	<b>91.62%</b>	<b>EAL</b>	<b>97.63%</b>	<b>LAC</b>	<b>96.02%</b>	<b>SERVICE</b>	<b>93.88%</b>	<p>Develop Alternative education provision for those students struggling to attend every day, examples include; alternative schooling and bespoke timetables where appropriate.</p> <p>For students at risk of becoming</p>	
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<p><b>Behaviour</b></p>	<p>Daily tracking of PP and other students with behaviour issues. Fortnightly meetings between Heads of Key Stage and Learning Mangers to review any behaviour concerns and review potential and existing intervention strategies.</p>	<p>There were no permanent exclusions in 2016/17.</p> <p>The number of behavioural incidents recorded throughout the year decreased.</p>		<p>Learning mangers, Heads of Key Stage and Form Tutor time and support.</p> <p>Total £4,750</p>																						
<p><b>Parental Support</b></p> <p>Parents/carers of PP students work collaboratively with the school to support students and help them reach their full potential.</p>	<p>Registers record attendance at all parents' evening etc.</p> <p>Any correspondence or meetings with parents are recorded on SIMs.</p> <p>Regular review and annual</p>	<p>Parental attendance for parents' evening etc. were as follows per year group:</p>	<p>Year 8 had the lowest parental contact and this was because; unlike other year groups, there wasn't a dedicated event for that year group. The potential of parents' evening for all year groups needs considering.</p>	<p>Learning mangers, Heads of Key Stage and Form Tutor time and support.</p> <p>Administration costs on compiling a record of parental attendance and</p>																						

	<p>analysis of parental contact to ensure that hard to reach parents have been seen.</p> <p>HOKs and Learning Managers meet with 'hard to reach' parents of PP students to discuss existing barriers to learning and establish a clear strategy to best support students.</p> <p>Home visits where necessary by learning managers</p> <p>Opportunities for parents to engage in students learning through evening talks and workshops e.g. careers fayre, information evenings such as a talk on sexting by the local police.</p>	<table border="1" data-bbox="869 151 1249 375"> <thead> <tr> <th>Year</th> <th>Total%</th> <th>PP%</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>98</td> <td>93</td> </tr> <tr> <td>8</td> <td>90</td> <td>91</td> </tr> <tr> <td>9</td> <td>94</td> <td>80</td> </tr> <tr> <td>10</td> <td>97</td> <td>91</td> </tr> <tr> <td>11</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Overall the attendance of PP parents and all parents was very good. By reviewing the attendance of parents/carers across the year we were able as a school to identify those parents who hadn't been seen and in most cases, ensure that they were seen on a later date i.e. contacted to attend a Parents' Surgery. Parental support was key to raising the progress and attendance of all students.</p>	Year	Total%	PP%	7	98	93	8	90	91	9	94	80	10	97	91	11	100	100		<p>following up phone calls.</p> <p>Total £3,750</p>
Year	Total%	PP%																				
7	98	93																				
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**Additional detail**

**As part of our Pupil Premium provision, we use PP funds to pay up to 50% of the cost of school trips, thereby enabling all students to access extra-curricular provision for learning.**

**We use PP funds to pay towards costs of music tuition for PP students.**

**We use PP funds to pay towards ingredients in Food Technology lessons.**

**When appropriate, PP funding is used to buy uniform and other school equipment, such as PE items.**

**PP funding goes towards Career guidance and every PP student has at least 2 careers interviews (only 1 PP student from 2016/17 is currently classed as a NEET).**

