



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

# **Pupil Premium Strategy Statement: Cardinal Wiseman 2020/21**

1. Summary information					
School	Cardinal Wiseman Catholic School, Coventry				
Academic Year	2020/21	Total PP budget: Estimated £392,205		Date of most recent PP Review	28 January 2019
Total number of pupils	1091 (yr 7-11) 1259 (yr 7-13)	Number of pupils eligible for PP	425 (yr 7-11)	Date for next internal review of this strategy	December 2020

## 2. Current attainment (2019)

	Pupils eligible for PP (your school)	Pupils not eligible for PP (CWCS)
Progress 8 score average	<b>-0.53</b>	-0.053
Attainment 8 score average	<b>36.31</b>	<b>39.81</b>
% achieving EM 4+ and EM 5+	<b>43.9% / 22.8%</b>	<b>49% / 27%</b>

### 2b. Y7 attainment (breakdown for 2019/20)

	Pupils eligible for PP (your school)	Pupils not eligible for PP (CWCS)
% with KS2 reading score <100	32.89%	26.15%
% with KS2 maths score <100	31.58%	16.15%

## 3. Barriers to future attainment (for pupils eligible for PP)

### Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils which prevents them from making good progress in Year 7.
B.	Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils which prevents them from making good progress in Year 7.
C.	Behaviour issues for groups of students, particularly in KS3, (mostly eligible for PP) is having a detrimental effect on their academic progress and that of their peers.

<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
<b>D.</b>	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.	
<b>E.</b>	Involvement of anti-social behaviour outside of school impacts on their behaviour in school, their homework and the academic progress of PP students and that of their peers	
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		Success criteria
<b>A.</b>	High levels of progress in literacy for Y7 pupils eligible for PP	100% of pupils eligible for PP in Year 7 meet expected targets in literacy assessed through GL assessment (NGRT), literacy online assessments and termly English written assessments.
<b>B.</b>	High levels of progress in numeracy for Y7 pupils eligible for PP	100% of pupils eligible for PP in Year 7 meet expected targets in numeracy assessed through numeracy catch-up programme and termly Maths assessments.
<b>C.</b>	Improved rates of progress across KS3 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high attaining from KS2 data make at least equal progress as non PP high attaining pupils assessed via Knowledge Curriculum assessments.
<b>D.</b>	100% compliance effective with reduced behaviour points, reduced visits to II and reduced FTEs	Reduced behaviour points, reduced visits to II and reduced FTEs for pupils eligible for PP
<b>E.</b>	Improve attendance rates for pupils eligible for PP	Attendance rates for PP students to be in-line with non PP students and to meet or exceed school target of 95%

<b>F.</b>	More students access extended day provision offers along with an improvement in pupils attitude to school.	Increased rates of PP pupils accessing extended day curriculum with an improved mentality within school monitored by behaviour, attendance and punctuality data. This provision will start at the earliest January 2021
-----------	------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**5. Planned expenditure**

<b>Academic year</b>	<b>2020/21</b>
----------------------	----------------

<b>Estimated Budget</b>	<b>£392,205</b>
-------------------------	-----------------

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Action</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>
Improve Year 7 and 8 literacy	GL assessment, NGRT in place  Literacy online assessments	GL assessments give a national benchmark and will give a reading age and report for each student completing it	Each year 7 and 8 tutor groups have a book box of the same book to read in tutor time.  A literacy programme to be developed to be carried out a tutor time  GL assessments to be carried out termly, initially with all year 7 students and then those who have had interventions  Strategies to support literacy development shared with staff regularly  A range of intervention programmes developed and carried out in the school's Trinity centre	SENCO	HLTA in Trinity, literacy - £18967  SENCO TLR - £13,783  GL assessments - £5601.60  Literacy online - £895

Improved year 7 literacy progress	Staff training on high quality feedback	Investing PP in longer term change which will help all pupils. Many evidence sources and reviews of research suggests high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school	Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades  Lessons from training embedded in school feedback policy and practice.	Assistant Principal - Disadvantaged	£5,000
Ensure all PP students achieve a positive progress 8 score in Maths	Bespoke 1:1 and small group work to PP students	Some students will require targeted support to achieve progress. This is a programme which has been independently evaluated and shown to be effective in previous years and in other schools	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time  Data tracking of these students to show impact of programme	Lead Teacher of Maths  Raising Achievement mentor in Maths	£5000  £24,457
Ensure all PP students achieve a positive progress 8 score in English	Bespoke 1:1 and small group work to PP students	Some students will require targeted support to achieve progress. This is a programme which has been independently evaluated and shown to be effective in previous years and in other schools	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time  Data tracking of these students to show impact of programme	Lead Teacher of English  HLTA Literacy	£5000  £25,698
Improve outcomes at Y11 for PP students	Identify underperforming Y11 PP students and focus intervention and support on this target group	Both Attainment 8 and Progress 8 measures increased for PP students in 2019 whilst following a similar strategy	Data tracking of these students to show impact of programme Ensuring all pupils have access to an appropriate curriculum	Head of KS4	£10,150 -TLR
<b>Total budgeted cost</b>					<b>£114,551.60</b>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>
Employment of Family Support Worker	Family Support Worker to monitor Pupil Premium students and their reintegration back on school following closure. Relevant interventions put into place, whether internally or externally Monitor and intervene with PP persistent absentees	Intervention programmes and attendance have both been evidenced to lead to improved attainment. Having a dedicated member of staff will provide a key contact for these pupils and also enable positive relationships with parents and carers to be developed.	Data tracking Case studies	Family Support Worker  Attendance Officer	£34,721  £21,944
Support disadvantaged students with transition into Post 16	Sixth Form to support students into Y12 and then continue monitoring and supporting progress	Number of PP students staying in sixth form is 25/86 (29%) compared to 12/60 (20%) the previous year (2019/20)	No NEETs for PP students Increase the number of PP students in the Sixth Form Specific support for previously PP students with UCAS applications	TLR holder for behaviour and welfare	£6,500 (TLR cost)
Make students aware of 14-19 pathways - vocational pathways e.g. MTC, WMG	LAC/AP/WRL coordinator, head of year 9 and carers adviser to make students aware through notices, notice boards and where possible careers adviser at year 9 options evening	Students to be made aware of all options available to them during the options process, so informed choices can be made and link into Gatesby clause	Stands at options evening, careers appointments, notice boards	LAC/AP/WRL coordinator, careers adviser and head of year	costed below
Head of Years 7-10 to oversee PP progress within individual year groups	Head of Years to monitor PP progress and coordinate liaison between home and school to ensure effective intervention. They will also feedback to HoF at raising attainment meetings after data drops	Head of Years in position to oversee link between pastoral and academic success	Data tracking Effective tutor time programme in place	4 x Heads of Years	£26,000 (4 x TLR cost)

Utilise Alternative Provision and Work Related Learning to ensure most appropriate provision for PP students	<p>Links with Alternative Provision partners (The Edge and Trinity school)</p> <p>Programmes are tailored to individual needs in liaison with parents and carers</p>	Provision in place in 2019/20 and evidence of a high impact including PP permanent exclusions at a five year low	<p>Reduce the percentage of PP students who are permanently excluded</p> <p>Ensure the most vulnerable pupils can access correct provision</p>	LAC and alternative provision coordinator	<p>The Edge: £40,000</p> <p>WRL: £50,000</p> <p>Associated transport: £25,000</p>
Improve behaviour and attitude of PP students	<p>HLTA Behaviour (ex-police officer) employed to monitor behaviour, intervene and educate regarding 100% compliance</p> <p>Time spent with identified pupils to understand root causes and work on resolution</p>	<p>Evidence shows behaviour and attainment in childhood has life-long consequences</p> <p>Compliance with behaviour expectations is needed to ensure a positive, learning environment to enable students to make progress</p>	<p>HLTA Behaviour will collaborate with behaviour team and local community links and will be involved in next steps for students unable to comply.</p> <p>Utilisation of local community knowledge of HLTA Behaviour to identify issues early and resolve efficiently</p> <p>High profile students receive targeted support which leads to modified behaviours</p>	Lead HLTA Behaviour	£36,287
<b>Total budgeted cost</b>					<b>£240,452</b>

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>
Employment of LAC and WRL coordinator	LAC coordinator, attendance team, head etc. will collaborate to ensure provision and standard school processes work smoothly together. Same day calls for target students to ensure students attend on a regular basis  Explore barriers to attendance and liaise with parents/carers of relevant students	NfER briefing for school leaders identifies addressing attendance as a key step	Attendance of LAC students and those on WRL to increase  Reduction in fixed term exclusions	LAC coordinator	£41,986
Extended Provision - from January 2021 at the earliest	After school provisions in place for additional learning – languages (inc Latin), Dance	Provides opportunity for students to access additional learning opportunities whilst providing a safe environment at the end of the school day	Attendance at this provision  Appropriate students to access GCSE qualification from this provision	Italian/Latin teacher  Dance teacher  Duke of Edinburgh award	£605  £655  £1000
Provision of after school revision sessions for Y11 and weekend sessions	Departments to identify those PP students in Y11 at risk of not making sufficient progress. These students will be encouraged to attend after school revision sessions.	Provides opportunity for students to access additional learning in areas where they may be struggling whilst providing a safe environment at the end of the school day	Attendance registers taken at all sessions  Department Heads to ensure provision is of a high quality	Department Heads	20 weeks: £18,936
<b>Total budgeted cost</b>					<b>£63,182</b>
<b>Overall PP spending budgeted</b>					<b>£418,185.60</b>



## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2019/20</b>
<b>Total funding</b>	<b>£392,205</b>
<b>Total budgeted spend</b>	<b>£362,256.20 (remaining c£30k to be carried over to 2020/21)</b>

### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>																																								
Accelerated reader programme in place and also the use of literacy online to support targeted intervention to improve literacy for year 7 and 8	Improved Y7 and Y8 literacy progress	<p>Year 7 (Apr 2020)</p> <table border="1"> <thead> <tr> <th></th> <th>Total number of students</th> <th>Students who increased reading age (+)</th> <th>Students who decreased reading age (-)</th> <th>Students who remained the same (0)</th> </tr> </thead> <tbody> <tr> <td>Whole cohort</td> <td>130</td> <td>83</td> <td>43</td> <td>4</td> </tr> <tr> <td>PP</td> <td>46</td> <td>28</td> <td>17</td> <td>1</td> </tr> <tr> <td>Non PP</td> <td>84</td> <td>55</td> <td>26</td> <td>3</td> </tr> </tbody> </table> <p>Year 7 (Jan 2020)</p> <table border="1"> <thead> <tr> <th></th> <th>Total number of students</th> <th>Students who increased reading age (+)</th> <th>Students who decreased reading age (-)</th> <th>Students who remained the same (0)</th> </tr> </thead> <tbody> <tr> <td>Whole cohort</td> <td>130</td> <td>83</td> <td>43</td> <td>4</td> </tr> <tr> <td>PP</td> <td>46</td> <td>28</td> <td>17</td> <td>1</td> </tr> <tr> <td>Non PP</td> <td>84</td> <td>55</td> <td>26</td> <td>3</td> </tr> </tbody> </table>		Total number of students	Students who increased reading age (+)	Students who decreased reading age (-)	Students who remained the same (0)	Whole cohort	130	83	43	4	PP	46	28	17	1	Non PP	84	55	26	3		Total number of students	Students who increased reading age (+)	Students who decreased reading age (-)	Students who remained the same (0)	Whole cohort	130	83	43	4	PP	46	28	17	1	Non PP	84	55	26	3	<p>Accelerated reader will not be used in 2020/21. All year 7 students will have a baseline assessment on GL assessment in the second half of Autumn term and the information generated from this will target future interventions in the schools Trinity centre.</p> <p>Students identified in the new cohort of year 7s having literacy difficulties will carry out a GL assessment at the start of term, so intervention can start promptly, this will be repeated on a 6 week cycle, until gaps are closed or further assessment required. This process will also be used for year 8, based on previous information.</p>	£33,116
	Total number of students	Students who increased reading age (+)	Students who decreased reading age (-)	Students who remained the same (0)																																								
Whole cohort	130	83	43	4																																								
PP	46	28	17	1																																								
Non PP	84	55	26	3																																								
	Total number of students	Students who increased reading age (+)	Students who decreased reading age (-)	Students who remained the same (0)																																								
Whole cohort	130	83	43	4																																								
PP	46	28	17	1																																								
Non PP	84	55	26	3																																								

		<p>Year 8 (Apr 2020)</p> <table border="1"> <thead> <tr> <th></th> <th>Total number of students</th> <th>Students who increased reading age (+)</th> <th>Students who decreased reading age (-)</th> <th>Students who remained the same (0)</th> </tr> </thead> <tbody> <tr> <td>Whole cohort</td> <td>130</td> <td>90</td> <td>33</td> <td>7</td> </tr> <tr> <td>PP</td> <td>55</td> <td>39</td> <td>12</td> <td>4</td> </tr> <tr> <td>Non PP</td> <td>75</td> <td>51</td> <td>21</td> <td>3</td> </tr> </tbody> </table> <p>Year 8 (Jan 2020)</p> <table border="1"> <thead> <tr> <th></th> <th>Total number of students</th> <th>Students who increased reading age (+)</th> <th>Students who decreased reading age (-)</th> <th>Students who remained the same (0)</th> </tr> </thead> <tbody> <tr> <td>Whole cohort</td> <td>130</td> <td>90</td> <td>33</td> <td>7</td> </tr> <tr> <td>PP</td> <td>55</td> <td>39</td> <td>12</td> <td>4</td> </tr> <tr> <td>Non PP</td> <td>75</td> <td>51</td> <td>21</td> <td>3</td> </tr> </tbody> </table>		Total number of students	Students who increased reading age (+)	Students who decreased reading age (-)	Students who remained the same (0)	Whole cohort	130	90	33	7	PP	55	39	12	4	Non PP	75	51	21	3		Total number of students	Students who increased reading age (+)	Students who decreased reading age (-)	Students who remained the same (0)	Whole cohort	130	90	33	7	PP	55	39	12	4	Non PP	75	51	21	3		
	Total number of students	Students who increased reading age (+)	Students who decreased reading age (-)	Students who remained the same (0)																																								
Whole cohort	130	90	33	7																																								
PP	55	39	12	4																																								
Non PP	75	51	21	3																																								
	Total number of students	Students who increased reading age (+)	Students who decreased reading age (-)	Students who remained the same (0)																																								
Whole cohort	130	90	33	7																																								
PP	55	39	12	4																																								
Non PP	75	51	21	3																																								
Bespoke 1:1 and small group work with PP students	Ensure all PP students achieve a positive progress 8 score in English	Gap between PP and non-PP for year 11 and 10 is within 10% for the majority of deciles.	During this academic year, whilst bubbles are in place, a literacy specialist HLTA will work specifically with year 11 and deliver targeted intervention, under the guidance of the HoF.	Included above																																								
Bespoke 1:1 and small group work with PP students	Ensure all PP students achieve a positive progress 8 score in maths	Gap between PP and non-PP for year 11 is within 10% for the majority of deciles, however with the data in place before school closures only 40% for year 11	During this academic year, whilst bubbles are in place, raising achievement mentor in maths, will work specifically with year 11 and deliver targeted intervention, under the guidance of the HoF.	£33,448																																								

Bespoke 1:1 and small group work with PP students	Ensure all PP students achieve a positive progress 8 score in science	Gap between PP and non-PP for year 11 and 10 is within 10% for the majority of deciles.	This will not continue this year, as students will be involved in intervention through PET XI	£10,000
Identify underperforming yr 11 PP students and focus intervention and support on this target group	Improve outcomes at year 11 for PP students	Vast majority of PP students attended revision sessions that were in place after school meetings were held with the school SENCO to identify students who needed literacy and numeracy intervention. A targeted tutor group was set and ran by the school SENCO	This will continue this year and students will be identified to take part in PET XI and other interventions that happen throughout the year, so gaps are closed.	£21,120 (2 x TLRs)

## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Employment of family support worker	Family support worker to monitor PP	Family support worker, completed regular home visits if necessary to students they supported, liaise with families and relevant professionals working with the student. Requested resources e.g. revision guides, specific interventions when needed.	The family support worker is firmly embedded into the safeguarding team. It has continued to strengthen the multi-agency aspect of PP support and will continue next year, especially in the light of recent school closures and an expected increase in families requiring support and gaining support from a range of agencies and professionals.	£13,788
Support disadvantaged students with transition into post 16	Member of the sixth form leadership team to support students into year 12 and then continue monitoring and supporting progress	Number of PP students staying in sixth form is 25/86 (29%) compared to 12/60 (20%) the previous year  All previous PP students have secured progress to their next destinations	PP students on a range of post 16 courses at a range of providers. Majority of those who did not stay on at 6th form.  Increase the number of PP students in the Sixth Form - targeted sessions show some impact so will continue. Additional analysis of destination data needs to take place to identify any further implications.  Specific support for previously PP students with UCAS applications	£6,352 (TLR cost)

<p>Heads of year 7-10 to oversee PP progress within individual year groups</p>	<p>Heads of year to monitor PP progress and coordinate liaison between home and school to ensure effective intervention</p>	<p>Tutor time programme remodelled and effective programme now in place.</p> <p>Heads of Year meet with SENCO to discuss interventions at least half termly</p>	<p>Tutor time revamped further to incorporate additional RSE programme.</p> <p>Heads of Year to continue to liaise with SENCO in relation to interventions as it is clear they are in the best position to triangulate information gained from home, faculties and behaviour team.</p>	<p>£24,408 (4 x TLR)</p>
<p>Utilise alternative provision and work related learning to ensure most appropriate provision for PP students</p>	<p>Link with alternative provision providers (The Edge and U-neek)</p> <p>Programmes are tailored to individual needs in liaison with parents and carers.</p>	<p>Provision in place in 2019/20 and evidence of high impact including behaviour of students and FTE</p> <p>The provision also continued during school closures via online materials and students either made sure they had no gaps going into this year or got awarded their qualification</p>	<p>Selected students will attend WRL/AP during this year, this will be regularly monitored by the WRL coordinator.</p>	<p>The Edge: £12,094.20 U-neek: £9,930 WRL: £54,436 Associated transport: £28,620</p>
<p>Improve behaviour and attitude of PP students</p>	<p>HLTA behaviour employed to monitor behaviour, intervene and educate regarding 100% compliance</p> <p>Time spent with identified pupils to understand root causes and work on a resolution</p>		<p>100% compliance to continue as this has shown to have had a positive impact at whole school level.</p> <p>Additional work needs to be considered to analyse repeated incidents and root causes to identify actions needed in order to address persistent behaviour issues.</p>	<p>£48,770</p>

100% compliance has led to a significant increase in the number of behaviour incidents being logged (this does not necessarily equate to an increased number of incidents). A high proportion of behaviour incidents were related to PP students demonstrating the need to continue this action and analyse impact over time.

**Behaviour points**

Spring term 2019/20 - PP behaviour points = 2,253 (56.4% % of all behaviour points)

Autumn term 2019/20 - PP behaviour points = 5,711 (59.5% of all behaviour points)

Summer term 2018/19 - PP behaviour points = 3,673 (59.0% of all behaviour points)

Spring term 2018/19 - PP behaviour points = 5,214 (63.4% of all behaviour points)

Note: 2018/19 data only includes students still on roll 2019/20 (i.e. no prior Y11 data)

**Visits to II**

Spring term 2019/20 - PP = 585 (59.8% of all referrals)

Autumn term 2019/20 - PP = 1,131 (59.3% of all referrals)

**FTEs**

Total days lost

	PP	Non PP
Spring 2019/20	82.5	38
Autumn 2019/20	51	29.5
Summer 2018/19	21	20
Spring 2018/19	19.5	44.5

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Employment of a LAC and WRL coordinator	<p>LAC coordinator, attendance team, head will collaborate to ensure provision and standard school processes work smoothly together.</p> <p>Same day calls for target students to ensure students attend on a regular basis</p> <p>Explore barriers to attendance and liaise with parents/carers of relevant students</p>	<p>No attendance issues related to LAC and WRL attendance improved (prior to lockdown).</p> <p>FTEs increased but as a result of the introduction of 100% compliance. WRL placements prevented likely FTEs for specific individuals.</p>	Focus will be on ensuring appropriate WRL courses selected for individual students and exploring additional WRL packages / AP providers to ensure placements are the most suitable and effective possible.	£38,556
Support worker and second CAF worker employed to monitor pupils and follow up quickly on truancies	Increased attendance	<p>High: The support for our most vulnerable and disadvantaged students is of high standard. From supplying basic needs such as a tie or blazer to attending meetings and coordinating across several services</p> <p>Medium: attendance for PP students is at 91.4% (non PP = 95%) vs the target of 95%. A new attendance team was put in place from Spring 2019 and lots of work between families, the attendance team and safeguarding team has developed.</p>	The second CAF worker is firmly embedded into the safeguarding team and their remit is to work on breaking down the barriers PP students face accessing school. It has continued to strengthen the multi-agency aspect of PP support and will continue next year.	Costed above

<p>HLTA Behaviour employed to monitor behaviour, intervene and educate regarding 100% compliance</p>	<p>Improved behaviour</p>	<p>The number of permanent exclusions was 2 for 2019/20. Some students - 15 - have had provision through WRL and U-Neek and this has been positive for them.</p>	<p>U-Neek is a positive move for small groups of students who struggle maintaining behaviours and expectations in a large setting, however this provision is no longer an option for 2020/21, with the AP coordinator and SENCO making regular monitoring visits The edge has proved successful for the students that attend, their behaviour and attendance has improved, this provision will continue 100% compliance to remain in place, so that learning is not disrupted. A programme of support and intervention to be put into place to support those who struggle with 100% compliance.</p>	<p>£26,503</p>
<p>Active Extended Day full programme of sports coaching, clubs, homework support, reading and maths intervention</p>	<p>Improved attitude in school</p>	<p>6 PP students were involved in the Bronze Duke of Edinburgh award and 2 PP students in the Gold Duke of Edinburgh  77 PP students regularly attended a range of after school sports activities 10 PP students attended language clubs after school</p>	<p>Duke of Edinburgh to continue this year, as it has developed a range of skills and enabled PP students to be involved in an after school activity. A well-established session takes place each week to develop the skills needed to complete Duke of Edinburgh and the expeditions happen throughout the year.  Further development of an extended day provision to be put into place and this advertised well, so students attend, this will be, at the earliest January 2021. The programme to include a range of activities, not just sport.</p>	<p>Paris trip - £135  Duke of Edinburgh - £980</p>