



Pupil premium strategy statement: Newton Abbot College will endeavour to Inspire, support and challenge every Pupil Premium student to overcome the additional barriers they face as an individual to increase opportunities, maximise outcomes and improve their life chances.

School: Newton Abbot College

1. Summary information					
School	Newton Abbot College				
Academic Year	2019/20	Total PP budget	£221,595	Date of most recent PP Review	July 2019
Total number of Students		Number of Students eligible for PP		Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Students eligible for PP (your school)</i>	<i>Students not eligible for PP</i>
P8	-0.35	-0.06 (all Students – Oct 19)
Attainment 8 score average	39.54	45.7(all Students – Oct 19)
Basics - English / Maths (5 and above)	30.3%	37.5%(all Students – Oct 19)
Attendance	93% (91.9% national)	95.7% (95.5% national)

3. Barriers to future attainment (for Students eligible for PP including high ability)
Barriers identified through the use of internal data, student voice and staff consultation alongside research on PP barriers such as the Education Endowment Foundation / Sutton Trust (EEF) toolkit.
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)

i.	PP students' progress in their work is inhibited by the types of feedback given and therefore a reduced ability to act upon advice. Many do not produce the quality of work that their prior attainment suggests.
ii.	Confidence, self-esteem and resilience – Metacognition.
iii.	Independent study practices including homework, revision and reading.
iv.	Students are not always being challenged in lessons to maximise outcomes.
v.	Lack of Cultural experiences which inhibits students' vocabulary and literacy as well as the ability to relate to cultural situations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
i.	Parental involvement can be more difficult to achieve (Pupil Premium and non-Pupil Premium eligible), given that students are part of a wide catchment area and many are dropped off, and picked up, each day by local transport.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved feedback enables students to present their work smartly and make rapid progress in their work. Monitored by MER practices of STLs, RALs and APT.	Students eligible for Pupil Premium in all years will make rapid and sustained progress so that by the end of the year so that almost all Students eligible for Pupil Premium are making similar positive progress to those not eligible for Pupil Premium.
B.	Improved confidence in capability, which leads to improved aspirations and the resilience to overcome the hurdles along the way. Measured in number of students knowing career paths, students sanctioned and receiving praise. Number of PP students attending clubs, in teams and attending trips etc	Students eligible for Pupil Premium in all years will show an improved knowledge of future career pathways available to them will achieve an increase in the number of rewards and decreased number of sanctions by the end of the year. Students eligible for Pupil Premium in all years will have accessed the variety of clubs, teams and trips at least in line with the % of Pupil Premium students in the College.
C.	Students know how to utilise their independent study time appropriately to further their progress. Measured by homework submission, grades and attendance at revision clubs. Improved drop off of predicted grades for PP in the lead up to exams and final results	Students eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all students eligible for Pupil Premium are making positive progress
D.	High quality teaching and learning maximises the achievement of Pupil premium students through appropriate data driven planning and delivery.	Students eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all Students eligible for Pupil Premium make positive progress.
E.	Increased participation and opportunities in extracurricular activities for PP students. This will be measured by attendance to activities and opportunities.	Students eligible for Pupil Premium in all years increase their cultural capital enabling them to access course content and future aspirations.
F.	Parents engage with all aspects of students' learning, are supported in assisting the students' independent learning and are proactive towards communication with the College.	All parents to be actively involved in their son / daughter's learning, resulting in improved pupil outcomes.

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Consistently high expectations of work from PP students	<ul style="list-style-type: none"> a. High expectations shared in lessons and tutor time b. Handwriting & presentation intervention 	<ul style="list-style-type: none"> a. Evidence from internal monitoring of student work shows that PP students do not have high expectations of work standards. b. Ofsted's 2013 PP Report – School should never confuse PP with low ability and therefore should focus on students achieving at the highest levels. 	Monitoring of class books monthly by Subject Team Leaders (STLs), College Leadership Team (APT) and The Raising Achievement Team (RALs)	<ul style="list-style-type: none"> T&L (AP) lead ZB T&L (AP) lead ZB 	<ul style="list-style-type: none"> MER calendar of monitoring points produced by KW (RA lead) MER calendar of monitoring points produced by KW (RA lead)
High quality intervention strategies to support the learning of PP students in the classroom	<ul style="list-style-type: none"> a. Staff CPD b. Consistent use of assessment to inform planning and teaching c. High quality homework d. Feedback 	<ul style="list-style-type: none"> a. Ofsted's 2013 PP Report suggests quality teaching first – Always National Governance Association suggests training for teaching staff makes a difference to the progress of Pupil Premium students. b. EEF suggests that Mastery learning has a + 5 month impact on PP students. To enable mastery learning, assessment must inform planning and teaching c. EEF suggests at secondary schools homework has a + 5 month impact on PP students. d. EEF suggests that good quality feedback has a high impact of +8months 	<ul style="list-style-type: none"> a. Impact will be monitored through a cycle of learning walks from STLs, APTs and RALs. Feedback from these learning walks will inform the T & L team on what the CPD needs to cover. Some will be department based, some individualised. b. Impact will be monitored through a cycle of learning walks. c. Class teachers monitor students' completion and quality. STLs monitor the teachers. RALs will monitor students & subjects d. Monitoring of class books observing impact of feedback on student progress. 	<ul style="list-style-type: none"> T&L lead (AP) RA Lead (AP) + RAL team RA lead (AP) + RAL Team RA lead (AP) + RAL team T&L lead ZB (AP) RA Lead (AP) + RAL team 	<ul style="list-style-type: none"> MER calendar of monitoring points produced by KW (RA lead) MER calendar of monitoring points produced by KW (RA lead) Fortnightly MER calendar of monitoring points produced by KW (RA lead)

	e. Reading comprehension	e. EEF suggests reading comprehension strategies have a high impact of +6 months	f. Monitoring and use of Accelerated Reader	T&L lead ZB & RAL lead	Termly
	f. Individualised instruction – student action plans	f. While EEF states that mentoring has little or no impact, the idea of the student action plans is one that PiXL champion to enable students to understand the steps with which they need to improve their progress. This sets high expectations, gives clarity and is explicit about what is expected from the student.	g. Class teachers to create action plans for those students whose progress is negative. These are to be shared with tutors and RALs	RA lead (AP)	Termly

Total Budgeted Cost

£181,470

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Individualised strategic interventions for PP students	a. 360 review of PP students	a. Sir John Dunford – National Pupil Premium Champion (2014) and TSC Effective PP reviews state that schools should identify barriers that need to be addressed in-school as well as external factors	a. The team of Raising Achievement leaders plus APT will conduct the 360 interviews. This information will inform actions. Training to be completed	RA lead (AP)	After each year group is completed
	b. Student action plans	b. EEF Suggests meta-cognitive and self-regulation has an impact of +8 months	b. Sessions on independent learning and resilience	RA lead (AP)	½ termly
	c. Tutoring – Peer (Yr 9 & 6 th form), small group	c. EEF suggests that Peer tutoring has an impact of +5 months for very little cost. According to EEF Small group tuition has a +4 month impact	c. Year 9 to buddy year 7 and year 12 to tutor years 10 & 11. Key members of staff to oversee with analysis before and after to assess impact. Registers taken and rewards for tutors.	RAL PP	½ termly
	d. Revision classes	d. In college data suggests gap widens significantly within the last year during revision periods. EEF suggest extending the school time to have a +2 month impact but will support to close the gap in independent study.	d. Registers taken of at risk PP students and parent / carers informed of non-attendance. Sessions run by class teachers	RAL PP / KS4/ KS5	½ termly
	e. 3 school meals a day with specific homework club	e. EEF suggests that homework completion at secondary has an impact of +5 months.	e. To encourage attendance of invited students provide a three club where food is provided before and after College as well. Staff paid for their time.	RA lead (AP)	½ termly
	f. Summer/ holiday camp	f. EEF suggests impact of +2 months. This is in addition to internal data suggesting independent learning increases the gap at NAC	f. Staff paid for their time, Key Leader who plans the sessions.	RAL PP	After camp and Annually

	g. Enrichment activities	g. Sonia Blandford AFA, Access to enrichment activities vital to overcome systemic barriers.	g. Whole school enrichment activities should be accessed by at least the percentage of PP students in the College. All PP students should receive funding to access enrichment activities. However these activities should be backed up with additional positive discrimination such as support sessions, enhanced time etc Funding application to provoke thoughts on impact.	RAL PP	½ termly
	h. Computer software & devices	h. EEF suggests digital technology can have a +4 month impact.	h. If identified in 360 review the student needs digital technology support this will be accessed for them	RAL PP	½ termly
	i. Reading recovery / Grow@literacy	i. Reading Recovery children are shown to reduce the attainment gap to less than 5% in reading and writing between those from economically PP homes compared with their peers.	i. Will be run as part of the 3 school meals project and run by English teacher	RA lead (AP) / STL English	½ termly
	j. Service children package	j. These children are not PP financially but need additional support for their needs in terms of health and mental well-being.	j. Parental guidance on support needed for each service students	RA lead (AP)	½ termly
	k. CiC package	k. EEF Suggests social and mental learning has an impact of +4 months. Attachment training supports this	k. PEP plans to inform individual support needed	AP Vulnerable groups /	½ termly
	l. Persistent FSM support	l. The Education Policy Institute says that students who have been FSMs most of their lives have an even larger attainment gap by the end of school life (19.3 months to 24.3 months)	l. Persistent FSM students highlighted to teaching staff. Monitoring of attainment grades and then individualised support for those students as a priority. (3club etc)	RAL PP	Termly
	m. Subject teams PP finance	m. n. Planning for PP spending has improved whole college P8 results by 0.5.	m. Subject Teams more accountable for the spending of their PP budgets. Will need to show impact to receive funding the following year	Business manager & RA lead (AP)	Yearly

Improved & consistent tutor involvement of PP students learning	<ul style="list-style-type: none"> a. Ready to learn (equipment) b. Improved knowledge through improved communication within College c. Improved communication with home. 	<ul style="list-style-type: none"> a. The College has identified that lack of equipment for some students disrupts their learning time / ability b. Tutors are the first point of call for all issues with a student. The College has identified they need to be more informed about the needs of the students c. EEF Suggests parental involvement has an impact of +3 months. 	<ul style="list-style-type: none"> a. Equipment check and providing of equipment for PP b. Any pastoral / academic emails should include tutor c. Regular phone calls from RAL and tutors 	<ul style="list-style-type: none"> RAL PP RA lead (AP) RAL PP 	<ul style="list-style-type: none"> Daily ½ termly ½ termly
Improved parental involvement in PP students learning	<ul style="list-style-type: none"> a. Structured conversations b. Support sessions c. Library clubs d. FSM parent meeting for Y6 parents 	<ul style="list-style-type: none"> a. AfA core module to improve achievement for all b. EEF Suggests parental involvement has an impact of +3 months. c. EEF Suggests parental involvement has an impact of +3 months. d. EEF Suggests parental involvement has an impact of +3 months. 	<ul style="list-style-type: none"> a. APT and RAL team to complete conversations b. PP parents called re Support sessions and additional times in ASDA given c. Parent and child sessions. Waterstones / charity book shops trips d. New Year 7 parents meeting about support students will receive 	<ul style="list-style-type: none"> RA lead (AP) & RAL PP RA lead (AP) & RAL PP RAL PP RA lead (AP) & RAL PP 	<ul style="list-style-type: none"> ½ termly After event ½ termly Summer term (year 6)
Total budgeted cost					£36,267

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Leadership & Governance ensures robust MER processes to ensure practice is consistent, and challenged and supported where necessary	a. Governance training and monitoring visits	a. AfA – leadership module, National Governance Association – spotlight on Disadvantaged, DfE & nfer - Most effective ways to support PP pupils' achievement. No 7. Clear responsive leadership – set even higher aspirations and lead by example. Hold staff accountable for raising attainment rather than accepting low aspirations and variable performance. Spotlight on Disadvantaged – The role and impact of governing boards in spending, monitoring and evaluating the pupil premium	a. Governor PP lead	RA lead (AP)	½ termly
	b. MER of Attainment / Achievement, Teaching and Learning,	b. Inconsistent approaches need to be monitored to ensure effectiveness	b. MER calendar, MER throughout all stages of leadership, standing MER item on meeting schedules	RA lead (AP)	Fortnightly
	c. Attendance / Lateness	c. Attendance is vital for attainment and achievement	c. Tracking system & review meetings	Deputy Principal	Monthly
	d. Praise and Reward	d. Monitoring that PP students are rewarded at least as much	d. Tracking system & review meetings	Deputy Principal	Monthly
	e. Sanctions	e. Monitoring of sanctions to ensure PP students not overly targeted	e. Tracking system & review meetings	Deputy Principal	Monthly
	f. Additional interventions	f. Awareness of what we are doing to close the gap and the impact	f. Tracking system & review meetings	RA lead (AP)	Monthly
	g. Clubs and teams	g. To ensure clubs and teams are made up proportionately of PP students	g. Tracking system & review meetings	RAL PP	Monthly
	h. Tracking of funding and impact through Analysis, Action, Impact.	h. To ensure spending is appropriate and has an impact. If not strategy is removed.	h. Application for funding based on needs analysis, action, and impact. Evidence required to evaluate impact	Business Manager and RA lead (AP)	Termly
Raising aspirations, confidence and resilience	i. Rewards	i. PP students rewards proven to boost confidence	i. Specific rewards for PP students on top of College wide reward system	RAL PP	½ termly
	j. Careers advisor and Coordinator support	j. PP students often those who have no aspiration or struggle for work experience	j. Prioritise PP students in work experience and Career interviews	RA lead (AP)	½ termly

	k. Newsletter to staff to promote awareness	k. Positive relationships within College will enable more specific support	k. Monthly newsletter given out in briefing	RAL PP	Monthly
	l. NCS, D of E	l. Participation in the wider curriculum can have an impact of 2+ months	l. Active promotion amongst PP students	RAL PP	Upon take up
	m. University visits	m. Widen PP students' horizons, especially those who have parents who did not go to university	m. University trips	RAL PP	After event
Improved awareness of mental health and wellbeing of individual PP students	a. Ambassadors for chosen students (chosen by students)	a. Tried and tested strategy within the College	a. Ambassadors identified through the 360 review process.	PP RAL	½ termly
Total budgeted cost					£3,858

6. Review of expenditure				
Previous Academic Year		2018 – 2019 – allocation £200,557		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost £174,472
Consistently high expectations of work from PP students	a. High expectations shared in lessons and tutor time b. Handwriting & presentation intervention	a. Evidence from internal monitoring of student work shows that PP students do not have high expectations of work standards. b. Ofsted's 2013 PP Report – School should never confuse PP with low ability and therefore should focus on Students achieving at the highest levels	a. OFSTED identified that “Teachers’ high expectations ensure that pupils engage well in their learning.....The difference between disadvantaged pupils and others is diminishing.” b. They identified that there was no discernible difference in the presentation and work completed. Along with own observations this strategy has therefore had an impact as this was identified as an issue in the inspection the previous year.	

<p>High quality intervention strategies to support the learning of PP students in the classroom</p>	<p>a. Staff personalised CPD b. Consistent use of assessment to inform planning and teaching c. High quality homework d. Appraisal linked to improving practice e. Feedback f. Reading comprehension g. Individualised instruction – student action plans</p>	<p>a. Mastery learning has a + 5 month impact on PP students. b. Mastery learning has a + 5 month impact on PP students. c. homework has a + 5 month impact on PP students. d. Mastery learning has a + 5 month impact on PP students. e. good quality feedback has a high impact of +8months f. reading comprehension strategies have a high impact of +6 months g. While EEF states that mentoring has little or no impact, the idea of the student action plans is one that PiXL champion to enable students to understand the steps with which they need to improve their progress. This sets high expectations, gives clarity and is explicit about what is expected from the student.</p>	<p>a. Feedback from staff was negative so this was not successful. CPD approach was changed b. Time and training meant that Atkinson and ALPs reports were utilised more effectively to inform planning of strategies. c. SMHW , monitoring and tracking of submission has had a large impact on the quality and quantity of home learning. Conversations with parents has improved where necessary as well. d. Increased awareness and individual experimentation with strategies were recorded and in the vast majority of cases made an impact on the individuality of the strategies used. e. Feedback policy changed and CPD on feedback has meant that immediate feedback being used more regularly and with more success. This is an ongoing process to reduce the less effective ‘marking’ and increase in the moment feedback for increased impact. f. Accelerated reader programme was successful for the majority of students but the data was not shared more widely for analysis and future planning. Increased time to be given in future to ensure progress is embedded and closes the gap. An increase in the range of books is needed. g. The morphed into the 360 process which has been successful in identifying strategies to support students. More needs to be done back with the students to identify their targets and be explicit about how they will succeed at them.</p>	
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II

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost £20,712
<p>Individualised strategic interventions for PP students</p>	<p>a. 360 review of PP students</p>	<p>a. identify barriers that need to be addressed in-school as well as external factors</p>	<p>The use of the 360 reviews were really successful in identifying barriers and allowing teachers to know these to inform the planning. We need to take it to the next stage and create individual action plans for this. Training needed for anyone who undertakes this needed to ensure consistency.</p>	

	<p>b. Tutoring – Peer (Yr 9 & 6th form), small group</p> <p>c. Revision classes</p> <p>d. 3 school meals a day with specific homework club</p> <p>e. Summer/ holiday camp</p> <p>f. Hand writing intervention</p> <p>g. Virtual Cinema and theatre</p> <p>h. Enrichment activities</p> <p>i. Computer software & devices</p> <p>j. Reading recovery / Grow@literacy</p> <p>k. Service children package</p> <p>l. CiC package</p>	<p>b. Peer tutoring has an impact of +5 months for very little cost. According to EEF Small group tuition has a +4 month impact</p> <p>c. EEF suggest extending the school time to have a +2 month impact but will support to close the gap in independent study.</p> <p>d. EEF suggests that homework completion at secondary has an impact of +5 months.</p> <p>e. EEF suggests impact of +2 months. This is in addition to internal data suggesting independent learning increases the gap at NAC</p> <p>f. The College has identified that boys in particular are losing marks because their handwriting is illegible and presentation of work does not support progress</p> <p>g. Participation in the Arts has an impact of +2 months.</p> <p>h. Sonia Blandford AFA, Access to enrichment activities vital to overcome systemic barriers.</p> <p>i. EEF suggests digital technology can have a +4 month impact.</p> <p>j. Reading Recovery children are shown to reduce the attainment gap to less than 5% in reading and writing.</p> <p>k. These children are not PP financially but need additional support for their needs in terms of health and mental well-being.</p> <p>l. EEF Suggests social and mental learning has an impact of +4 months.</p>	<p>Year 12 tutors were a little adhoc in who they delivered mentoring to. The Year 9 and Year 7 programme was more successful and needs to be developed and continued into the next year as well.</p> <p>Students thought this was good as it made them go to the revision classes. Some then did not do any further revision at home because they had done it at College. However, these students possibly would not have done any. Need to develop and support independent revision further.</p> <p>Really successful for those who turned up. Small numbers for the first year but been worthwhile in terms of improved home learning completion.</p> <p>20 students who had increased revision and engagement. Data suggests that they performed better than those who did not attend at GCSE.</p> <p>Did not complete this as it was dealt with as a whole College target</p> <p>This took place for the first term but although it was well attended it was thought that the quality of the films was not worthwhile. A few theatre trips were organised after this which was much more worthwhile.</p> <p>Increased monitoring of PP students on trips. Impact was identified by subjects such as English, performing Arts, History and Drama</p> <p>Students with laptops found it easier to get their coursework completed.</p> <p>Volunteer readers and reading recover meant that students increased in their reading age.</p> <p>For the first time staff and students knew about the service children and their needs. A support group was set up and now service students are wanting to come to the college because of this support. Individual PEP plans monitored and adapted for the individuals need</p>	
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	m. Persistent FSM support	m. The education policy Institute says that students who have been FSMs most of their lives have an even larger attainment gap by the end of school life (19.3 months to 24.3 months)	PP lead and staff are aware of their additional needs because they are identified. They get priority when it comes to interventions	
Improved & consistent tutor involvement of PP students learning	<ul style="list-style-type: none"> a. Positive Mentoring b. Next steps programme c. Ready to learn (equipment) d. Improved knowledge through improved communication within College e. Improved communication with home. 	<ul style="list-style-type: none"> a. positive mentoring has an impact of +1 months. b. EEF Suggests meta-cognitive and self-regulation has an impact of +8 months. c. The College has identified that lack of equipment for some students disrupts their learning time / ability d. Tutors are the first point of call for all issues with a student. The College has identified they need to be more informed about the needs of the students e. parental involvement has an impact of +3 months. 	<p>Did not take place. Action plan possibly expecting too much of staff.</p> <p>Did not take place. Action plan possibly expecting too much of staff</p> <p>All PP students equipped to learn at all times</p> <p>This is improving and needs to continue to be pushed with parents. They sometimes skip to a RAL or student support before communicating with the tutor. TO combat this tutors need to make the first contact in year 7.</p> <p>RAL team ensure all parents are contacted when it come to support evenings and parents evening. We now have a much bigger % of parents engaged</p>	
Improved parental involvement in PP students learning	<ul style="list-style-type: none"> a. Structured conversations b. Support sessions c. Library clubs d. Lunch with the Principal e. Personal invites with incentives 	<ul style="list-style-type: none"> a. AfA core module to improve achievement for all b. parental involvement has an impact of +3 months. c. parental involvement has an impact of +3 months. d. parental involvement has an impact of +3 months. e. parental involvement has an impact of +3 months. 	<p>A few things learned from the AFA however, it was felt that we had gained all we could from the programme.</p> <p>Always get between 4 and 8 parents who would not have come in getting support.</p> <p>Did not take place. Action plan possibly expecting too much of staff</p> <p>Did not take place. Action plan possibly expecting too much of staff</p> <p>Did not take place. Action plan possibly expecting too much of staff</p>	

ii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost £5,373
Leadership & Governance ensures robust MER processes to ensure practice is consistent, t and challenged and supported where necessary	<ul style="list-style-type: none"> a. Governance training and monitoring visits b. MER of Attainment / achievement, Teaching and learning, c. Attendance / lateness d. Praise and Reward e. Sanctions f. Additional interventions g. Clubs and teams h. Tracking of funding and impact through Analysis, Action, Impact. 	<ul style="list-style-type: none"> a. Hold staff accountable for raising attainment rather than accepting low aspirations and variable performance. improved role and impact of governing boards in spending, monitoring and evaluating the pupil premium b. inconsistent approaches need to be monitored to ensure effectiveness c. Attendance is vital for attainment and achievement d. Monitoring that PP students are rewarded at least as much e. Monitoring of sanctions to ensure PP students not overly targeted f. Awareness of what we are doing to close the gap and the impact g. To ensure clubs and teams are made up proportionately of PP students h. To ensure spending is appropriate and has an impact. If not strategy is removed. 	<p>PP lead appointed on the Governors who then came and did an audit. Increased presence in the College but also on the Governors team. OFSTED recognised this.</p> <p>A more consistent approach to monitoring which meant that regular evaluation was completed to inform planning.</p> <p>Still needs to be improved</p> <p>Postcards to D students improved motivation. Tracking of the prizes and rewards still needs to be completed further. PLR room data was monitored and persistent offenders were given support. D students found P5 particularly difficult so strategies to support them implemented.</p> <p>Did not take place. Action plan possibly expecting too much of staff</p> <p>Trips and additional funding monitored and impact assessed. Departmental spending needs to be tighter.</p>	
Raising aspirations, confidence and resilience	<ul style="list-style-type: none"> a. Rewards b. Careers advisor and Coordinator support c. Newsletter to staff to promote positive conversations carers 	<ul style="list-style-type: none"> a. PP students rewards proven to boost confidence b. PP students often those who have no aspiration or struggle for work experience c. Positive relationships within College will enable more specific support 	<p>A drama trip and postcards were well received. Service students trip brought the group closer to share experiences. D students prioritised in CEIAG such as work experience and transition meetings</p> <p>This didn't take off so might turn this into an information leaflet termly.</p>	

	<ul style="list-style-type: none"> d. Share good work home to parents / carers e. NCS, D of E f. University visits 	<ul style="list-style-type: none"> g. Encourage parental engagement h. Participation in the wider curriculum can have an impact of 2+ months i. Widen PP students horizons, especially those who have parents who did not go to University 	<p>Did not take place. Action plan possibly expecting too much of staff</p> <p>Not enough D students took part in this. Need to actively promote amongst D students.</p> <p>Yr 8 all students go but Year 10 D students visit to Warwick was very successful.</p>	
Improved awareness of Mental health and wellbeing of individual PP students	a. Ambassadors for chosen students (chosen by students)	b. Tried and tested strategy within the College	Ambassadors become the pushy parents in College. Support students and encourage them to apply for prefecture, attend parents' evenings, revision etc	
General	a. Contribution towards Subject budgets	a. Enhanced budgets allow departments to provide resources targeted at specific students' needs.	Departments need to think further about making sure the purchases they make suit all needs and abilities. Evidence of impact on spending must be more stringent.	
	Provision of a Hardship Fund, allowing Pupil Premium children to buy uniform and supporting transport costs	Attendance and parity by the students being at College	50% subsidy for travel to and from College, purchasing of College shoes enables student don't feel excluded because of the state of uniform etc. Prom suits & dresses also hired purchased to enable them to attend for some students was really important.	
	Support and contribution for children to attend trips and activities to help in raising their aspirations	Students who come from households that are unable to afford to provide the opportunities given by attending trips were able to visit places they would not have had the chance to experience.	Improved cultural capital for students who are then able to use the experiences in every day life and their exams.	
	Contribution towards peripatetic music tuition	A total of 69 students had peripatetic lessons last year and five of those were in receipt of pupil premium funding. Of those five only two students accessed the funding available for the lessons.	The provision needs to be further advertised to the students to enable them to achieve their full potential in music.	