



Closing the gaps for disadvantaged pupils – Hylands School

Objectives:

- *To ensure that KS4 disadvantaged students achieve in all subject areas at least in line with other students, and above the national averages of their peers.*
- *To ensure that KS4 disadvantaged students make exceptional progress in all subject areas, and above the national averages of their peers.*
- *To ensure that KS3 disadvantaged students make exceptional progress in all subject areas, and above the national averages of their peers.*
- *To ensure that disadvantaged students have sufficient personalised additional pastoral support to allow them to achieve their potential.*

Overview of the school

Overview of the school 2014/2015	
Total number of pupils on roll	722
Total number of pupils eligible for PPG	202
Amount of PPG received per pupil	£935
Total amount of PPG received	£188,700
Overview of the school 2015/2016	
Total number of pupils on roll	738
Total number of pupils eligible for PPG	215
Amount of PPG received per pupil	£935
Total amount of PPG received	£201,025
Overview of the school 2016/2017	
Total number of pupils on roll	776
Total number of pupils eligible for PPG	227
Amount of PPG received per pupil	£935
Total amount of PPG received	£212,245

Previous performance of disadvantaged students – KS4 Outcomes 2013-2014 to 2016-2017

MEASURES PRIOR TO 2016	2013-2014	2014 -2015	2015-2016 First entry	2015-2016 Best entry	2015-2016 Vast Majority	2016-2017 DD4
Hylands School PPG Pupils Achieving 5 A* - C	43.4%	45.3%	40.0%	40.9%	47.4%	58.7%
National PPG Pupils Achieving 5 A*-C	45.0%	45.8%				
Hylands School Pupils Achieving 5 A*-C (non PPG)	68.4%	68.7%	61.0%	68.4%	69.6%	75.8%
National Non-PPG Pupils Achieving 5 A*-C	73.1%	73.9%				
Hylands School GAP	25.0%	23.4%	21.0%	27.5%	22.2%	17.1%
National GAP	28.1%	28.1%				
Hylands School % of PPG pupils making expected progress in English	71.0%	71.0%	55.8%	62.8%	73.0%	62.8%
National % of PPG pupils making expected progress in English	56.7%	58.0%				
National % pupils making expected progress in English	72.9%	70.0%				
Hylands School % of PPG pupils making expected progress in maths	45.7%	50.0%	44.2%	45.5%	52.6%	58.1%
National % of PPG pupils making expected progress in maths	45.6%	48.0%				
National % pupils making expected progress in maths	66.6%	71.0%				

First entry Results for %A* - C and expected progress is from SIMs using first entry data and not from Raise

MEASURES after 2016	2015-2016 First entry	2015-2016 Best entry	2015-2016 Vast Majority	2016-2017 DD4
Hyland School PPG P8 English	-1.09	-0.37	0.19	-0.49
National All P8 English	0.00	0.00	0.00	
National PPG P8 English	0.09	0.09	0.09	
Hylands School PPG P8 Maths	-0.61	-0.42	-0.09	-0.33
National All P8 Maths	0.00	0.00	0.00	
National PPG P8 Maths	0.11	0.11	0.11	
Hylands School PPG Pupils Achieving EBAC	2.0%	13.6%	15.8%	17.4%
National PPG Pupils Achieving EBAC	29.0%	29.0%	29.0%	
Hylands School NON PPG Pupils Achieving EBAC	16.0%	33.3%	33.9%	25.8%
National Non-PPG Pupils Achieving EBAC	29.0%	29.0%	29.0%	
Hylands School GAP	14.0%	19.7%	18.1%	8.4%
National GAP	0.0%	0.0%	0.0%	

Hylands School PPG Pupils Achieving A*-C in English and Maths	45.0%	46.5%	52.6%	65.0%
National Non-PPG Pupils Achieving A*-C in English and Maths	70.0%	70.0%	70.0%	
National PPG Pupils Achieving A*-C in English and Maths	70.0%	70.0%	70.0%	
Hylands School Non PPG Pupils Achieving A*-C in English and Maths	68.0%	68.4%	69.6%	73.0%
Hylands School GAP	23.0%	21.9%	17.0%	8.0%
National GAP	0.0%	0.0%	0.0%	

Notes

5A* - C is no longer a measure. This is replaced by EBAC and A* - C in English and Maths

Evaluation of PPP spending:

Gap between PP and non-PP is reducing (4% drop in two years). Whilst this is not as fast as we would wish – we know what we have done has worked and can build on this.

The very large majority of our students are not in line yet with National outcomes – however the gap for the very large majority is reducing.

The percentage of PP students achieving A* - C in English and Mathematics continues to grow – 1.2% extra.

The best exit strategy serves our PPG students well, in EBAC the percentage increase between first entry and best entry is 11.6%

The best exit strategy serves PP students well because the P8 score for English increased by 0.72 and in Mathematics by 0.19

Hylands is a school, which aims to give students the best exit results achievable. The difference between first entry and best entry shows significantly better outcomes for PP students.

No PP student left Hylands as a NEET person.

Hylands best entry and very large majority best entry data in comparison to the ROL 2016

	NA	NAD	NAN	Hylands Best Entry	Raiseonline	Very large Maj Best Entry	Hylands Best Entry	Raiseonline	Very large Maj Best Entry	Hylands Best Entry	Raiseonline	Very large Maj Best Entry
Groups	ALL	DIS	NON DIS	All	All	All	Disadvantaged	Disadvantaged	Disadvantaged	Non-Disadvantaged	Non-Disadvantaged	Non-Disadvantaged
Attainment 8	49.5	52.7	52.7	47.6	46.0	50.9	40.5	38.7	46.4	53.2	51.6	54.0
A*-C												
Eng	74	80	80	70.7	54.0	74.5	58.1	41.0	65.8	80.4	65.0	80.4
Maths	68	75	75	63.6	62.0	67.0	51.4	50.0	57.9	71.9	72.0	73.2
E&M	62	70	70	60.0	58.0	62.8	47.0	45.0	52.6	68.0	68.0	69.6
Ebacc												
Entry	34	23	42	56.4	34.0	60.6	45.5	23.0	52.6	64.9	42.0	66.1
Attainment	24	29	29	24.8	10.0	26.6	13.6	2.0	15.8	33.3	16.0	33.9
Entries												
Any Qualification				98.0	98.0	100.0	95.5	95.5	100.0	100.0	100.0	100.0
Triple Sci				16.8	0.0	18.1	15.9	0.0	18.4	17.5	0.0	17.9
level 2 English Language				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
P8												
Ave P8 Score	0.0	0.1	0.1	0.1	-0.2	0.4	-0.3	-0.7	0.2	0.4	0.2	0.5
English												
Ave attainment score	10.4	11.0	11.0	10.0	8.8	10.7	8.8	7.6	10.1	10.9	9.7	11.1
Ave Progress Score	0.0	0.1	0.1	0.0	-0.7	0.3	-0.4	-1.1	0.2	0.2	-0.4	0.3
Maths												
Ave attainment score	9.7	10.4	10.4	9.1	9.0	9.5	7.4	7.4	8.3	10.3	10.2	10.4
Ave Progress Score	0.0	0.1	0.1	0.4	-0.1	0.2	-0.4	-0.6	-0.1	0.4	0.3	0.4
Ebacc												
Ave attainment score	13.6	14.8	14.8	12.2	11.9	13.1	10.0	9.7	11.6	13.9	13.7	14.1
Ave Progress Score	0.0	0.2	0.2	-0.1	-0.3	0.2	-0.5	-0.9	0.0	0.2	0.1	0.3
Other												
Ave attainment score	15.7	16.5	16.5	16.4	16.2	17.6	14.2	14.0	16.5	18.1	18.0	18.4
Ave Progress Score	0.0	0.1	0.1	0.4	0.3	0.8	-0.1	-0.3	0.6	0.8	0.7	0.9

Hylands = All our pupils on roll

Raise = validated data

VLM = the very large majority of the pupils on roll (withdrawing 6 pupils who had long-standing behaviour/attendance issues)

NA = National Average for 2015-2016

NAD = National Average for the Disadvantaged group 2015-2016

NoD = Non Disadvantaged

KS4 Gap and trend over time.

Entry Point Score						
	2014	2015	2016 First Entry	2016 Best Entry	2016 VLM	Nat
ALL	25.3	26.6	26.3	26.0	26.2	27.6
PPG	23.7	25.2		24.9	25.2	
Non PPG	26.3	27.3		26.9	26.9	
GAP	-2.6	-2.1	0.0	-2.0	-1.7	

Attainment 8						
	2014	2015	2016 First Entry	2016 Best Entry	2016 VLM	Nat
ALL	42.7	47.4	46.0	47.6	50.9	49.5
PPG	34.9	39.6	38.7	40.5	46.4	52.7
Non PPG	47.7	51.4	51.6	53.2	54.0	52.7
GAP	-12.8	-11.8	-12.9	-12.7	-7.6	

Progress 8						
	2014	2015	2016 First Entry	2016 Best Entry	2016 VLM	Nat
ALL	-0.04	0.11	-0.17	0.11	0.38	0.00
PPG	-0.56	-0.20	-0.68	-0.31	0.20	0.12
Non PPG	0.26	0.27	0.21	0.44	0.51	0.12
GAP	-0.8	-0.5	-0.9	-0.8	-0.3	

% EBAC						
	2014	2015	2016 First Entry	2016 Best Entry	2016 VLM	Nat
ALL	19.3	19.0	10.0	24.8	26.6	24.0
PPG	7.5	6.0	2.0	13.6	15.8	29.0
PPG	26.8	26.0	16.0	33.3	33.9	29.0
GAP	-19.3	-20.0	-14.0	-19.7	-18.1	

% A* - C inc EM						
	2014	2015	2016 First Entry	2016 Best Entry	2016 VLM	Nat
ALL	59.0	52.0	58.0	58.4	62.8	62.0
PPG	42.0	32.0	45.0	46.5	52.6	70.0
PPG	67.0	63.0	68.0	68.4	69.6	70.0
GAP	-25.0	-31.0	-23.0	-21.9	-17.0	

% A* C English						
	2014	2015	2016 First Entry	2016 Best Entry	2016 VLM	Nat
ALL	74.0	68.0	54.0	70.7	74.5	74.0
PPG	55.0	55.0	41.0	58.1	65.8	80.0
PPG	86.0	74.0	65.0	80.4	80.4	80.0
GAP	-31.0	-19.0	-24.0	-22.3	-14.6	

% A* - C Maths						
	2014	2015	2016 First Entry	2016 Best Entry	2016 VLM	Nat
ALL	57.0	65.0	62.0	63.6	67.0	68.0
PPG	37.0	45.0	50.0	52.4	57.9	75.0
PPG	69.0	76.0	72.0	71.9	73.2	75.0
GAP	-32.0	-31.0	-22.0	-19.5	-15.3	

Impact report – 2015 - 2016

Focus	Barriers to learning	Desired outcomes	Success Criteria	Spend	Chosen Strategies	Evaluation of impact												
Teaching and learning	Access to the best teachers, and best learning experience.	Allowing more effective teaching through select groups of students increasing AFL and peer tutoring opportunities.	Attainment and progress of year 11 shows a reduced gap compared to previous years, or PPG students achieve greater than national Attainment and progress.	£127,500	<p>Additional classes in key curriculum areas</p> <p>GE maths salary</p> <p>SF maths salary</p> <p>TD English salary</p>	<p>All classes PPG = 45.3% of students achieved 5 A*-C Inc. Maths and Eng, compared with national ALL students last year at 58%.</p> <table border="1"> <thead> <tr> <th>3LPS</th> <th>Non</th> <th>ppg</th> </tr> </thead> <tbody> <tr> <td>GE</td> <td>92.6</td> <td>85.7</td> </tr> <tr> <td>SF</td> <td>27.0</td> <td>20.0</td> </tr> <tr> <td>TD</td> <td>71.4</td> <td>72.7</td> </tr> </tbody> </table> <p>TD and GE set all pupils achieved over NA and the PPG gap for this set was reduced from 21% in previous year to 7% or in TD case PPG outperformed non-PPG</p>	3LPS	Non	ppg	GE	92.6	85.7	SF	27.0	20.0	TD	71.4	72.7
3LPS	Non	ppg																
GE	92.6	85.7																
SF	27.0	20.0																
TD	71.4	72.7																
Pastoral support	Lack of positive social interactions, lower self-confidence and engagement in learning.	Supporting specifically disadvantaged students with accessing the school learning opportunities and its teachers.	Increased Attendance. Decreased fixed term exclusions for PPG students. Reduced numbers of classroom removal incidents. Calmer site and behaviour across year 9	£40,000	Additional Pastoral Support Manager appointed for year 9 – RC + on-costs	<p>PE for year 9 = 0</p> <p>FTE for year 9 = 15 days less than last year</p> <p>Attendance for year 9 = 95.5% (94.9 in 2015)</p>												

Focus	Barriers to learning	Desired outcomes	Success Criteria	Spend	Chosen Strategies	Evaluation of impact
Access to learning	Not always able to access the curriculum content in their own time, and in lesson time due to resourcing.	Supporting disadvantaged students with the means to access curriculum and home learning on site after normal school hours.	Attainment and progress of year group shows no gap, or PPG students achieve greater than national Attainment and progress.	£3,700	Homework Sessions "LRC supported by TA / teachers / SA"	PPG students attended the LRC... 50% of students achieved 5 A*-C Inc. Maths and Eng, compared with national ALL students last year at 57%. The GAP for our students is closing compered to NA non-PPG!
Individual intervention.	Lack of engagement in lessons due to lower confidence levels.	Raising the attainment and progress of disadvantaged learners through focused curriculum revision and intervention sessions both on and off site throughout the year.	Attainment and progress of year group shows no gap, or PP students achieve greater than national Attainment and progress.	£8,500	Counselling for identified pupils	50% of PP students attending counselling achieved expected progress in English and Maths.
Individual intervention and support	Lack of engagement in lessons due to lower confidence levels.	Allowing greater AFL, Feedback and metacognitive techniques to be used with greater impact, as well as peer tutoring.	Attainment and progress of year group shows no gap, or PP students achieve greater than national Attainment and progress.	£8000 + Teaching hours accounted for in the first row	Additional set in years 10 and 11 maths Additional sets in KS3 Eng and maths	PPG students achieved exactly in line with non pp students within English at KS3 Maths outcomes above National average for all – closing in PPG gap

Individual intervention.	Lack of engagement in lessons due to lower confidence levels.	Raising the attainment and progress of disadvantaged learners with sessions aimed at many curriculum years focused on areas of underachievement.	Attainment and progress of year group shows no gap, or PP students achieve greater than national Attainment and progress.		School Holiday revision / intervention sessions	PGP Students in Art and English were most successful when compared to other subjects, these subjects ran holiday and Saturday school sessions very regularly.
Individual intervention.	Lack of engagement in lessons due to lower confidence levels.	Raising the attainment and progress of disadvantaged learners by supporting identified groups of learners during lesson 1, at lunch times and after school.	Attainment and progress of year group shows no gap, or PP students achieve greater than national Attainment and progress.		Internal Intervention sessions	PPG students achieved exactly in line with non ppg students within English where a lot of internal intervention session happened. Maths internal intervention was not as successful in raw terms – but their attainment gap with English has closed for PPG students to just 15% for PPG where as last year it was 25%
Access to learning.	Not always able to access the curriculum content in their own time, and in lesson time due to resourcing.	Ensuring that all disadvantaged learners do not fall behind in their learning as a result of a lack of academic materials such as revision guides, exam papers, reading books and access to online resources.	Attainment and progress of year group shows no gap, or PP students achieve greater than national Attainment and progress. 0 days lost to isolation due to incorrect uniform	£4000 in educational support materials that can be bid for by depts & £1000 in Uniform support	Learning resources provision Maths watch licences for PPG students	students who received resources in Art made (88% Non-PPG and 80% for PPG) Good progress for PPG students in science (56% / non-PPG 54%) this year where a focus on procuring revision booklets occurred 0 days lost to PPG students in Isolation due to incorrect uniform

Focus	Barriers to learning	Desired outcomes	Success Criteria	Spend	Chosen Strategies	Evaluation of impact
<p>Hylands students profiled as struggling in literacy due to deprivation and lack of culture of reading</p>	<p>Due to lack of resourcing and support students can lack literacy, personal and learning skills to succeed across subjects due to poor processing and literacy</p>	<p>Specifically focused on narrowing the attainment and progress gap of male students and disadvantaged students across all subjects through reading and increased literacy skills such as ZPD</p>	<p>RA increased beyond 1 year in PPG pupils from first testing in September</p> <p>ZPD increased in PPG students</p> <p>ZPD increased to a greater degree than non-PPG to help close the gap</p>	<p>£10,500</p> <p>SA % of salary</p> <p>JF UPS salary</p>	<p>Accelerated reader licenses</p> <p>Regular Star tests</p> <p>Tutor and English lesson time to support extra time reading</p> <p>Assess PPG reading levels at regular periods to identify where to focus reading catch up and support (C Marven)</p>	<p>Begun with year 7 initially extended to years 7 and 8 for 2015-2016 impacting on the literacy of 99 PPG pupils</p> <p>ZPD raised in 33 pupils RA raised in 38 pupils</p> <p>This is not currently an effective provision at closing the 'Gap'. It is getting all children reading more and increasing their RA and ZPD – but is not currently target enough.</p>
<p>Literacy across the curriculum</p>	<p>Need to improve literacy across all students, not just SEN – needs to be a focus for all</p>	<p>Increased confidence and skills for pupils to access the curriculum</p>	<p>Increased use of the Lexia program to develop non-SEN PPG students' literacy and confidence</p> <p>Pupils attend intervention</p> <p>Pupils reading ages rise</p> <p>Pupils performances tracked and fed back to SEN / Tutors / English as appropriate</p>	<p>£1500 for site licences and CM % of salary</p>	<p>Assess PPG reading levels at regular periods to identify where to focus reading catch up and support (C Marven)</p> <p>Monday morning Lexia intervention</p>	<p>Pupils successfully tracked</p> <p>Intervention very successful in most cases</p> <p>(see CM's spreadsheet for specifics)</p>

Focus	Barriers to learning	Desired outcomes	Success Criteria	Spend	Chosen Strategies	Evaluation of impact
Raising aspiration.	Some pupils who are receipt of PPG support do not have the expectations from home that they will go to FE or HE	Raising the awareness of KS5 and university education options for disadvantaged students through trips.	PPG students are found some form of education, training or employment PPG students supported into the Sixth form at Hylands to begin A levels PPG students achieve in line with their Non-PPG counterparts in the core provision of the school	£5000	Academic trips, specially focused on Red Brick Universities. % Connections support from Wendy Wood	9% of all PPG entries of students achieved at least A*-A across all subjects 94.2% of all GCSE entries were passed 100% of PPG pupils were found training, education or employment from the school
Access to enrichment and cultural capital	PPG students financially and emotionally unable to access activities that are likely to enhance motivation, understanding, social and cultural awareness	PPG students able to access all activities led by the school to support the curriculum and their development	No pupil unable to attend desired activities	£3000	Ensure all letters home make parents and students aware of the possible support available Peripatetic music lessons for PPG students provided for free	All students applying for access and support for activities had these requests granted
Access to HE	PPG students choosing work rather than school	Students able to access school and make the choice to stay where appropriate over the option of minimum wage work	Pupils who are eligible apply for the Sixth form bursary	£5000	Ensure all letters home make parents and students aware of the possible support available. Linked to attendance and academic performance	All students aware and able to access support as needed – budget was spent – so this is clearly needed
Total spending for the year				£216, 200		

Planned Impact, and spending 2016 – 2017

Focus	Barriers to learning	Desired outcomes	Success Criteria	Projected Spend	Chosen Strategies	Evaluation of impact
Teaching and learning	Access to the best teachers, and best learning experience.	<p>Allowing more effective teaching through select groups of students increasing AFL and peer tutoring opportunities.</p> <p>Increased progress for PPG students in....</p> <p>Core subjects at year 7 Science outcomes at KS4 MFL access in KS3</p>	<p>*pupils in year 7 nurture set make greater progress than the rest of the year due to RM and greater stability and support</p> <p>*Pupils in set 2 and 3 for science make above NA 3 and 4 ILP due to the quality first teaching of KS</p> <p>*increased numbers of year 7 are able to access EBac in later years</p>	<p>£60,000 RM full salary KS and JAS % of their salaries</p>	<p>Additional classes and staffing in curriculum areas</p> <p>Employment of RM to bridge the gap for PPG students from primary - secondary</p> <p>Employment of KS and JAS specifically to fulfil targets</p>	
Access to learning.	Not always able to access the curriculum content in their own time, and in lesson time due to resourcing.	Ensuring that all disadvantaged learners do not fall behind in their learning as a result of a lack of academic materials such as revision guides, exam papers, reading books and access to online resources.	<p>Attainment and progress of year group shows no gap, or PP students achieve greater than national Attainment and progress.</p> <p>0 days lost to isolation due to incorrect uniform</p>	<p>£10000 in materials that can be bid for by depts £3000 for Uniform</p>	<p>Learning resources provision</p> <p>Maths watch licences for PPG students</p>	
Pastoral support	Lack of positive social interactions, lower self-confidence and engagement in learning.	Supporting specifically disadvantaged students with accessing the school learning opportunities and its teachers.	<p>Increased Attendance. Decreased fixed term exclusions for PPG students. Reduced numbers of classroom removal incidents. Calmer site and behaviour across year 8</p>	<p>£40,000</p>	<p>Additional Pastoral Support Manager appointed for year + on-costs</p>	
Individual intervention.	Lack of engagement in lessons due to lower confidence levels.	Raising the attainment and progress of disadvantaged learners through focused curriculum revision and intervention sessions both on and off site throughout the year.	<p>*PPG maths outcomes to close in terms of 3LP. The gap for 2015-2016 was 21% difference. So this needs to be less than 15%</p> <p>*PPG Eng outcomes to close in terms of 3LP. The gap for 2015-2016 was 15% difference. So this needs to be less than 10%</p>	<p>£11,000</p>	<p>Access support from GE – monthly Friday support / drop down curriculum</p> <p>Cross school English sessions utilise Pixel</p>	

Focus	Barriers to learning	Desired outcomes	Success Criteria	Projected Spend	Chosen Strategies	Evaluation of impact
Individual intervention.	Lack of progress due to lack of homework or home support for curriculum	Allowing greater impact of quality teaching due to small numbers and target nature of support / challenge of lessons	*50% + of year 11 students attain English and Maths at grade 5+	£30,000.00	One to One/ One to One Three Tuition after school for identified students	
Individual intervention.	Lack of progress due to lack of homework or home support for curriculum	Allowing greater impact of quality teaching due to small numbers and target nature of support / challenge of lessons	*50% + of year 11 students attain English and Maths at grade 5+	£5,000.00	School Holiday revision / intervention sessions	
Individual intervention.	Lack of progress due to lack of homework or home support for curriculum	Allowing greater impact of quality teaching due to small numbers and target nature of support / challenge of lessons	*Foundation subjects able to access PPG funds to support their learners *PPG gaps narrow in foundation subjects too	£15,000.00	Internal Intervention sessions Resources linked to intervention sessions Registers drawn up by JW on the basis of the data produced by Depts	
Access to learning.	Not always able to access the curriculum content in their own time, and in lesson time due to resourcing.	Ensuring that all disadvantaged learners do not fall behind in their learning as a result of a lack of academic materials such as revision guides, exam papers, reading books and access to online resources.	*Depts have fully accessed materials and budgets early enough for this to have an impact on outcomes *Resources distributed accordingly *PPG gaps narrowed in subjects who access this pot of funding	£4,000.00	Learning resources provision Depts made aware of the pot of funding Those accessing it are tracked for outcomes	

Focus	Barriers to learning	Desired outcomes	Success Criteria	Projected Spend	Chosen Strategies	Evaluation of impact
Literacy across the curriculum	Need to improve literacy across all students, not just SEN – needs to be a focus for all	Increased confidence and skills for pupils to access the curriculum	<p>Increased use of the Lexia program to develop non-SEN PPG students' literacy and confidence</p> <p>Pupils attend intervention</p> <p>Pupils reading ages rise</p> <p>Pupils performances tracked and fed back to SEN / Tutors / English as appropriate</p>	£1500 for site licences and CM % of salary	<p>Assess PPG reading levels at regular periods to identify where to focus reading catch up and support (C Marven)</p> <p>Monday morning Lexia intervention</p>	
Access to enrichment and cultural capital	PPG students financially and emotionally unable to access activities that are likely to enhance motivation, understanding, social and cultural awareness	PPG students able to access all activities led by the school to support the curriculum and their development	No pupil unable to attend desired activities	£5000	Ensure all letters home make parents and students aware of the possible support available	
Raising aspiration.	Some pupils who are receipt of PPG support do not have the expectations from home that they will go to FE or HE	Raising the awareness of KS5 and university education options for disadvantaged students through trips.	PPG students are found some form of education, training or employment / PPG students supported into the Sixth form at Hylands / PPG students achieve in line with their Non-PPG counterparts	£5000	<p>Academic trips, specially focused on Red Brick Universities.</p> <p>% Connections support from Wendy Wood</p>	
Raising aspirations	Ensure that the aspirations for all PPG students are to achieve 4 levels of progress.	Sharing philosophy with students that they do not go down sets. Students are supported to remain on their admission flight path to ensure four levels of progress	Interventions across all years to ensure that pupils are supported to attain four levels of progress.		<p>Adapted schemes of work.</p> <p>Rewritten base line tests</p>	

Focus	Barriers to learning	Desired outcomes	Success Criteria	Projected Spend	Chosen Strategies	Evaluation of impact
Raising awareness	Information on students has to be accessible in one place to ensure teachers can easily adapt plans for all students.	Provision map written – all staff have access to this. Enables staff to be fully aware of all interventions and make sure interventions complement each other.	Information on all students is shared to enable teachers to provide the best possible provision.		Teacher's context sheets highlight how teachers will support students.	
Able and ambitious cohort	Students do not have access to facilities to make required progress	Students supported to make outstanding progress.	Able and ambitious cohort identified of which 28% are PPG students. Enrichment activities support at least four levels of progress – aspirations are raised.		Able and ambitious cohort identified. Extension activities set to ensure 4 levels of progress made.	
Guided revision	Students need extra support to revise thoroughly in preparation for exams	PP students complete a planned revision programme to ensure they are fully prepared for exams.	All PP students make one extra level of progress based on March mock exams	Cost of breakfast for each student who attends	Year 11 PP students invited to two breakfast revision clubs for mathematics.	
Statistics	Students studied an extra GCSE to improve outcomes and support KS5 applications.	Students complete the GCSE Statistics – which compliments Maths revision- and attain another good grade.	Students attain best possible grades at GCSE.	2 days half term intervention to write Statistics coursework	Five PP students took an extra GCSE – Statistics – with a view to improving outcomes.	
Looked after children	Students may require extra support if domestic circumstances change	LAC students attendance in line with national average	LAC students attainment in line with National average	LAC HLTA – 3 days a week		
Literacy support	Students required daily literacy intervention.	Students reading ages improve	Students RA goes up more than one year in an academic year.	Five tutor sessions daily	Students are able to read to access the curriculum and for pleasure.	

Total projected spend	£195,500
Remaining budget (est)	£15,000