



**Cardinal Wiseman**  
**Catholic School**  
 Part of The Romero Catholic Academy

## Cardinal Wiseman Catholic School Disadvantaged Students Impact of Funding 2016-17

Summary Information			
Academic Year	2016/17	Total disadvantaged budget	£392,545
Total number of pupils	1225	Number of pupils eligible for disadvantaged support	462
Year	Number of students in each year	% of students in each year	
7	95/202	47.3	
8	98 /215	45.6	
9	91 /190	47.9	
10	71 /196	36.2	
11	81 /215	37.7	

Current attainment 2016		
	Pupils eligible for PP	Pupils not eligible for PP (national average) School
% Overlap EM	44%/43 % National	69%/69% National
% achieving expected progress in English / Maths (2015-16 only)	80.7%	90.8%
Progress 8 score average	-0.77% /-0.32 National	01/0.12 National
Attainment 8 score average	39.7/40.8 National	51.7/52.6 National

## Identified barriers to future attainment

### In-school barriers

1.	<p><b>Low levels of attainment in literacy and numeracy for Year 7 disadvantaged students.</b></p> <p>Upon entry the average reading scaled score is Disadvantaged 98. Non disadvantaged 100. Grammar, punctuation and spelling scaled score Disadvantaged 101. Non disadvantaged 104. 52% arrived Secondary school ready in reading compared with National standard of 66% [14% gap].</p> <p>30 PP students &lt; 100 GPS 41 PP students &lt;100 Reading</p> <p>45% of PP students</p> <p>Upon entry the average Maths scaled score is Disadvantaged 99. Non disadvantaged 101. 57% arrived Secondary school ready in Maths compared with National standard of 70% [13% gap]. Baseline test shows 20% difference between disadvantaged and non-disadvantaged in those on track.</p> <p>43 PP students &lt;100 Maths 47% of PP students</p>
2	Disadvantaged students make less progress than non-disadvantaged students in Years 7-9.
3	Disadvantaged students make less progress than non-disadvantaged students in English and Maths at KS4.
4	High attaining and middle ability disadvantaged students make less progress than other students in Progress 8 scores.
5	Engagement in opportunities which raise aspiration.

### External barriers

1.	Attendance rates for disadvantaged students are 93.3% (below the target for all students of 96%). Disadvantaged persistent absence is 26.18% compared to 18.91 % non- disadvantaged.
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## 1. Review of expenditure

Our Disadvantaged Funding was used to address the barriers to attainment by focusing on three activity types:

1. Quality of Learning for All
2. Targeted Support
3. Multi Agency Support

Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost £135,000																																																						
<b>Improve Literacy in Years 7 and 8</b>	Use the KS2 Question. Analysis to Identify and address gaps in literacy and numeracy in Year 7.  Increased curriculum time for History and Geography to develop literacy skills through Accelerated Reader.	<p>The KS2 question analysis was used in English to aid differentiation, boost progress and to check schemes of work were focused on practising the right skills and plugging the gaps</p> <table border="1"> <thead> <tr> <th></th> <th>Better than expected +</th> <th>Meeting expected progress =</th> <th>Below expected -</th> <th>Well below expected --</th> <th>% above or on</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Progress Eng</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Autumn 2</td> <td>6.3</td> <td>67.4</td> <td>22.1</td> <td>4.2</td> <td>73.7%</td> </tr> <tr> <td>Spring 2</td> <td>16.1</td> <td>57</td> <td>19.4</td> <td>7.5</td> <td>73.1</td> </tr> </tbody> </table> <p>In Maths teaching and learning focused on bridging the gaps.</p> <table border="1"> <thead> <tr> <th></th> <th>Better than expected +</th> <th>Meeting expected progress =</th> <th>Below expected -</th> <th>Well below expected --</th> <th>% above or on</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Autumn 2</td> <td>13.7</td> <td>47.4</td> <td>35.8</td> <td>3.2</td> <td>61%</td> </tr> <tr> <td>Spring 2</td> <td>6.5</td> <td>49.5</td> <td>32.3</td> <td>11.8</td> <td>56%</td> </tr> </tbody> </table>		Better than expected +	Meeting expected progress =	Below expected -	Well below expected --	% above or on	Disadvantaged						Progress Eng						Autumn 2	6.3	67.4	22.1	4.2	73.7%	Spring 2	16.1	57	19.4	7.5	73.1		Better than expected +	Meeting expected progress =	Below expected -	Well below expected --	% above or on	Disadvantaged						Autumn 2	13.7	47.4	35.8	3.2	61%	Spring 2	6.5	49.5	32.3	11.8	56%	<p>To continue to use the gap analysis to increase the percentage of students achieving above or on expected progress.</p> <p>It is clear that GAP analysis alone will not impact upon attainment and it is recommended that a whole school review of the KS3/KS4 curriculum takes place to identify the amount of time given to core subjects in the timetable.</p> <p>Impact measure for increased curriculum time and DEAR. The 2016/17 results identify the need for further curriculum time at KS3.</p>	
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	<p>Drop Everything and Read.</p> <p>Accelerated Reader</p> <p>1:1Tuition</p>	<p>81% of Disadvantaged students reading ages improved based on Accelerated Reading Test – Document</p> <p>Difficult to ascertain the impact of Maths English intervention. SEN impact has been measured through a baseline test which indicates improvement.</p>	<p>More rigorous mechanism for monitoring progress of 1 :1 needs to be established. Baseline testing, six week intervention and retesting. 1:1 M/E overlap with SEN needs communicating.</p> <p>Paired reading programme between sixth form and Years 7/8 aged 9/10 readers to be embedded.</p>	
<p><b>Accelerate progress for less able in Years 7 and 8</b></p>	<p>Foundation Group Years 7 – 8</p>	<p>Year 7 English 85% above/on progress compared to 77% overall. Maths 31% above/on vs 62% whole year.</p> <p>Year 8 English 45% above/on vs 33% whole year. 42% Maths above/on vs 32% whole year.</p>	<p>To explore a curriculum for all of Year 7 which bridges the gap from Year 6 – 7 as successfully as the Foundation Programme. Identified need to work with key transition worker from Romero to aid programme delivery for Years 6-7.</p>	

<p><b>Improve progress of disadvantaged students</b></p>	<p>Continue to embed effective strategies for quality feedback.</p> <p>Data sheets and seating plans are used effectively to monitor and support the progress of disadvantaged students.</p> <p>Above and Beyond tasks are incorporated into schemes of work.</p> <p>CPD sessions planned with follow up session to share on 'Meeting Needs of Sub Groups'. Other sessions to generally enhance T&amp;L e.g. questioning, active learning/group work.</p> <p>Twilights – Growth Mindset, Literacy, Numeracy, training for non-specialists.</p>	<p>Faculty Review &amp; observations by visitors – Data Pack available with seating plans; identifying disadvantaged students. Data used to inform planning of lessons. PP on all data sheets</p> <p>Faculty Review indicates A &amp; B activities in many lessons. Logo evident in classrooms, students are familiar with the term – part of the Wiseman Language.</p>	<p>Faculty reviews were concluded to be ineffectual and highlighted a lack of understanding of data at classroom level.</p> <p>For 2017/18 a new system of data analysis will be introduced across the school to tackle this issue (SISRA).</p> <p>Focus upon 'lesson to lesson' intervention has overlooked the weaknesses of the curriculum in providing adequate opportunities for developing adequate knowledge over time. From September 2017 a whole review of the curriculum will take place.</p> <p>Review of teaching and learning will be prioritised in the SIDP from September 2017 with the leadership of this being placed with the SLT rather than be held at departmental level.</p>	
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	<p>Work scrutiny and student voice will focus on underperforming disadvantaged students.</p> <p>Subject reviews will also analyse the progress of disadvantaged students and the impact of departmental interventions.</p>	<p>Student Voice has continued to be a strength of the school with every pupil clear on lines for communication at both pastoral and academic levels.</p> <p>The 2017 results show that disadvantaged pupils did not make expected progress in several subjects. The timing and level of depth of faculty reviews was not adequate to identify emerging patterns of lack of progress. As a result, departmental interventions focused upon Yr11 rather than building the curriculum from KS3.</p>	<p>Focus upon 'lesson to lesson' intervention has overlooked the weaknesses of the curriculum in providing adequate opportunities for developing adequate knowledge over time. From September 2017 a whole review of the curriculum will take place.</p> <p>The length of KS3 will be reviewed in September 2017 as two years may not provide enough time for students to achieve a solid foundation in the core subjects.</p>	
<b>Improve progress KS4 Maths and English</b>	<p>Production of new schemes of work to reflect the new specifications, grading system and linear examinations</p>	<p>Year 10 En P8    PP – -0.32                           NPP – 0.1</p> <p>                          Ma P8    PP - 0.01                           NPP 0.21</p>	<p>To ensure English have the staffing capacity to implement the new schemes of work effectively.</p>	

## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost £77,500																																			
<p><b>Improve the Progress 8, E/M results 2017</b></p>	<p>Year 11 disadvantaged literacy and numeracy tutor group based on the worst P8 scores summer term data</p> <p>Maths intervention class created for set 3.</p> <p>Targeted out of classroom hours revision.</p> <p>Track performance of disadvantaged students in English and Maths</p> <p>Senior Leaders responsible for intervention meet fortnightly with the Progress Leader for KS4.</p>	<p><b>Spring 1 – Summer 1</b></p> <table border="1"> <tr> <td>English</td> <td>5 improved grades</td> </tr> <tr> <td></td> <td>5 worse grades</td> </tr> <tr> <td></td> <td>9 same grades</td> </tr> </table> <p><b>Spring 1 – Summer 1</b></p> <table border="1"> <tr> <td>Maths</td> <td>5 improved grades</td> </tr> <tr> <td></td> <td>3 worse grades</td> </tr> <tr> <td></td> <td>11 same grades</td> </tr> </table>	English	5 improved grades		5 worse grades		9 same grades	Maths	5 improved grades		3 worse grades		11 same grades	<p>Each data collection was based on most likely grades which are a prediction. This has identified a clear need to review the assessment practice across KS3 to KS4 and develop staffs understanding of 'current grade' and forecast grades.</p> <p>From September 2017, the school will seek external moderation from Outstanding partner teaching school.</p> <p>To implement and develop the strategies which were most effective, particularly parental meetings. Although parental meetings were increasingly well attended, the need for an improved strategic overview is needed. From September 2017 we will consider;</p> <ul style="list-style-type: none"> <li>• Clear identification of KS4 intervention position to be focused upon data and liaison with departments rather than pastoral based.</li> <li>• Weekly raising achievement meetings for key Heads of Department.</li> <li>• Focus upon 6 data drops throughout the year.</li> <li>• External moderation from partner teaching school.</li> <li>• Recruitment of staff with senior exam experience in English, Maths and Science.</li> <li>• Intervention programme for Yr11 to begin in September not January.</li> <li>• Appointment of key staff within departments to track and intervene with PP pupils specifically.</li> </ul>																								
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	<p>Intervention meetings with Progress Leaders, Second in Department and HOF to discuss underperforming students.</p> <p>Targeted group of underperformers mentored by SLT to identify barriers to achievement and provide motivation and support.</p> <p>Targeted parent invitations to discuss progress and attainment</p> <p>Provide a workspace at school for disadvantaged students to use</p>	<p>Although the data indicates fluctuations it is based on predicted data rather than current data.</p> <p>The data below indicates the impact one of the strategies had:</p> <p><b>Parental meeting and exam pack:</b>  12 disadvantaged students  Positive progress 83%  Same progress 64%  Negative progress 20%</p> <p><b>Exam pack only:</b>  21 disadvantaged students  Positive progress 57%  Same progress 24%  Negative progress 24%</p> <p>42 Year 11 students used the sixth form at lunchtime to study for the 2017 exams.</p>	<p>A whole school review of data and assessment across KS3 - KS4 will be put in place from September 2017:</p> <ul style="list-style-type: none"> <li>● Introduction of central data assessment software (SISRA).</li> <li>● External training to be secured for key members of staff to ensure a 'data rich culture'.</li> <li>● Six data points throughout the year.</li> <li>● Review of curriculum choices for KS4 to ensure 'success routes' for pupils are identified early.</li> <li>● Remove culture of 'dropping' subjects in Year 11.</li> </ul>	
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iii. Other approaches																						
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost £127,500																		
<b>To identify and overcome external barriers to learning</b>	Use of Progress Leaders to discuss barriers to learning of those disadvantaged students who are not an attendance, social/emotional or SEN intervention.	Students were identified and a questionnaire devised. Progress leaders for years 7-9 interviewed the students. A range of intervention strategies for year 10 and 11 implemented, including supportive meetings with SLT and parents to support exam preparation.	Intervention strategies at KS3 need developing further.  Intervention strategies used in Years 10 and 11 need to be cascading down to Year 9. A more rigorous system of exam preparation needs to be established Years 7- 11																			
<b>Support the progress and attainment of disadvantaged EAL [English as an additional Language] students.</b>	In class support from bilingual TAs. Small group withdrawal (usually from MFL). Registration reading, Maths. Regular contact with parents. After school homework club, catch up sessions. Student volunteers from Coventry University. Polish Learning Mentor; French, Portuguese and Russian speaking TAs offering pastoral support. Translations of exam/assessment papers – where possible. Meetings with students. After school Community Language classes for Arabic, Italian and Panjabi.	<p><b>Year 9 EAL</b></p> <table border="0"> <tr><td>Progress 8</td><td>0.14</td></tr> <tr><td>English P8</td><td>-0.21</td></tr> <tr><td>Maths P8</td><td>0.64</td></tr> </table> <p><b>Year 10 EAL</b></p> <table border="0"> <tr><td>Progress 8</td><td>0.10</td></tr> <tr><td>English P8</td><td>0.09</td></tr> <tr><td>Maths P8</td><td>0.37</td></tr> </table> <p><b>Year 11 EAL</b></p> <table border="0"> <tr><td>Progress 8</td><td>-0.02</td></tr> <tr><td>English P8</td><td>-0.30</td></tr> <tr><td>Maths P8</td><td>0.08</td></tr> </table> <p>Generally positive progress in all year groups.</p>	Progress 8	0.14	English P8	-0.21	Maths P8	0.64	Progress 8	0.10	English P8	0.09	Maths P8	0.37	Progress 8	-0.02	English P8	-0.30	Maths P8	0.08	To analyse the performance of EAL students through PP and ethnicity breakdown. Variance of EAL pupils is largely dependent upon year of entry into the UK and the school.  The school has developed strong links with EAL specialists and the local community and can evidence above average progress for pupils who have been supported since KS3.  A review of the programme of support for those students who join the school in KS4 is now required to ensure their progress reflects the above.	
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<b>Support the progress of disadvantaged LAC [Looked after Children</b>	13 mostly post 16 LAC are supported through a range of mechanisms including EAL support, 1:1, learning mentors, access to a Foundation course.	61% are on track.	To use the APCC more effectively to support the academic progress of LAC students and other vulnerable students.	
<b>Plan and deliver parent workshops to support parents in helping their children overcome barriers to success</b>	Workshops were run on supporting parents to support students with study skills, English and Maths.	Parent feedback was very positive.	Increase attendance at parent workshops. Communicate supportive information to parents better. Exam specs, links to commercial revision guides, exam dates.	
<b>Funding for basic equipment, food ingredients, uniform and subsidised trips</b>	Travel expenses. Uniform. Drayton Manor £10 off for PP students. Extra Maths sessions Yr 7 with Miss Nardello. Revision guides and materials – Maths – English – Science equipment. Sports – GCSE off site assessments. Drama – GCSE work shop. Art packs – Photography packs – Fashion packs. Retreat trips.	Difficult to ascertain the impact.	To develop a system which tracks the impact on motivation, attendance, attainment and progress.  To monitor and implement fair access to funding.  From September the oversight of this spending will be seen by the DSL and two Deputy DSLs. This will effective rapid intervention where the need is greatest and ensure clear lines of communication are in place should further pastoral support be required.	
<b>Provision of alternative curriculum by Learning Support</b>	72% of students who use these alternative provisions are disadvantaged students.	Case studies indicate improved attendance and outcomes.	Implement a more rigorous tracking system to include soft and hard data.  Concerns have been identified with the strength of the Coventry local provision and its ability to provide a full range of qualifications. From September a	



		<p>students including PP. Social Science event for Year 8 students to raise their aspirations. Parental meetings, learning conversations as well as guest speakers on FLD's that discuss ambition and aspiration.</p> <p><b>Years 10/11</b></p> <p><b>Careers</b> Group 10 targeted to work on -</p> <ul style="list-style-type: none"> <li>● Post Office career aspirations.</li> <li>● Attend careers fayre at Walsgrave Triangle.</li> <li>● Low P8 and PP.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● Year 11 PP linked to rewards and Prom tickets.</li> <li>● Year 10 PP Target group of persistent absence.</li> </ul> <p><b>Tutors</b></p> <ul style="list-style-type: none"> <li>● Targeting low P8 PP focus on targets for revision from summer dated current 11's.</li> </ul> <p><b>Rewards</b></p> <ul style="list-style-type: none"> <li>● Across year group Bronze, Silver, Gold. Plus student of the year proportionate number of PP students.</li> </ul> <p><b>Autumn – Spring</b></p> <p><b>WB Boys</b> + 8 Negative PP</p> <p><b>Focus</b> Group with tutors' discussions of low attendance in targeted subjects.</p> <p><b>Spring 1</b> <b>Parent Meeting</b></p>		
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	<p>Partnership work with Local Universities and Russell Group Universities to support the career planning, aspiration and engagement of high ability disadvantaged students from Years 7-11.</p> <p>Careers advisors provide support to disadvantaged students first</p>	<p>PP, Behaviour Low P8</p> <p><b>J Dhillon</b>  Parental Meetings  Target P8 PP students  Revision Packs</p> <p><b>Targeted Year 11 Careers</b>  interview with Carol Foster  Year 10 PP students absent from Kudos training picked up by Carol Foster raising aspiration.</p> <p><b>Year 11 Parents' Evening</b>  PP students double invite to maximise participation.</p> <p><b>Year 11</b>  PP interview with work set for Summer 2016.</p> <p>Students have the opportunity and are targeted for:</p> <ul style="list-style-type: none"> <li>- Pathways to Law Year 12.</li> <li>- University of Warwick summer school Year 10.</li> <li>- IGGY membership.</li> <li>- Sultan Scholars programme Year 8.</li> <li>- Student progression Team</li> <li>- Programme University of Warwick – Year 9.</li> <li>- National competitions / City debating competition.</li> </ul> <p><b>2016 destinations:</b> 49 students. 43 continued with education, 2 pregnant, 4 unknown.</p>	<p>Continue to utilise links with the University. Each subject to provide an opportunity for enrichment.</p>	
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		<b>2017:</b> 49/83 have had a meeting with the careers advisor. All have destinations.		
<b>Improve attendance of disadvantaged students</b>	Attendance Officer employed to monitor students and follow up quickly on truancies.  First day response provision.	Attendance for disadvantaged students in all years continues to be under 96%.  Disadvantaged persistent absence is 26.18% compared to 18.91 % non- disadvantaged.  Interventions have had an impact on individuals – see case study	Attendance needs to be improved and persistent absence reduced.  A review of the attendance officers' roles will commence in September 2017 to establish how improvements could be made to this area of school.	
<b>Support for families and emotional well being</b>	Two CAF Coordinators and a LAC worker to support targeted students.	45 of the 59 students who have a CAF are disadvantaged students. (See case study)	The profile of the school identifies that it is in the second quintile nationally for the percentage of pupils eligible for FSM at any point in the last 6 years. This necessitates the schools advanced pastoral system which closely monitors and tracks the needs of these groups of pupils.  Closer liaison between the CAF workers and the Heads of Department is required to effect greater progress for these groups of pupils from September 2017.	

<b>2016/2017</b>		
Pupil Premium Income		<b>£380,545</b>
Pupil Premium Expenditure		
<b>Quality of teaching for all</b>		
<b>Staff Teaching</b>		
Foundation Program	40,000	
Maths and English 1:1	50,000	
Year 7/8 Additional set to boost standards	40,000	
Correction of over-allocation	- 5,000	
Curriculum spending	10,000	
		<b>£135,000</b>
<b>Targeted support</b>		
TRAX support	30,000	
Curriculum spending	10,000	
Inclusion Support SEN	37,500	
		<b>£77,500</b>
<b>Other Approaches</b>		
<b>Multi Agency Support Staffing</b>		
APCC PP Mentoring	30,000	
Attendance Staff	10,000	
Attendance and behaviour support	12,500	
CAF Coordinator (Mental Health)	28,000	
Careers Advisor	15,000	
WRL Coordinator (Post 16 support)	14,400	
Data Manager Intervention	12,600	
School Farm Tech TA's	15,000	
Mini Bus Driver Attendance	5,000	
Consortia towards lease of mini bus	3,000	
Enrichment + curriculum	3,500	
Careers Budget – Raising Aspiration	2,500	
Onsite activities (FLD days)	7,500	

Trips (FLD Trips)	5,000	
Enrichment and support	12,500	
		<b>£127,500</b>
		<b>Total allocated Budget £ 366,000</b>
Flexible Budget	14,545	
		<b>£380,545</b>