

Ercall Wood Pupil Premium Strategy

2020-2021

Financial year statement

For each child registered as eligible for free school meals at any point in the last 6 years:

- £955.00 for pupils in Year 7 to Year 11 (Total PPG = £218,480)

Schools will also receive £2 345 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2 345 rate.

Children who have been in local-authority care for 1 day or more also attract £2 345 of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence attract £310 per child

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child’s education setting who best understands their needs.

Evaluation of funding and impact for 2019-2020

IMPACT STATEMENT

1. Review of expenditure and Impact																															
2019-2020																															
1) Outcomes																															
Desired outcome	Chosen action/approach	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)																												
<p>Quality First Teaching will improve outcomes and progress for PP students in all subjects</p>	<p>Seating plans in lessons will reflect PP students and therefore a focus for the classroom staff.</p> <p>Work scrutiny focus on PP students across the school.</p> <p>Delivery of the ‘Elevate’ programme for PP students.</p> <p>Data produced after each data round and disseminated to Subject Leaders to indicate where focused intervention is required based on data outcomes.</p>	<p>The attainment 8 score for our pupil premium students in 2020 increased by 10.3 compared to 2019 which reduced the gap between the attainment of our PP students and other students from 12.97 to 6.14</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Measure</th> <th style="padding: 2px;">% of PP students in 2019</th> <th style="padding: 2px;">% of PP students in 2020</th> <th style="padding: 2px;">Difference</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">9-5 In English and Maths</td> <td style="padding: 2px;">7</td> <td style="padding: 2px;">20</td> <td style="padding: 2px;">13</td> </tr> <tr> <td style="padding: 2px;">9-5 in English</td> <td style="padding: 2px;">21</td> <td style="padding: 2px;">42</td> <td style="padding: 2px;">21</td> </tr> <tr> <td style="padding: 2px;">9-5 in Maths</td> <td style="padding: 2px;">9</td> <td style="padding: 2px;">28</td> <td style="padding: 2px;">19</td> </tr> <tr> <td style="padding: 2px;">9-4 In English and Maths</td> <td style="padding: 2px;">30</td> <td style="padding: 2px;">42</td> <td style="padding: 2px;">12</td> </tr> <tr> <td style="padding: 2px;">9-4 in English</td> <td style="padding: 2px;">44</td> <td style="padding: 2px;">64</td> <td style="padding: 2px;">20</td> </tr> <tr> <td style="padding: 2px;">9-4 in Maths</td> <td style="padding: 2px;">30</td> <td style="padding: 2px;">46</td> <td style="padding: 2px;">16</td> </tr> </tbody> </table>	Measure	% of PP students in 2019	% of PP students in 2020	Difference	9-5 In English and Maths	7	20	13	9-5 in English	21	42	21	9-5 in Maths	9	28	19	9-4 In English and Maths	30	42	12	9-4 in English	44	64	20	9-4 in Maths	30	46	16	<p>Continue the focus on PPG students across the academy</p> <p>Elevate will not be used this academic year due to the constraints of the Pandemic and the issues relating to external providers coming into the Academy.</p>
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2) Outcomes

Desired outcome	Chosen action/approach	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)
Improved Literacy Progress	<p>Lexia support for identified students in Year 7 and Year 8.</p> <p>Bedrock vocabulary introduced to Years 7, 8 and 9.</p> <p>Pixl Unlock</p> <p>ARC5 627 Provision for targeted Y7 students significantly below ARE on entry</p>	<p>Targeted students below ARE in English Y7/8 9 accessed the provision. Targeted students made progress across 1 ½ terms prior to the Spring Lockdown: 12 /16 Y7 students made progress with 3 moving at least one level within the programme; 12/16 Y8 students made progress with 3 moving at least one Level within the programme; and 5/5 of the targeted Y9 made progress with 3 moving at least one level</p> <p>There has been an improvement in spelling and vocabulary proficiency of 28% with PPG students compared with an improvement of 23% for non -PPG students in years 7/8/9</p> <p>Widespread use of the PIXL Unlock Package across the school in Years 7-11. Form Tutor time was allocated weekly to the delivery of the materials</p> <p>Following a year in the 627 provision students have integrated into mainstream lessons.</p>	<p>Lexia is to continue led by the Literacy Lead BSI for the coming academic year</p> <p>Bedrock will continue to be used for all KS3 students for the for the coming academic year. As this is an online package and it is available in school students who do not have access to IT at home are not disadvantaged. Bedrock Club is also available for those students to undertake the learning activities in school</p> <p>The initiative is continuing to be used although the purchase of the PIXL Materials has ceased due to cost implications.</p> <p>Programme to continue for the incoming Y7</p>

3) Outcomes

Desired outcome	Chosen action/approach	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)
Closing gap in Maths and English through mentoring and support	Identified 'PPG Champion' in Maths and English – to target identified students in order to raise levels of attainment in Y11	<p>The % of PP students achieving a grade 5 in English and Maths increased from 7% in 2019 to 20% in 2020. This reduced the gap from 22% to 12%</p> <p>Year 1 80% of students in yr.10 have a reading age of 15 or above, excluding EHCP</p> <p>Year 2 90% of students in yr.10 have a reading age of 15 or above, excluding EHCP</p> <p>Year 3 100% of students in yr.10 have a reading age of 15 or above, excluding EHCP</p>	<p>The positive impact staff had upon student outcomes has led directly to the 'overstaffing' within the English and eventually Maths Departments.</p> <p>Departments have now had TA's deployed to work exclusively with them rather than the previous multi-disciplinary.</p>

4) Behaviour & Attendance

Desired outcome	Chosen action/approach	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)																																																												
Improved attendance	Attendance monitoring – Wise Up; Attendance rewards	<p>2019-2020</p> <table border="1" data-bbox="712 341 1456 639"> <thead> <tr> <th></th> <th>PP % overall</th> <th>Number of students</th> <th>NPP % overall</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>94.79%</td> <td>40</td> <td>96.13%</td> <td>138</td> </tr> <tr> <td>8</td> <td>95.68%</td> <td>40</td> <td>94.95%</td> <td>148</td> </tr> <tr> <td>9</td> <td>88.31%</td> <td>51</td> <td>95.14%</td> <td>123</td> </tr> <tr> <td>10</td> <td>92.04%</td> <td>49</td> <td>93.28%</td> <td>133</td> </tr> <tr> <td>11</td> <td>91.60%</td> <td>42</td> <td>93.01%</td> <td>135</td> </tr> </tbody> </table> <p>PPG Students attendance rose in 3 year groups when compared to the previous academic year – as shown below</p> <p>2018-2019</p> <table border="1" data-bbox="712 858 1456 1182"> <thead> <tr> <th></th> <th>PP % overall</th> <th>Number of students</th> <th>NPP % overall</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>96.12%</td> <td>41</td> <td>96.09%</td> <td>150</td> </tr> <tr> <td>8</td> <td>91.99%</td> <td>50</td> <td>95.67%</td> <td>122</td> </tr> <tr> <td>9</td> <td>93.86%</td> <td>48</td> <td>94.03%</td> <td>139</td> </tr> <tr> <td>10</td> <td>92.89%</td> <td>44</td> <td>93.36%</td> <td>141</td> </tr> <tr> <td>11</td> <td>79.66%</td> <td>35</td> <td>86.41%</td> <td>99</td> </tr> </tbody> </table>		PP % overall	Number of students	NPP % overall	Number of students	7	94.79%	40	96.13%	138	8	95.68%	40	94.95%	148	9	88.31%	51	95.14%	123	10	92.04%	49	93.28%	133	11	91.60%	42	93.01%	135		PP % overall	Number of students	NPP % overall	Number of students	7	96.12%	41	96.09%	150	8	91.99%	50	95.67%	122	9	93.86%	48	94.03%	139	10	92.89%	44	93.36%	141	11	79.66%	35	86.41%	99	<p>The targeting of PPG students whose attendance was significantly below 90% and were therefore PA are the most challenging to demonstrate any sustainable improvements. Those whose attendance is between 87-93% are where. Where the attendance was lowest – Y9 a programme of additional mentoring via the LCT Mentors has been implemented and several of those students whose attendance was most concerning have been placed on Alternative Provision programmes now they are in Y10</p>
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5) Behaviour & Attendance

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Reduce the fixed term exclusions for PP students	Use of the ARC system for the referral of students for internal and external support provision Fixed term exclusion of PP students is monitored by the ARC centre and acted on in the ARC and pastoral meetings. Use of Alternative Provision for those identified students for whom a mainstream curriculum provision is inappropriate	<table border="1" data-bbox="577 220 1541 884"> <thead> <tr> <th></th> <th>Summer Term 2019 (29.4.2019 – 19.7.2019)</th> <th>Autumn Term 2018 (4.9.2018 – 21.12.2018)</th> <th>Autumn Term 2019 (3.9.2019 – 20.12.2019)</th> <th>Annual Trend</th> </tr> </thead> <tbody> <tr> <td>Number of Students Excluded %of the whole school</td> <td>(1.80%)</td> <td>(3.46%)</td> <td>(2.29%)</td> <td>-9</td> </tr> <tr> <td>Number of PPG students Excluded %of the whole school % of the FTE students</td> <td>(0.96%) (53.33%)</td> <td>(2.26%) (65.51%)</td> <td>(1.49%) (65%)</td> <td>-6</td> </tr> <tr> <td>Number of SEN Students Excluded %of the whole school % of the FTE students</td> <td>(1.08%) (60%)</td> <td>(1.55%) (44.82%)</td> <td>(1.03%) (45%)</td> <td>-4</td> </tr> <tr> <td>Number of EAL Students Excluded %of the whole school % of the FTE students</td> <td>(0.12%) (6.67%)</td> <td>(0.11%) (3.44%)</td> <td></td> <td>-1</td> </tr> </tbody> </table> <p data-bbox="577 922 1541 991">FTE fell during the first term. Due to Covid the next period for review was ended prematurely but this also showed a reduction</p>						Summer Term 2019 (29.4.2019 – 19.7.2019)	Autumn Term 2018 (4.9.2018 – 21.12.2018)	Autumn Term 2019 (3.9.2019 – 20.12.2019)	Annual Trend	Number of Students Excluded %of the whole school	(1.80%)	(3.46%)	(2.29%)	-9	Number of PPG students Excluded %of the whole school % of the FTE students	(0.96%) (53.33%)	(2.26%) (65.51%)	(1.49%) (65%)	-6	Number of SEN Students Excluded %of the whole school % of the FTE students	(1.08%) (60%)	(1.55%) (44.82%)	(1.03%) (45%)	-4	Number of EAL Students Excluded %of the whole school % of the FTE students	(0.12%) (6.67%)	(0.11%) (3.44%)		-1	We will be further developing the ARC system by introducing a very distinct Alternative Provision Pathway for an identified cohort of KS4 students who are at high risk of FTE or possible PEX due to their ongoing behavioural challenges.
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6) Behaviour & Attendance

Desired outcome	Chosen action/approach	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)
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Improved student engagement through improved welfare support and increase levels of parental contact via Student Support Manager and home	Pastoral Team restructure	The restructured Pastoral Team now offers full time Pastoral support for all year groups which is not dependent on Teachers with an allocation of time to support their identified year group. This is beneficial to students and subject teachers who are able to call on the support of SSMs throughout the day. The addition of 2 Key stage Leaders at Leadership level has added capacity to oversee the day to day management and deployment of the SSMs and also the rewards and sanctions system that is now operating across the school	The new structure has worked well and will continue to evolve as the KSL develop in their roles.
7) Student Aspirations			
Desired outcome	Chosen action/approach	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)
Raised aspirations for students future career paths and reduction of NEETs	Development of Careers & IAG Hub – recruitment of Careers Lead – Head of Careers Enterprise & Aspire to Higher Education	Raised participation in HE aspire events to local / regional and national providers Broaden access to Apprenticeship schemes for PPG students Participation of PPG students in the WEX programme	Covid has impacted upon the time being spent of CIAG due to restrictions on in school visitors and the stopping of all out of school experiences except for those run virtually.

The requirements for a pupil premium strategy and what should be published on the website

The academy's strategy for the PP allocation for the current year

- the amount of pupil premium

- the main barriers to **educational** achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the school's next review of its strategy.

Barriers to educational achievement

Please complete the list below with precise barriers to learning for example, short-term memory, -9 months reading age, spelling age more than 12 months below chronological age, no place at home to complete homework or lack of time because of caring duties, able pupil but only attaining expected levels and not greater depth.

1) Curriculum – Lack of high-quality knowledge in the curriculum to support the achievement and cultural capital of PP students

2) Curriculum – Accurate assessment to highlight knowledge gaps and inform interventions

3) Student attendance – Below national average attendance for PP students

4) ACE's / Barriers to learning – High number of FTE's and detentions for PP students leading to a risk of permanent exclusion

5) Pastoral support – Supporting the individual needs of the students through a positive reinforcement reward system.

6) Mental Well-Being – Students developing Adolescent Childhood Experiences (ACE's)

7) Student Aspirations – Lack of aspirations and expectations to progress into high-quality level 3 provision

Pupil premium strategy statement (secondary)

1. Summary information					
School	Ercall Wood Academy				
Academic Year	2020/21	Total PP budget	£218,480	Date of most recent PP Review	Sept 2020
Total number of pupils	896	Number of pupils eligible for PP	272	Date for next internal review of this strategy	Sept 2021

2. Current attainment (2018/19)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-5 Eng/Ma	11.4%	43%
% achieving expected progress in English / Maths	Maths -0.02 English -0.04	Maths-1.2 English -0.8
Progress 8 score average	-0.7	-0.03
Attainment 8 score average	33.8	46.69

3 Desired outcomes		
Barrier	Desired outcomes	Success criteria
1) Curriculum – Lack of high-quality knowledge in the curriculum to support the achievement and cultural capital of PP students.	The academy enables PP students to access the best of what has been said and written through a knowledge-rich curriculum that will prepare PP students for academic success and more holistic character and cultural capital development.	100% of key stage 3 curriculum maps and lesson plans are in place and being delivered to our students.
2) Curriculum – Accurate assessment to highlight knowledge gaps and inform interventions.	All students complete a key assessment each term assessments are moderated and results analysed to inform students and teachers of any gaps in knowledge. Interventions are enacted accordingly	Termly assessments in place for all subjects data shared with parents and students every term. Intervention and prevention cycles completed.
3) Student attendance – Below national average attendance for PP students	All PP learners will be proactive in their approach to achieving success by having a strong attendance record	The whole school academy attendance will be 95% with PP student in line with the academy average.
4) ACE's / Barriers to learning – High number of FTE's and detentions for PP students leading to a risk of permanent exclusion.	PP students are supported holistically and academically to ensure that they have the foundations to succeed and progress. PP students' needs are met through an extensive menu of interventions that will be supportive in enabling these students to succeed.	PP exclusion and detention rates will continue to fall and be in line with Academy average due to the proactive support interventions in place. All PP student IEP's will be catered for as part of the intervention programme.
5) Pastoral support – Supporting the individual needs of the students through positive reinforcement reward system.	Students are motivated to achieve and see public reward and celebration of their work and the achievements they have undertaken both in and out of lesson.	All students receive Reward points and these are increasingly a credible 'currency' for all year groups. Rewards are frequently given and students have a pride in the success they achieve.

6) Mental Well-Being – students developing Adolescent Childhood Experiences (ACE's)	PP students with ACE's are supported and mentored through their barriers throughout their academy life.	Learning time for PP students will not be lost due to SEMH issues because of the proactive intervention.
7) Student Aspirations – Lack of aspirations and expectations to progress into high-quality level 3 provision	PP students will have raised aspirations and enhanced cultural capital through a guided careers education programme.	80% PP students in year 11 have planned level 3 provision as their next step in education.

4 Planned expenditure					
Academic year		2020-2021			
Barrier					
1) Curriculum – Lack of high-quality knowledge in the curriculum to support the achievement and cultural capital of PP students.					
	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?
All Year groups	Development of a knowledge-rich curriculum for years 7,8 & 9	A range of research that indicates the impact a more knowledge focused curriculum can have on progress. Researchers include: E.D.Hirsch S.Englemann B.Rosenshine	Whole staff CPD – focus throughout the year run by T.Sherrington. (£150 a day X 60 staff = £9,000) Department development days (£150 a day x 2days x 60 staff = £18,000)	RM	Throughout the year via weekly department meetings and half termly discussions on completion of units
Total budgeted cost					27,000
2) Curriculum – Accurate assessment to highlight knowledge gaps and inform interventions.					
	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?
All Year groups	SATs (Standardised Assessed Test) to be scheduled for all subject areas. Subjects are to produce Valid and reliable assessments for all year's groups. (3 times a year)	We use SAT to measure the students ability to understand and retain and recall the essential knowledge and skills mapped in the curriculum. D.Koretz – Measuring up. D.Christodoulou – Make progress.	One summative assessment completed by all year groups each half term. These have been moderated against a standard. Assessments will be diagnostic and inform intervention. Intervention day – All teachers will use intervention day to formulate intervention plans for their classes. (£75 (half inset day) x 60 = £4,500	LF	After every term the SATs will be reviewed and moderated.

All year groups	Targeted intervention (before and after school) for identified PPG students Termly review of assessment data for all year groups	Focusing on targeted groups (for example PPG / EAL / Boys /SEND in Y11) as well as those on targeted Grades who may be underperforming allows teachers to target specific intervention at those groups whose progress can have significant impact on overall attainment levels within the cohort Department review will take place after each assessment round	VP Progress will oversee the scheduling of the programme to ensure all departments are able to offer an appropriate range of support sessions. Attendance is monitored and students rewarded for participation Departmental minutes	LF	Line management discussions between Senior leaders and Dept heads
Total budgeted cost					£4,500
3) Student attendance – Below national average attendance for PP students					
	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?
All Year groups	Attendance intervention plan – COVID-19 has highlighted the need to ensure that all vulnerable students self-isolating need consistent, regular checks and support when they are outside of the academy.	Research showing the link between attendance and attainment. (Ambition institute, 2019)	CPOMS will be used to track attendance intervention plans (Early Help-School Led) (Weekly 20 min SLT briefing - £84 SLT time per session x 35 = £2,940) Additional attendance office = (£20,112)	KA	Weekly attendance meetings
All Year groups	Attendance rewards	Rewards have in the past led to improvements for some targeted groups – particularly in the lower years	Regular monitoring by attendance team / SSMs / KSL and VP. (Rewards – 3 £10 vouchers per year group = 15 x £10 = £150 x 3 terms = £450 + end of year rewards and badges = £20 x 3 = £60 x 5 year groups = £300. Total £450 + £300 = £750)	Key stage leaders	Weekly attendance meetings
All Year groups	To ensure all students can meet the new highly aspirations for all students. At the heart of the approach is ensuing uniform is correct and all students have the right equipment. No PP student should be disadvantaged.	The requirement for all students to wear the academy uniform is to reinforce the academy culture and a sense of belonging that a uniform creates.	Regular monitoring by form tutors / class teachers SSMs / KSL and VP/ (Uniform budget to support PP students = £2,500)	Pastoral team	Weekly attendance meetings
Total budgeted cost					£26,302

4) ACE's / Barriers to learning – High number of FTE's and detentions for PP students leading to a risk of permanent exclusion.					
	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?
Key stage 4	Alt Prov programme implemented for targeted individuals.	Research around the high number of SEND students excluded. Small group tuition – EEF.	Specialist unqualified teacher to monitor and oversee. (£29,000) <ul style="list-style-type: none"> - Alternative curriculum – Small group tuition. (10 hours of precision teaching – £300 x 40 Weeks = £12,600) - Two-day alternative provision placements - £150 a week x 8 students x 40 weeks = £48,000 - Transport to AP - £60 a week diesel plus 3 hours driving time at £15 an hour = £45 a day x 2 days = £90 x 40 weeks = £3,600 	KA /JDJ	Annual reviews for EHCP students
Total budgeted cost					£29,000 £12,600 £48,000 £3,600 £93,200
5) Pastoral support – Supporting the individual needs of the students through positive reinforcement reward system					
	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?
All Year groups	Introduction of a new Rewards System	Student Staff and Parental Voice has supported the development of a Reward programme.	Weekly review by KSL's (10 prizes per year - £100 x 5 = £500 x 3 terms = £1500) End of term trophy, prize and roll of honour board = (£100) Staff CPD and new framework for rewards = (2 hours £25 an hour = £50 x 60 staff = £3,000) New reward noticeboards to celebrate success. (£2,800)	RM & AB	Weekly / half termly & Termly monitoring
Total budgeted cost					£7,400

6) Mental Well-Being – students developing Adverse Childhood Experiences (ACE's)					
	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?
All Year groups	Continued employment of a SEMH specialist	In house provision can support students and their families over a long period of time – starting prior to Y7 with Transition support offered from Y5/6	Fortnightly Student support panel meetings led by vice Principal	KA	Termly impact report
	Continued employment of Counsellors and CAMHS practitioner	CAMHS practitioner enables the academy to offer Tier 2 CAMHS work without the need for external referral	Review through Additional Counselling support referral process. (3 counsellors = £9,000)	KA	Half termly
	Protocol for additional Counselling support implemented through a specific referral process	The ability to offer in school counselling services reduces absence and supports students during the school day rather than them requiring to be offsite or absent in order to attend externally arranged appointments. The counselling services can also be used to support group therapies and offer staff guidance and feedback relating to issues raised by the students	Reviewed through Pastoral Team and ARC4 lead (SENCO) to discuss issues with ARC2 Lead – feedback to KA Social, Emotional, Mental health worker employed full time post (£23,439)	KA	Fortnightly meetings
Total budgeted cost					£32,439
7) Student Aspirations – Lack of aspirations and expectations to progress into high-quality level 3 provision					
	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?
Year 10 & 11	CEIAG	Making aspiration at all levels and particularly about career choices and Post 16 options a key element of the information advice and guidance offered to students has been of great importance to us. The development of the careers hub is seen as a vital part of the Aspiration Mountain that we want young people to climb	Development of the Careers Hub. (Room refurb, additional resources - £4,200. Careers post = £23,439)	KM	
Total budgeted cost					£27,639
Total Spend					£218,480