

## Planned expenditure of Pupil Premium funding 2019-20

In the academic year 2019-20, Emmanuel College received £178,431 in Pupil Premium funding.

**Designated staff** refers to SMT members directly responsible for monitoring Pupil Premium progress and spend – NOG (Vice Principal) & RAR (Assistant Vice Principal).

**Percentage of staff salary** refers to a calculation done on the *time* and *input* estimated of the various members of staff involved in that initiative and the corresponding estimated *percentage* of their salary.

All these initiatives will be reviewed in the **Pupil Premium spend and review 2020-21**.

**The initiatives below are planned on the following basis:**

- Specific responses to the gaps in the attainment, attendance and exclusion data.
- Building on the success of previously successful procedures and initiatives to support disadvantaged students.
- Initiatives planned after analysing nationally recognised centres of outstanding practice in regards to closing the ‘gap’ between disadvantaged and non-disadvantaged students.

Planned expenditure					
Quality teaching and support for all					
Desired outcome	Chosen action or approach	Evidence supporting the rationale for this choice	How will we implement this well?	Cost	Staff
<b>Attainment gap is closed between disadvantaged and non-disadvantaged students throughout the College</b>	Regular sharing of student information through joint working between Student Support and Heads of School to ensure students’ needs are effectively met.  Termly academic team meetings and sub-group SMT meetings to review and plan for provision of every disadvantaged student.	Attainment gap between disadvantaged and non-disadvantaged students.	Ensure teachers identify students for additional support and evaluate impact on achievement outcomes termly and after annual exams.	£30,016 - Percentage of Staff salary	Heads of School  Designated teachers  Cluster Leads  Heads of Department

	<p>Mid-term progress review of disadvantaged students involving Heads of School and designated staff.</p> <p>Cluster leads will prioritise disadvantaged students' provision in cluster meetings to ensure HODs are focused on who disadvantaged students are and how College can better support them.</p> <p>Tailored academic action plans following annual exams prioritise the tracking and specific support of disadvantaged students.</p>				
	<p>Expert teachers use their knowledge to support and extend disadvantaged students' knowledge through effective feedback and instruction.</p> <p>Specific teachers attend insets on how to 'close the gap'.</p> <p>Staff then feed back this expertise via staff insets and training to the wider staff body, with the support of the AVP (staff development).</p>	<p>Teachers who have expertise in their subject area and expertise in their delivery of the curriculum can best support students in their care. The biggest difference to a student's attainment is exemplary teaching and learning.</p>	<p>Excellence in the curriculum will provide staff with opportunities to further develop their knowledge and skills.</p> <p>AVP (staff development) will head up a staff inset programme, working closely with designated staff to ensure this is implemented well, focusing on successful strategies to enable students to make progress, and by recommending insets to specific staff.</p>	<p>£1,612 - Percentage of Staff Salary</p> <p>£3,000 - Delivery of Inset and Training</p>	<p>AVP (staff development)</p> <p>Designated staff</p> <p>Specific staff chosen to train and then deliver insets and training.</p>
	<p>The staff body are aware of the barriers that disadvantaged students may face. Strategies to support these students are clear and are demonstrated via insets.</p>	<p>If staff are better informed about individual and whole cohort student barriers this will help them to better prepare for classroom interventions.</p>	<p>Inset sessions are utilised to give staff a clear strategy in how to handle some of the barriers disadvantaged students feel. Heads of school and pastoral</p>	<p>£1,831 - Percentage of Staff Salary</p>	<p>All staff</p> <p>AVP (staff development)</p> <p>Designated staff</p>

			<p>leads provide continued support to staff.</p> <p>Designated staff give regular updates to staff in briefing on disadvantaged student progress and how to overcome specific barriers to learning.</p>		
	<p>Early and holiday intervention to support attainment throughout KS3 and KS4:</p> <ul style="list-style-type: none"> <li>· Summer school offered to disadvantaged Year 6 pupils coming to Emmanuel College</li> <li>· Holiday revision sessions for Year 11, targeted specifically at disadvantaged students.</li> </ul>	<p>The Sutton trust (2015) states that early intervention is the key to closing the gap between disadvantaged students and non-disadvantaged students.</p>	<p>Ensuring strategies are started earlier than Year 11 and can support students throughout their school development, including catch-up in Year 11.</p>	<p>£5,421 - Percentage of Staff Salary</p> <p>£1,500 - Running Costs</p>	<p>Designated staff</p> <p>Head of Upper School and Upper School Pastoral Leads</p> <p>Heads of Department</p>
	<p>Staff are aware who the disadvantaged students are in their subjects and can request extra resources from their HOD. Budget will be provided for this if the request is deemed necessary to close the gap.</p> <p>In this way, specific and tailored resources can be available to disadvantaged students.</p>	<p>All students will have the opportunity to revise from the correct up to date materials to give them an equal opportunity to succeed.</p>	<p>HOD will discuss this group at cluster meetings and catch-ups and will speak to staff in their department about the resources that are essential and seek funding for this.</p>	<p>£7,000 - Budget allowance</p>	<p>Heads of Department</p> <p>Cluster Leads</p>

Targeted academic support					
Desired outcome	Chosen action or approach	Evidence supporting the rationale for this choice	How will we implement this well?	Cost	Staff
<b>Poor numeracy skills in KS3 disadvantaged students are addressed</b>	Numeracy literacy drop ins held by the maths department for those disadvantaged students in Year 7 and 8 who are not making expected progress in maths.	Lower attainment at GCSE in maths for disadvantaged students in comparison to their peers	Maths department will ensure consistency of sessions on a weekly basis. Specific teacher in maths will monitor attendance, alongside achievement of such students.	£1,311 - Percentage of Staff Salary	Maths department
<b>Reading comprehension and the vocabulary gap between disadvantaged and non-disadvantaged students in Year 7 is closed.</b>	<p>Accelerated reading programme with a focus on disadvantaged students with low reading scores.</p> <p>Those disadvantaged students in Year 7 with lower than expected reading scores should have an additional lunchtime reading support session throughout Year 7 (Reading mentors).</p> <p>Word of the week initiative.</p> <p>Silent reading in tutor time.</p>	<p>Reading and comprehensions have a direct link to the gap in attainment. Students from disadvantaged families have a smaller vocabulary than those in non-disadvantaged families (Hart and Risley, 2003).</p>	<p>Ensuring consistency throughout the tutor groups and English classes in their approach to reading programmes across their year.</p> <p>Student data will show effectiveness of initiatives.</p>	<p>£2,345 - Percentage of Staff Salary &amp; TLR</p> <p>£500 - Resources needed for specific programmes</p>	<p>Literacy co-ordinator</p> <p>English department</p>
<b>Closing the attainment gap in Year 11 overall</b>	Weekly mentoring of all disadvantaged Year 11 students.	<p>More concerning KS2 data for disadvantaged students. Lower outcomes for disadvantaged students at GCSE.</p> <p>Lower attendance rates for disadvantaged students.</p>	<p>This monitoring will consist of rigorous analysis of student data and progress in the context of a regular meeting with a member of staff who could suggest, and follow up on, tailored strategies in order to help the student 'close the gap'.</p> <p>The aim here is to provide personalised support to all disadvantaged students, and more specifically focus on higher</p>	£5,711 - Percentage of Staff Salary	<p>Head of Upper School</p> <p>Specified staff chosen to mentor</p> <p>Designated staff</p>

			ability students who by dint of setting, are unlikely to have the opportunity for such support in lessons. It is also designed to focus students on Ebacc subjects. Mentors will be briefed on specific action in certain subjects.		
	Disadvantaged Year 11 students have individual and tailored tuition plans to support them in their final GCSE year.	Due to the gaps in knowledge these students may already have, they would benefit greatly from a personalised tuition plan to close the gaps in knowledge and support them in reaching their maximum potential.	Designated staff will look to produce individual learning plans alongside the Heads of School in order to ensure the students get the most from tailored tuition. Individual learning plans will be produced from rehearsal exam data and will utilise staff from both in school and external companies if required.	£2,686 - Percentage of Staff Salary £4,000 - Budget for External Sources	Head of Upper School Designated staff
<b>Closing the attainment gap in Year 11: <u>English</u></b>	English HOD organises specific support for disadvantaged Year 11 students to close the achievement gap in Year 11.	There are significant gaps between disadvantaged students and non-disadvantaged students in English	Specific action plans will be put in place, driven by appropriate pedagogy, with the HOD working closely with their cluster lead in order to ensure the achievement of disadvantaged students.  These action plans will be tailored to each individual student and could range from extra support, to set moves, to specific observations and learning walks.  They will be supported by learning walks from the VP and Principal.	£4,765 - Percentage of Staff Salary	HOD Cluster Lead VP/Principal
<b>Closing the attainment gap in Year 11: <u>Maths</u></b>	Maths HOD puts organises specific support for disadvantaged Year 11	There are significant gaps between disadvantaged students and non-	Specific action plans will be put in place, driven by appropriate pedagogy, with the HOD working	£4,765 - Percentage of Staff Salary	HOD Cluster Lead

	students to close the achievement gap in Year 11.	disadvantaged students in Maths.	<p>closely with their cluster lead in order to ensure the achievement of disadvantaged students.</p> <p>These action plans will be tailored to each individual student and could range from extra support, to set moves, to specific observations and learning walks.</p> <p>They will be supported by learning walks from the VP and Principal.</p>		VP/Principal
--	---	----------------------------------	--	--	--------------

Other approaches					
Desired outcome	Chosen action or approach	Evidence supporting the rationale for this choice	How will we implement this well?	Cost	Staff
<p><b>All students have the financial resource necessary to access enrichment and co-curricular activities</b></p> <p><b>The financial burden for parents is reduced.</b></p>	Disadvantaged students' subsidies as detailed in the Pupil Premium policy.	<p>Disadvantaged students often come from backgrounds where financial hardship is more common.</p> <p>Very few disadvantaged students learn a musical instrument.</p> <p>All barriers to disadvantaged students</p>	<p>Monitoring by Business manager and AVP (student support)</p> <p>Designated staff and Heads of School specifically encourage disadvantaged students to partake in enrichment activities.</p>	<p>£4,520 - Percentage of Staff Salary</p> <p>£20,000 - Uniform 30% Tuition 21% Resources 13% Trips 29% Music 7% Specific extra-LAC funding</p>	<p>Business manager</p> <p>AVP (student support)</p> <p>Heads of School</p> <p>Designated staff</p>

		<p>partaking in relevant co-curricular activities need to be removed.</p> <p>LAC students need particular tailored support in order to achieve their personal best.</p>			
<p><b>Students see relevance in independent study at home and show motivation in completing homework on time and to the correct standard.</b></p> <p><b>Disadvantaged students get less homework detentions.</b></p>	<p>Heads of School will support disadvantaged students who repeatedly get homework detentions in their year group to attend either Rm4 support (KS4) or Homework Club (KS3). They will offer a calm environment and will allow for the students to get on with their work with the correct equipment.</p> <p>Weekly monitoring of student's homework ensures that support is put into place quickly for students who fail to/are unable to complete their homework.</p> <p>Deliver "Help your child in Year..." within pathways evenings to provide parents with overview of curriculum and practical strategies for supporting their child's progress throughout the College.</p>	<p>Homework is an essential part of achievement. Completed homework's will further the students' knowledge and understanding and support them in their curriculum time.</p>	<p>Heads of School will monitor attendance to homework club and will be in contact with parents on a regular basis, monitoring the amount of homework detentions received.</p> <p>Parents of target groups will receive personalised invitations and attendance of vulnerable learners tracked to maximise engagement and impact.</p>	<p>£4,416 - Percentage of Staff Salary</p>	<p>Heads of School</p> <p>Pastoral leads</p> <p>LSAs</p>
<p><b>Increase in the cultural capital of students within our care.</b></p>	<p>Support in the development of a tracking system to look at which students are attending co-curricular activities.</p>	<p>Culture capital is an essential part of being able to cope in modern society. Cultural capital is embedded into a student's knowledge and behaviour</p>	<p>Utilise support from admin to create and track co-curricular clubs within the school.</p> <p>Identification of disadvantaged students which should be</p>	<p>£2,247 - Percentage of Staff Salary</p>	<p>Designated staff</p> <p>Heads of School</p> <p>Admin support</p>

<b>More disadvantaged students partake in co-curricular activities.</b>		thus has a direct impact on their conduct and learning in school.	attending will then be sent personal invites from organisers of clubs.		
<b>Improved and appropriate provision in tutor time for disadvantaged students.</b>	As part of a working group studying how to improve SRE and SMSC provision in College, time will be given to assess the impact of tutor reflections and assemblies on disadvantaged students and how provision could be improved.	All students need to feel welcomed and able to contribute to the College's ethos and foundations.	Continued promotion of the core values of the school through assemblies, the curriculum and tutor reflection in a way that all students, including disadvantaged students, can access.  Evaluation of the impact of tutor activities on behaviours of disadvantaged students.	£5,331 - Percentage of Staff Salary	AVP (SMSC)  SRE working group staff
<b>Appropriate welfare and/or SEND support is available for disadvantaged students.</b>	Educational psychologist Services can invaluable to support disadvantaged students, as is tailored mentoring and help from staff in the Student Support Department.  All disadvantaged students' needs will be specifically assessed within this department in order to ascertain which students need priority tailored welfare support; appropriate support will then be provided in either welfare or the ALP room.  The AVP (student support) as SEND co-ordinator also has a crucial role in ensuring that disadvantaged students with SEND needs are catered for appropriately and have the provision to achieve their personal best.	Supporting more vulnerable students is key for a student to achieve their personal best academically.  Nationally, 30% of SEND students are disadvantaged, which emphasises the link between outstanding SEND support and support for disadvantaged students.  A higher percentage of disadvantaged students experience social, emotional and mental health issues which affects conduct in lessons and punctuality and attendance in College.	Early referral of students to the services is important. Identification of students who require this support will come with an increased knowledge of who these students are.  The VP and AVP (student support) specifically discuss all activities relating to disadvantaged students within the Student Support Department that previous week during weekly meetings.	£25,971 - Percentage of Staff Salary  £3,080 - Psychological Services	AVP (student support) Welfare support and SEND Support  Student Support staff (Student Welfare Officers, Student Support Officers)

	Disadvantaged students, where necessary, will be given tailored specific support in the ALP room and individual SEND action plans as appropriate.				
<b>Improved 'Futures' aspirations for disadvantaged students.</b>	<p>Early careers provision for disadvantaged students. Students in Year 8 have a careers session to discuss possible career options.</p> <p>Year 10 students have a targets set to support their aspirations for GCSE outcomes. Create the inspire programme with the use of parent support.</p>	Students who have aspirations of what opportunities are available to them will want to achieve.	Discussions need to happen at an earlier intervention to ensure students have ideas about their future before Year 11. Provide targeted students opportunities to broaden their horizons, and to consider university as a viable destination. Potential to link students with external management organisations as mentors.	<p>£2,553 - Percentage of Staff TLR</p> <p>£2,000 - Delivery Costs and/or cost of bringing in mentors</p>	<p>Teacher responsible for 'Futures'</p> <p>Specific staff delivering sessions</p>
<b>Greater engagement from parents at parents evening, options evenings and parent's involvement in strategies</b>	<p>Attendance to parent's evenings for our disadvantaged students is essential. Parents who do not attend will be required to attend a meeting to discuss targets and the importance of attendance to future events.</p> <p>Ensure target parents receive personalised invitation to College events to maximise attendance. Meet with parents who fail to attend College events to explore reasons for non-attendance and possible solutions. Follow up non-attendance to parents evening with every student, via a stepped approach leading to home visits as appropriate.</p>	Parents who are engaged in their child's education will be in a better position to support them both in and out of College.	<p>Designated staff can keep a close eye on the attendance and punctuality of the disadvantaged students.</p> <p>Develop a whole College parental engagement register to track parent attendance to key events</p>	£5,394 - Percentage of Staff Salary	Designated staff  Heads of School

<p><b>Improve attendance and lower exclusions for disadvantaged students.</b></p>	<p>Attendance is a key focus. Heads of School support the attendance officer and pastoral leads in building relationships with parents of disadvantaged students to support attendance. The attendance officer works closely with the Heads of School in order to target and monitor the attendance of disadvantaged students who are PA.</p> <p>Key factors that lead up to exclusions could be prevented by early interventions in the student's College life. Parental support and reintegration of students who are excluded or in the referral room is key.</p>	<p>Attendance of disadvantaged students is lower than their non-disadvantaged peers nationally and at Emmanuel. Students with no absence are 2.2 times more likely to achieve 5+ GCSE at grade 4 or above, and 2.8 times more likely to achieve English and maths.</p> <p>Exclusion rates are significantly higher for disadvantaged students nationally and at Emmanuel.</p>	<p>Attendance will be a key focus in pupil premium meetings with designated staff. Evaluation of attendance data, particularly for vulnerable student groups will be done weekly in Heads of School meetings with the VP.</p> <p>Interventions will look to support the reintegration of excluded pupils into College life, dealing specifically with disadvantaged students.</p> <p>Disadvantaged students likely to be excluded, or who have previously been excluded, will have targeted 'escalation' intervention plans owned by the Heads of School to ensure exclusion rates are reduced.</p> <p>The new Behaviour and Discipline policy clarifies different procedures for reducing exclusions and supporting students who exhibit challenging conduct.</p>	<p>£18,135 - Percentage of Staff Salary</p>	<p>Attendance officer</p> <p>Designated staff</p> <p>Pastoral Leads</p> <p>Heads of School</p>
---	--	---	--	---	--

<p><b>Staff ownership over disadvantaged student achievement.</b></p>	<p>Give an AVP specific ownership over aspects of disadvantaged student achievement, working closely with the VP.</p>	<p>One staff member cannot be responsible for the pupil premium strategy. However, ownership is key in order to ensure that initiatives happen and staff are held accountable as</p>	<p>Review of pupil premium spend and activities in weekly meetings with the VP. Ownership over different aspects of the pupil premium review and spend.</p>	<p>£9,159 – Pupil Premium focused salary allocation</p>	<p>Designated staff</p>
---	---	--	---	---	-------------------------

		<p>part of a drive to improve disadvantaged students' achievement.</p> <p>Targeted student support must be proactive and at strategic points within the year. Individual plans will best support development, owned by specific staff members.</p>			
<b>Total Spend</b>				£179,269	

## Review of Pupil Premium Spend 2018-19

During the academic year 2018-19 Emmanuel College received £165,027.50 in Pupil Premium funding (*not including funding for LAC students*).

### Rationale for spend

The GCSE results, 2017-18, indicate success in a number of areas, not least the attainment of middle ability disadvantaged students. It validates the approach of the College's Pupil Premium strategy and spend. Notable successes, compared to 2017, included disadvantaged students' attainment in both English and maths at grade 5+, which was 7 percentage points higher than the national benchmark (5 percentage points in 2017). However, the gap between disadvantaged and non-disadvantaged students in terms of progress widened (+0.39 compared to +0.56 in 2018 and +0.52 and +0.57 in 2017 respectively). Furthermore, concerns **remain over the progress of high ability students across a range of subjects** and disadvantaged students achieving the Ebacc. This explained the need to amend Pupil Premium spend in 2018 slightly in order to ensure the College is acting on these concerns. Specific actions were put in place in order to support further disadvantaged students and those of higher ability in particular. **The success criteria of such actions, along with more the general Pupil Premium policy, would be 'closing the gap' between disadvantaged students (with a particular focus on higher ability students) and other students.**

### Specific actions included:

- Weekly mentoring of all KS4 and Year 7 students in receipt of Pupil Premium. This monitoring consisted of rigorous analysis of student data and progress in the context of a regular meeting with a member of staff who could suggest, and follow up on, tailored strategies in order to help the student 'close the gap'. The aim here was to provide personalised support to all students in receipt of Pupil Premium, but more specifically focus on higher ability students who by dint of setting, were unlikely to have the opportunity for such support in lessons. It was also designed to focus students on Ebacc subjects. Mentors were briefed on specific action in certain subjects (*See estimated cost below*).
- Costs of specific inset training for staff teaching high ability sets in helping Pupil Premium students. Mr Ogborn, Vice Principal (students), aimed to put together a tailored provision of support for staff that focuses on how to improve higher ability student outcomes for those students in receipt of the Pupil Premium. These insets could lead to further external training, which the Pupil Premium grant would also cover. (*See estimated cost below*).
- Extra support for the Head of Maths monitoring the progress of Pupil Premium students in maths. Analysis of the data indicated concern over the progress of Pupil Premium students in maths, compared to English. The Pupil Premium spend covered a certain amount of the Head of Maths' time weekly so that he could specifically monitor and support Pupil Premium students, either by observations, learning walks or through data analysis. This would lead to appropriate actions as a result. (*see estimated costs below – included in staff costs*).

As well as the above, Emmanuel College continued the approach detailed above in the Pupil Premium strategy, including:

- **Subsidies for school visits** – We subsidise the cost of the 'activities week' visit plus one other educational visit per year at a rate of 40% for those students currently in receipt of free school meals and at a rate of 90% for looked after children
- **Uniform costs** - We provide a £50 voucher towards the cost of uniform for all new joiners currently in receipt of free school meals or who are looked after children
- **Subsidies for music and LAMDA lessons** – We subsidise the costs of lessons for one musical instrument per year and/or LAMDA lessons at a rate of 40% for students currently in receipt of free school meals and at a rate of 90% for looked after children
- **Other enrichment activities/purchases that aid academic achievement.**

<b>Pupil Premium Income 2018/19</b>	<b>£165,027</b>	<b>Success/outcome</b>
Spending on visit, uniform & music subsidies and other enrichment activities (estimate based on prior year)	£16,259.85	<b>Total spend £9174.01.</b> This support will be continued in 2019-20, recognising the help for families the uniform subsidy and other enrichment provision gives.
Estimated spending on disadvantaged students using educational psychologist Services (based on 2017/18 figures)	£1,080	The use of the educational psychologist is essential to support disadvantaged students, as well as other students with social and emotional issues. This will be continued in 2019-20. It is hoped to have more students accessing this service with an increased staff awareness of who these students are and which students need support. The effect of these interventions through attendance and mentor meetings will also need to be monitored.
Estimated spending on salaries based on the Proportions detailed below	£128,522	Salary spending is invaluable to these students as staff intervention and exemplary teaching and support is the key to closing the gap between disadvantaged and non-disadvantaged students. This will be a large part of the budget for 2019-20 but will be more specifically focused on intervention.
Additional support to run Homework Club and support in Year 11 maths and English lessons	£9,600	Homework support for year 11 has been successful regarding attendance of key students and will continue into this year. We must now look at improve the homework structure of support throughout the whole College. Early intervention is key.
Weekly mentoring of all KS4 and Year 7 Students	£5,913	Mentoring has had some success. However we must clearly identify students throughout the Year 11 cohort and ensure each disadvantaged student who requires support is met with a mentor and the programme is run effectively with targets and structured support systems. The same must be applied through KS3 where necessary.
Cost to deliver GCSE revision sessions in the College holidays (staff costs)	£540	Continue this support and increase the support/availability of other interventions throughout the year. Tailored plans aimed towards disadvantaged
Estimated cost of specific inset training for staff teaching high ability sets in helping Pupil Premium students	£3500	This is an invaluable part of the spend; moving forward this cost can be included in the salary of staff who will deliver the inset sessions.
<b>Total Estimated Spending 2018/19</b>	<b>£165,414.85</b>	
Estimated spending over and above Pupil Premium, covered by other funding	£387.85	

### Salary details

- One third of the salaries of the Heads of School (KS3 and 4).

- One third of the Salaries of two of the Student Welfare Officers and Head of Student Welfare. This includes the attendance officer who focuses particularly on the attendance of disadvantaged students, adopting a tailored approach for those in need of more support. This tailored approach can include home visits, phased returns, parental meetings and putting students on 'Fast-track' attendance support. The other Student Welfare Officer works closely with disadvantaged students in offering emotional and practical support, as well as being one of the Child Protection Officers. The Head of Student Welfare, as well as being designated teacher in charge of LAC, oversees the part of the College, which focuses most closely on supporting vulnerable students. This includes a high proportion of disadvantaged students.
- One third of the salary of the teacher with responsibility for primary transition. This is a vital role to encourage primary schools in the local catchment to send students to Emmanuel College; a focus is on schools with greater numbers of students in receipt of the Pupil Premium. As well as seeking more students from these primary schools to apply to Emmanuel College, the approach taken is to teach Year 6 students key scientific principles in order to aid progress at secondary school.
- One third of the salary of the Senior Pastoral Lead; this member of staff helps to lead on conduct and standards in KS3 and 4, supporting disadvantaged students through this.
- One third of the salary of the Individualised Learning Coordinator (SENCO). Whilst the SENCO focuses her attention on all students who have SEN, there is a dual focus on providing extra support for disadvantaged students, and line managing LSAs who work with disadvantaged students.
- The cost of the Head of Maths using half an hour a week of his time to monitor and intervene with disadvantaged students in Maths in order to ensure good progress.

#### **Additional Support to Run Homework Club and support in Year 11 Maths and English Lessons**

- This figure calculates the LSA salary costs associated with additional support in Year 11 Maths and English lessons (focusing on Pupil Premium students). It also includes LSA time in running homework club, which is targeted towards pupil premium students (4 hours per week TTO).

#### **Cost to Deliver GCSE Revision Sessions in the School Holidays (staff costs)**

- This figures calculates the cost of paying teaching staff overtime to run GCSE revision sessions in school holidays, these sessions are open to all but targeted at pupil premium students who are actively encouraged to attend.

#### **Weekly Mentoring of all KS4 and year 7 Students**

This figures calculates the cost of teachers conducting 15 minutes mentoring sessions a week with disadvantaged students.