



PPG Vision

Our vision is that the gap in attainment, progress and behaviour records between our students eligible for PPG and the rest of the cohort will reduce and ultimately be removed. To achieve this aim we will use the latest educational research to inform the best choice of strategies to pursue and regularly evaluate these strategies to ensure value for money.

- 1) Quality first teaching: the education endowment fund identifies the highest impact approaches to progress as being feedback, metacognition and self regulation, reading comprehension strategies, homework and mastery learning with a combined total of 31months. These are all factors of quality teaching and learning and will positively impact all learners including those eligible for the PPG. 2019/20 outcomes for the whole year 11 cohort were -0.01 with PPG students achieving -0.50 compared to non PPG at +0.17. This represents a gap in progress of -0.67 of a grade.
- 2) Behaviour; behaviour including behaviour for learning is directly correlated to educational outcomes. The Education Endowment Fund identifies behaviour interventions and social and emotional learning as strategies as having moderate outcomes on progress (+7 months) based on extensive research. In our school context behaviour incidences are more prevalent with students eligible for the PPG than those that are not; PPG students account for approximately 3 times the number of recorded behaviour points.
- 3) Attendance: for pupils to progress in their learning they must be present in school. The national gap in attendance between PPG and non PPG students is 3%.. In our school context our gap between PPG attendance and non PPG attendance stands at 5% across the whole school but varies between 7% and 2% per year group. Where the gap is smallest, the non PPG cohort are below national averages.

Proposed PPG Strategy for 2020/21

1.0 What is Pupil Premium?

The pupil premium was implemented by the Conservative/Liberal Democrat coalition government in 2011. Schools currently receive £1,335 for primary schools or £955 for secondary schools for every pupil on roll that has been registered for free school meals (FSMs) at any time in the last six years. £2,301 per pupil looked after by the local authority at any time in their lives, £310 for every pupil registered as a 'service child' at any point in the last six years or those 'in receipt of child pension from the Ministry of Defence'.

The pupil premium is money given to schools to 'raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers' (DfE and EFA, 2018).

Schools are legally required to publish a strategy on their website covering (DfE, 2017b):

- How much pupil premium funding their school receives
- The 'main barriers to educational achievement faced by eligible pupils at the school'
- What the school has done to overcome these barriers
- How the impact of the pupil premium will be measured
- When the next pupil premium review will take place

2.0 What does the research show?

Literacy Support - A recent report from the Education Policy Institute (EPI) found that children eligible for the pupil premium were, on average, 4.3 months behind their peers when they first started school (Andrews et al., 2017). By the time the cohort sat their GCSEs, the gap between pupil premium pupils and their peers had risen to 19.3 months (Andrews et al., 2017).

Research from the DfE has found that the most successful initiatives for raising disadvantaged pupils' attainment are: paired or small group additional teaching; improving feedback between teachers and pupils; and one-to-one tuition (Macleod et al., 2015).

Feedback (+8) - The EEF indicate 'Feedback' has the largest impact on the teaching of 5-16 year olds (+8 months). Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology.

Homework (+5) - The EEF suggests that homework (+5 months) is most effective when used as a short and focused intervention (e.g. in the form of a specific target connected with a particular element of learning) with some exceptional studies showing up to eight months' positive impact on attainment. Benefits are likely to be more

modest, up to two to three months' progress on average, if homework is more routinely set (e.g. learning vocabulary or completing problem sheets in mathematics every day).

1:1 (+5) - EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.

Pastoral Initiatives - The data from the National Governance Association 'Spotlight on Disadvantage' (2018) review of effective pupil premium strategies suggests that schools need to adopt a more holistic outlook when deciding on pupil premium spending. This means that, in the pupil premium spending strategy, teaching and learning initiatives should be accompanied by more pastoral initiatives which are often better at addressing the specific barriers to educational achievement which hold back pupil premium pupils (NGA, 2018)

Teaching Assistants (+1) - EEF evidence suggests that TAs (+1 month) can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.

Reading Comprehension (+6) - Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (EEF)

Peer Tutoring (+5) - The EEF indicates peer tutoring approaches (+5 months) appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. Peer tutoring appears to be more effective when the approach supplements or enhances normal teaching, rather than replaces it.

Small Group Tutoring (+4) - EEF evidence shows that small group tuition (+4 months) is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.

2.1 COVID Research

The Sutton Trust details the following impacts of the COVID-19 Pandemic on our most disadvantaged students:

- The home learning environment is likely to play an even more crucial role as most learning is now done in the home. **More than three quarters of parents with a postgraduate degree, and just over 60% of those with an undergraduate degree felt confident directing their child's learning**, compared to less than half of parents with A level or GCSE level qualifications.

- In the most deprived schools, 15% of teachers report that more than a third of their students learning from home would not have adequate access to an electronic device for learning, compared to only 2% in the most affluent state schools. **12% of those in the most deprived schools also felt that more than a third of their students would not have adequate internet access.**
- Parents have also been spending money on their children's learning since the lockdown. While most had spent less than £50 in the first week of the school shutdown, 14% had spent more than £100. **19% of children from middle class homes had £100 or more spent on them, compared to 8% in working class homes.** For households earning over £100,000 per year, a third of children had more than £100 spent on their learning.
- Two thirds of children who previously received private tuition reported to no longer have such a service, while a third continued to have tuition through online services. **The effect of these changes has been to narrow the 'tuition gap',** but this is likely to only be temporary.
- These inequalities are reflected in the amount and quality of work being received by teachers. **24% say that fewer than 1 in 4 children in their class are returning work they have been set.** 50% of teachers in private schools report they're receiving more than three quarters of work back, compared with 27% in the most advantaged state schools, and just 8% in the least advantaged state schools.
- Teachers in the most deprived schools are also **more than twice as likely** to say that work their students are sending in is of a much lower quality than normal (15% vs 6%).

The Following recommendations are provided

1. **While schools are closed, the government should help ensure all children have the resources necessary to access online learning.** This includes a laptop or other suitable device, as well as a stable internet connection. These resources could be provided through a collaboration between the government and companies in the technology sector, and we would encourage any organisations able to do so to offer donations of these resources.
2. **Disadvantaged pupils should have access to additional one-to-one or small group tuition to reduce the impact of school closures.** The poorest children are likely to be the most impacted by time away from the classroom. Additional tuition to reduce the impact on their learning could be provided both online while schools are closed, and face to face when restrictions have loosened.
3. **Training should be provided to teachers to enable them to deliver content to students online.** Online teaching being provided to children is currently highly variable, with poorer students less likely to have access to some types of provision. Ensuring all pupils have access to high quality content is vital, so guidance and training for teachers could help to make provision more consistent between schools.
4. **Schools should consider running 'catch up classes' for children from poorer backgrounds over the summer or when schools return.** Disadvantaged students will be most likely to have fallen behind during closures, with those entering Year 7 at particular risk. Schools should put in place additional support for these students when it is safe for schools to return, either before other students are back, or alongside the resumption of normal lessons.

Our Packages system, 3 Year plan and Proposed Spend show how we intend to reduce these extra pressures on our most disadvantaged learners at Cornelius Vermuyden.

3.0 Historical Pupil Premium Grant Income:

Data shows that, in 2017/18, secondary schools received a mean average of £166,975 (DfE, 2018c).

- Total number of students on roll 890
- Total number of Pupil Premium Students 270
- Total amount of funding received 14/15 £279,900
- Total amount of funding received 15/16 £289,850
- Total amount of funding received 16/17 £301,070 (322)
- Total amount of funding received 17/18 £284,240 (304)
- Total amount of funding received 18/19 £273,020 (298)
- Total amount of funding received 19/20 £256,190 (260)
- Total Anticipated funding received 20/21 £243,300 (240)

4.0 2020-21 Context

Year Group	NOR	Number of PPG	Percentage of Cohort
7	175	51	29%
8	177	56	32%
9	178	58	33%
10	168	39	23%
11	191	36	19%
TOTAL	889	240	27%

Pupil Premium eligible for other funding

Year Group	Number of PPG	Number of PPG/K	Number of PPG/E
7	51	5	2
8	56	9	3
9	58	6	2
10	39	3	2
11	36	6	4
TOTAL	240	29	13

Spread of PPG eligible students per set

Due to COVID restrictions on the Wider Reopening of Schools September 2020, information can only be provided on Year 10 and 11 at this time. Update to follow when normal school service resumes.

4.1 Barriers Faced by Disadvantaged Students at Cornelius Vermuyden

At Cornelius Vermuyden, we recognise that our school has a local context with local needs and barriers to learning. The March 2017 Coastal Communities Initiative's economic plan for Canvey Island states that Canvey Island, 'has a population of approximately 38,000 people who care passionately about their island, love it as a place to live, but consider that it does not get the attention and investment it deserves.' The plan mentions several challenges facing young people on the island, including:

'low educational attainment... 36% of residents aged 16 or over do not have any formal qualification (compared with 22% nationally)'

'low income and high health deprivation'

'below average life expectancy and high levels of teenage pregnancy'

'crime is higher than elsewhere in Borough of Castle Point, with the deprived wards having particular issues'

'low levels of affordable housing'

'provision for young people is lacking and there is currently no active youth club on the island'

(Coastal Communities Initiative, Canvey Island Team, 2017)

What's more, we recognise that our PPG students are all individuals who have a variety of aspirations and goals, face a variety of different barriers to their learning and, as such, require bespoke and individualised support. We take advice from organisations such as the Sutton Trust's EEF toolkit on the most effective ways to support PPG students but appreciate that the strategies suggested are not, 'one-size-fits-all,' and we need to provide bespoke support to each of our PPG students. Below, we have identified the specific barriers to future success we believe PPG students at Cornelius Vermuyden face. Three times within the academic year, SLT members, Heads of Year and Tutors will meet to discuss the specific needs of each PPG student and review the bespoke support we are providing to each child. We have created a range of different, 'packages,' which address a range of different barriers our PPG students face. Each package contains a list of different interventions and strategies that can be put in place by Heads of Year, Tutors and teachers to support their PPG students.

4.3 How do we go about assessing the differing needs of these students?

Barriers to future success of PPG students	
Academic barriers (relevant to the school context)	Relevant packages
Some PPG students lack the study skills to revise effectively outside of the classroom	Universal, A
Some PPG students display poor metacognition and self-evaluative skills	Universal, A
Some PPG students lack the literacy and numeracy skills to access the full curriculum	B
Some HAP PPG students are not provided with the appropriate stretch and challenge	Universal, D
Some SEN PPG students do not make expected progress by the end of year 11	C
Additional barriers (relevant to the school context)	Relevant packages
PPG students are disproportionately represented in terms of behaviour data	F
A significant amount of PPG students face very challenging SEMH issues	C
The attendance and punctuality of PPG students is lower than other students within the school	E
Some PPG students experience financial hardship to the extent that this affects their learning and personal wellbeing	G
Many PPG students on the island have particularly low aspirations and resilience, and do not see the benefit of education	H
Some parents of PPG students are difficult to engage and thus a key partnership in the support of these students is jeopardised	H

COS has met with each HOY and their tutors individually to go through each of the PPG students in that year group, identify what their barriers to learning might be and what packages they should be provided. COS has used current attendance, behaviour and attainment/progress data to identify the need and appropriate packages.

At the start of each new half term, each HOY should review the needs of each PPG student and feedback to COS. It will be recorded as to how each student is being provided for and whether any students need to be directed towards further support.

4.4 How do the packages work?

The packages should be seen as advice for HOYs/Tutors/HOFs/teachers on what sort of provisions they should seek for their PPG students. Students do not have to access every provision within the packages they have been assigned to. However, HOYs should try to ensure that each PPG student has access to a minimum of **two** provisions within each package they have been directed towards. It is the responsibility of the HOY and the relevant SLT member line managing that year group to ensure all PPG students are receiving appropriate provision. They should discuss this during line management. Half termly reviews will help to ensure that every student is catered for as best as possible.

Universal Package: Quality First Teaching (this is the most effective method of securing the success of PPG students and thus will be provided to all PPG students)

- A robust system of drop-ins and feedback for all teachers, to consistently quality assure and provide teachers with informed advice on how best to support their PPG students.
- Funding provided for Teaching and Learning initiatives that can be evidenced as supporting the progress and attainment of PPG students.
- Staff CPD on developing the pedagogical skills most effective at securing PPG progress, including: feedback, metacognition, reading comprehension strategies, mastery learning and collaborative learning.
- All departments to ensure provision for literacy, numeracy and oracy is included within each scheme of work.
- Departmental bidding for extra funding departments would like to receive to run department-specific PPG initiatives.
- Y7, Y9 and Y11: invitation to the PPG 'Supporting Success' Evening (including a bespoke pack of revision resources).

Package A: Study Skills Package (supporting those PPG students who struggle to study outside of the classroom or struggle to understand how to improve further)

How would students be identified for this package? Referral by teacher/HOY/Tutor

- GCSEPod tracking of key students (and rewards for amount of pods complete)
- Study skills sessions to be provided by external agencies
- Teachers to be provided with list of students at the start of the year and make a note to prioritise them when marking and providing opportunities for verbal feedback
- Homework monitoring and directed to homework club for those students struggling with homework
- Metacognition sheets to be completed after every homework

Package B: GEM (Getting English and Maths) Package (supporting those PPG students who are at risk of not achieving 4+EM by the end of year 11)

How would students be identified for this package? English and Maths attainment data

- One-to-one/small group English or Maths tuition with a PPG English or Maths champion (2 x per subject: do not have to be teaching staff)
- Participation in the 6 week Lexonik programme
- Y11: English and Maths tutor groups led by a subject specialist
- Y7 and Y8: English and Maths mentoring sessions with HAP Y10 students
- Vocabulary “magpie” books
- MyTutor online maths tutoring

Package C: SEN Package (including SEMH) (supporting SEN PPG students who require specific support to access the full curriculum and any students identified by the Safeguarding team as facing SEMH issues that are creating a barrier to learning)

How would students be identified for this package? SEND register or referral from Safeguarding team

- Bespoke Humanutopia events
- Counselling service provided by external agencies (possibly look into the possibility of an in-house counsellor?)
- Peer listening programme
- Funding provided for the Nurture Group in KS3
- Accelerated Reading programme

Package D: Stretch and Challenge Package (supporting those HAP PPG students who are expected to achieve 6+ across subjects by the end of year 11)

How would students be identified for this package? HAP data

- Every department to run a fortnightly HAP-specific intervention and these students in Y11 directed to attend
- Trips to Russell Group universities (with a subject-specific focus)
- Subsidised music tuition
- Guest speakers from academia/industries
- Brilliant Club participation (at least once in their time at CV)
- Directed towards academic enrichment activities: History Club, Debating Society, Science Club, Spanish Club etc.

Package E: Attendance and Punctuality Package (supporting PPG students who are P.A. or in danger of becoming P.A.)

How would students be identified for this package? Attendance and punctuality data

- Student questionnaire to identify barriers to attendance
- Attendance groups in each year group (separate to whole-school attendance rewards) to be ran by HOY
- Increased home visits by SLT and HOY
- Attendance staff hired to, 'knock on doors,' and deal with attendance issues each morning?
- Phone call from HOY every day student is absent; meetings between parents and relevant SLT member when a student's attendance drops below 90% and each half-term where a student's attendance remains below 90%

Package F: Behaviour for Learning Package (supporting PPG students identified through behaviour data as requiring support)

How would students be identified for this package? Behaviour data

- Behaviour mentors (could some non-teaching staff be hired to provide this? Role models from local community etc.)
- Rewards trip for completion of behaviour for learning programme
- Peer mentoring (Y11s and Y10s to provide support to Y8s and Y7s)
- Off-site provision (in cases where students have been removed from mainstream education)
- On-site alt-ed provision for those students at risk of being removed from mainstream education? Study core subjects and vocational skills?

Package G: Hardship Package (supporting PPG students who HOYs/Tutors believe are experiencing financial hardship)

How would students be identified for this package? Referral by HOY/Tutor

- Breakfast Club (students have to register interest; ran by SLT member each day. Not just breakfast – sit down and eat together)
- Travel costs funded
- Uniform funded (including PE kit)
- Equipment provided at the start of each academic year
- All students in this group to be provided with financial assistance for trips

Package H: Aspirations Package (supporting PPG students who have been identified by HOYs/Tutors with particularly low aspirations, resilience etc. and whose parents/carers have been difficult to engage)

How would students be identified for this package? Referral by HOY/Tutor

- Priority for careers guidance
- Y7-10: out-of-school work trips/experiences
- Employability skills workshops (possibly with parental involvement?)
- Bespoke work-related learning in KS4 for significantly disengaged students
- School leadership roles for PPG students
- HOY to contact key parents directly to encourage them to attend school events such as 'Supporting Success' and Parents Evenings
- Teaching staff mentor provided to each of these students to have a catch-up with them after each data drop



Proposed PPG Spend – 2020/21

Intervention	Package	3 Yr Priority	Cost	Cost per pupil	Expected Outcome	How it will be measured
<p>Staff salary related to work with PPG students</p> <p>Salary contributions towards the following members of staff:</p> <ul style="list-style-type: none"> • AHT with responsibility PPG • Teacher with responsibility for Brilliant Club and whole school literacy <ul style="list-style-type: none"> • SENDCo • Heads of Year • LSAs • Designated Safeguarding Lead • Lead Practitioners in Maths, English and Science <ul style="list-style-type: none"> • Heads of Year • AHT with responsibility for attendance and punctuality <ul style="list-style-type: none"> • Heads of Houses 	Quality First Teaching and packages A-H	1,2,3	£132,033.80 (Same as last year with 3% increase to allow for government pay award)	£543.34	<p>CPD sessions including twilight sessions are focused on the CorVer Learning cycle</p> <p>Subsequent quality assurance exercises show evidence of skills being used in lessons.</p> <p>Year 1 – effective reading comprehension strategies in class</p> <p>Progress in each subject area improves from 2019/20 benchmarks</p> <p>Proportion of practices adjudged to be Mastering or Exceeding increases from 2019/20 benchmarks</p>	<p>Year 1 – whole school progress - 0.20 with PPG-Non PPG gap at 0.3</p> <p>Year 3 – whole school progress at 0.00 with PPG –non PPG gap at 0.00</p> <p>Progress in each subject area increases for PPG students by at least +0.2 to reach our overall progress target.</p> <p>Particular focus on Promotion of Literacy, Positive Climate for Learning with more than 60% of</p>

					Benchmarks show that PPG students in all years have engaged with the enrichment programme.	practice adjudged to be Mastering or Exceeding. Enrichment benchmarks improve to 100% engagement with Enrichment and House Competition programme.
Attendance Ambassadors	E	3	£17,099.58 (same as last year with 3% increase to recognise government pay award)	£65.77	Gap between attendance of PPG and Non PPG students reduces. Gap in punctuality of PPG and Non PPG students reduces.	End of year attendance data shows a reduction in the 4% gap between PPG and Non PPG attendance, monitored half termly. Proportion of PPG students that have attendance below 94% reduces from 50% Attendance of all year groups exceeds the PPG national of 92%. Year 3 aim – PPG attendance exceeds national average of 95%
Breakfast Provision	E, G	3	£18,124 (using last years figure for the 50% of the cohort)	£120.82	Gap between attendance of PPG and Non PPG students reduces. Gap in punctuality of PPG and Non PPG students reduces.	End of year attendance data shows a reduction in the 4% gap between PPG and Non PPG attendance, monitored half termly.

			targeted and increasing to 60% of the cohort to represent ambitions of targeting more eligible students)			Proportion of PPG students that have attendance below 94% reduces from 50% Attendance of all year groups exceeds the PPG national of 92%. Year 3 aim – PPG attendance exceeds national average of 95%
Yipiyap Tutor focussed on English and Maths	B, D, F, H	1,3	£14,440	£722	PPG Progress in English and Maths increases from 2019/20 benchmarks Gap between PPG and Non PPG progress decreases Tuition targets set up by Tutors and Class teachers are met	Progress in English and Maths increases from -0.86 and -0.42 respectively in Year 11. Gap in progress decreases from -0.83 and -0.46 Tuition targets are RAG rated by attainment and records show progress towards achieving targets.
Employment of MMA as an inclusion and behaviour specialist	E,F,H	1,2,3	£11,090.62 (same as last year with 3% increase to allow for potential successful pay scale	£45.64	Reduction in escalation related behaviour incidences. % to be determined in response to initial analysis. Reduction in incidence of exclusion and isolation incidences between PPG and Non PPG students.	PPG detentions decrease from 46% to 30% of whole school incidence PPG FTE decrease from 66% incidence to 30% incidence. PPG FTE incidence decreases from an average of 17.5 per term.

			progression)		Recorded behaviour points show no gap between PPG and non-PPG students	
Year 10 Raising Achievement Evening (moved from Year 11 to match the start of KS4)	A, B, C, D, F, G, H	1	£10,000	£277.77	<p>Internal data shows an improvement in predicted Progress as well as a narrowing of the attainment gap between PPG and Non PPG students.</p> <p>Tracked over the course of the next two years until the end of year 11.</p> <p>Parents feel that they know how to best support their child with their studies for their GCSE courses.</p>	<p>Internal data shows Progress of PPG year 10 students improves from:</p> <p>P8:-0.53 Eng: -1.19 Maths: -0.25</p> <p>Gap closes from: P8 – 0.58 Eng – 0.52 Maths – 0.66</p> <p>Parental questionnaire shows that 100% of parents understand the requirements of their child to be successful and that this intervention was useful and informative.</p>
Year 7 Help to Help Evening	A, B, C, D, F, G, H	1	£10,000	£196.08	<p>Parents feel that they know how to best support their child with their studies for their GCSE courses.</p>	<p>Parental questionnaire shows that 100% of parents understand the requirements of their child to be successful and that this intervention was useful and informative.</p>
Connexions Careers Advice Training for SWO	H		£6000	£85.71	<p>All year 11 and 10 PPG students are given priority careers advice.</p>	<p>Attendance registers show that 100% of PPG students in year 10 and 11 have attended careers advice meetings.</p>

					PPG students understand the options of careers that they may be interested in and the qualifications that they will require to get there.	<p>Pupil Voice exercise shows that pupils understand the information that they have received.</p> <p>Destination Data shows 100% of PPG students in year 11 are accessing Post 16 education.</p>
GCSEPod Subscription	A, B, C, D, F, H	1	£5312	£39.35	<p>Progress in each subject area improves from 2019/20 benchmarks</p> <p>Whole school progress measures For PPG students improve against benchmarks</p>	<p>Progress in each subject area increases for PPG students by at least +0.2 to reach our overall progress target.</p> <p>Year 1 – whole school progress - 0.20 with PPG-Non PPG gap at 0.3</p> <p>Year 3 – whole school progress at 0.00 with PPG –non PPG gap at 0.00</p>
Accelerated Reader (AR)	B, C, F	1	£3600	£20.57	<p>All PPG year 7-9 students access and use AR.</p> <p>Internal Reading age data shows a narrowing of the gap between PPG and Non PPG students 0 difference between PPG and Non PPE by end of year 11 for all students in cohort.</p> <p>Registers show</p>	

Financial support with Equipment, uniform.	G,H	1,2,3	£5000	£19.23	All identified students have access to their course requirements and basic needs to be successful in school	HoY records on students show that all those targeted for this support have received it.
Attendance Rewards	E	3	£3000	£50	Gap between attendance of PPG and Non PPG students reduces. Gap in punctuality of PPG and Non PPG students reduces.	End of year attendance data shows a reduction in the 4% gap between PPG and Non PPG attendance, monitored half termly. Proportion of PPG students that have attendance below 94% reduces from 50% Attendance of all year groups exceeds the PPG national of 92%. Year 3 aim – PPG attendance exceeds national average of 95%
Financial support with School Trips	H	1, 2	£2000	£7.69	PPG Students attend all relevant school trips to their curriculum	100% attendance of PPG students on related school trips.
Brilliant Club	D,H	1,3	£600	£40	Eligible students gain an experience of the possibilities that a University education can provide. Eligible PPG students produce work to be submitted and graded against a university style grading system	All eligible PPG students complete the Brilliant club, and attend the graduation ceremony.

Contribution towards Visualisers for Explicit instruction in lessons	A,B,C,D,F	1	£5000	£20.58	<p>Students receive clear and concise explanations and therefore learn more effectively</p> <p>Quality Assurance by subject leaders and SLT show that Explicit instruction as part of Cornelius READ culture is part of learning diet.</p>	<p>Year 1 – whole school progress - 0.20 with PPG-Non PPG gap at 0.3</p> <p>Year 3 – whole school progress at 0.00 with PPG –non PPG gap at 0.00</p> <p>Progress in each subject area increases for PPG students by at least +0.2 to reach our overall progress target.</p> <p>Particular focus on Promotion of Literacy, Positive Climate for Learning with more than 60% of practice adjudged to be Mastering or Exceeding.</p>
CPD for PPG homework strategies (Knowledge organisers for year 7-8 trial)	A,B,C,D,F	1,2,3	£2000	£8.23	<p>PPG students complete homework</p> <p>Homework tasks are beneficial and relevant to learning</p> <p>Homework tasks can be completed independently without the need for technology or outside input</p>	<p>Quality assurance shows that homework completion is in line with non ppg students.</p> <p>Behaviour incidences related to homework completion is in line with non PPG</p>
Year 11 Raising Achievement and Welcome Back Evening	A, B, C, D, F, G, H	1	£3,000	£81.08	<p>Year 11 students feel secure being back in school after the Covid break and understand the picture of the year ahead.</p> <p>Internal data shows an improvement in predicted</p>	<p>Internal data shows Progress of PPG year 10 students improves from:</p> <p>P8:-0.53 Eng: -1.19 Maths: -0.25</p>

					<p>Progress as well as a narrowing of the attainment gap between PPG and Non PPG students compared with the end of Year 10 and the end of Year 11</p> <p>Parents feel that they know how to best support their child with their studies for their GCSE courses.</p>	<p>Gap closes from: P8 – 0.58 Eng – 0.52 Maths – 0.66</p> <p>Parental questionnaire shows that 100% of parents understand the requirements of their child to be successful and that this intervention was useful and informative.</p>
Total			£248,300			

