

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Philips High School				
Academic Year	2019-20 (Year 1 of 3 year plan)	Total PP budget	£295,460	Date of most recent PP Review	09/19
Total number of pupils	873	Number of pupils eligible for PP	332	Date for next internal review of this strategy	09/20

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.61	0.13 (2018)
Attainment 8 score average	3.59	5.01 (2018)
% achieving 4+ in English and Mathematics	35.8%	71% (2018)
% achieving 5+ in English and Mathematics	20.9%	50% (2018)
EBacc APS	3.16	4.40
% Attendance	93.9%	96.9% (2018-19 School non PP)
% Persistently Absent	13.5%	4.15% (2018-19 School non PP)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Disadvantaged pupils enter Philips with lower KS2 scores than non-Disadvantaged pupils (2019 DP average KS2 score in Maths was 102.4 and non DP average 106.4. In Reading DP was 103.16 and non DP average was 106.04).
B.	Poor reading skills of Disadvantaged pupils preventing access to examinations.
C.	Disadvantaged pupils at greater risk of fixed term exclusion.

D.	Examination results affected by attendance gap for disadvantaged pupils including the number of PA disadvantaged pupils.	
E.	Low resilience and engagement of disadvantaged pupils	
F.	Inconsistent teaching of disadvantaged pupils across all subject areas. Lack of awareness/strategies to raise achievement of disadvantaged pupils.	
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
G.	Lack of parental engagement from some groups of disadvantaged pupils, as evidenced by lower engagement and attendance at parental events.	
H.	Lack of aspiration and/or awareness of opportunities of some disadvantaged pupils.	
I.	Attendance and punctuality of disadvantaged pupils.	
J.	Increased social, emotional and mental health issues are affecting the progress of disadvantaged pupils.	
K.	Lack of positive role models for some disadvantaged pupils.	
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		Success criteria
A/B/ D/F/ G/H/ I/J/K	Close the gap between disadvantaged pupils progress and the progress of other pupils.	P8 Gap - 0.74 Year 1 – 0.5 gap Year 2 – 0.3 gap Year 3 – 0.1 gap
A/B/ D/F/ G/H/ I/J/K	All Year 7 pupils identified through the ‘Year 7 Catch Up fund’, work at the expected standard in Maths and English by the end of the academic year.	English: 100% of Pupils with <100 SS in reading, ‘Working At’ expected standard by the end of each academic year.  Maths: 100% of Pupils with <100 SS in Maths, ‘Working At’ expected standard.
A/B/ D/F/ G/H/ I/J/K	Improve Literacy levels of pupils with reading age below chronological age.	Tbc.. (Currently assessing reading ages).
C/G/ J/K	Reduced number of fixed term exclusions for Disadvantaged pupils	In 2018-19, D pupils received 59 fixed term exclusions, nD pupils received 38 fixed term



		<p>exclusions. D pupils received 21 more fixed term exclusions.</p> <p>Over the next three years, reduce that gap to 0.</p>
<b>D/G I/J</b>	<p>Raise attendance of Disadvantaged pupils in all year groups in order to decrease the proportion of pupils who are PA and ensure gap closes compared to non-Disadvantaged pupils.</p>	<p>The current attendance gap is -1.7%</p> <p>The current PA gap is -5.5%</p> <p>Over the next three years, reduce the gap to 0.</p>
<b>E/J</b>	<p>Improve the Mental health of disadvantaged pupils.</p>	<p>Of the 33 pupils who had counselling through Place2Be, 23 pupils were PP pupils. Our success criteria are to ensure that pupils are not waiting to be seen by the counselling service. Currently the wait to be seen is 6 months. We have therefore invested in a further day with Place2Be. We plan reduce the waiting time to 8 weeks.</p>

Planned expenditure						
Academic year		£295,460				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget Cost
Marking and feedback to focus on disadvantaged pupils.	High quality feedback to Disadvantaged pupils.	EEF toolkit outlines clearly that the biggest impact in terms of months of progress comes from the quality of feedback provided by the class teacher.	Line Management of Middle Leaders. QA overseen by SLT responsible for QA. Department moderation of marking	EPT	September 2020.	£5,235
Improved quality of teaching across all subjects by delivering effective modelling and scaffolding, targeted questioning and constant retrieval practice to ensure that our most disadvantaged pupils are able to make progress.	All staff to deliver Rosenshine's Principles of Instruction as part of their daily practice: Modelling / Scaffolding Retrieval practice Questioning.	The biggest impact on student progress is ensuring the quality of teaching is strong and consistency over time will have an impact.	Line management of Middle Leaders, and consistent testing of the quality of teaching through learning walks, observation and work scrutiny triangulation.	EPT	PM Mid-term review and PM End of Year review 2020.	£2,617

Use of latest research in classroom practice to drive forward the quality of teaching and learning. To increase the engagement / progress of pupils.	AHT to lead on sharing latest research which identifies good practice and share with all subject areas. Improve the quality of practice in all teaching areas.	Developing a highly researched, forward thinking teaching and learning climate which demonstrates positive change in teaching methods to improve the engagement of pupils and their progress.	Line Management of Middle Leaders reporting on implementation of key principles of instruction in subject area.	EPT	July 2020.	£2,617
Improve and develop leadership at every level to ensure that whole staff professional development leads to improved outcomes for all pupils.	A range of appropriate leadership opportunities / CPD training made available each academic year to staff.	Effective Leadership is the key to improving student outcomes and there is a need to ensure a sustainable model of current and future leaders within school.	Evaluation of CPD sessions and then build course learning into the appraisal cycle, alongside impact on outcomes.	EPT	July 2020.	£2,617 £1,350
Implement Literacy and Numeracy age testing	Identify disadvantaged pupils with literacy and numeracy ages below chronological age and implement actions to improve literacy and	Pupils have struggled to access exam papers and content in the lesson. This is because their numeracy age or literacy age is not in line with their chronological age.	HoD in Maths and English to identify key member of staff to coordinate Maths and English age testing. HoD to oversee actions which improve Numeracy and literacy ages.	EPT	September 2020.	£2,617 £376



<p>Analysis of setting of Upper DPs to ensure they are appropriately placed for challenge and enable them to achieve targeted outcomes. Also ensure equality of opportunity to access all subject areas.</p>	<p>Departmental setting shows Upper DPs placed in higher sets, in order to access higher targeted outcomes.</p>	<p>Upper Disadvantaged pupils can find themselves in lower sets because of their lack of motivation and ambition. Carefully analysis of these pupils ensures that they do not get left behind.</p>	<p>Regular monitoring through data analysis and quality assurance.</p>	<p>CHT</p>	<p>July 2020.</p>	<p>£4,340  £598  £1,378</p>
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<p>Ensure staff are provided with regular information on disadvantaged pupils progress, in order to identify areas of underachievement and implement appropriate interventions and, as part of the QA process, ensure subject leaders and classroom teachers are closely monitoring the progress of DPs and implementing appropriate intervention strategies.</p>	<p>Departments use data effectively to identify areas of underachievement and implement appropriate intervention strategies.</p> <p>Class teacher data shows the success of targeted interventions.</p>	<p>Pupils may not be targeted without robust analysis of the data. Providing key staff with the data will ensure that they are able to identify areas of weakness and intervene sooner rather than later.</p>	<p>SLT will liaise with link departments following each data drop re. progress of targeted disadvantaged pupils in their subject area and departmental action plans will be updated accordingly.</p> <p>Subject leaders review individual pupil progress with members of their department following each data drop and measure success of targeted interventions.</p>	<p>CHT</p>	<p>September 2020.</p>	<p>£4,340</p> <p>£1,378</p>
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<p>Ensure targeted cohorts of disadvantaged pupils are identified and closely monitored and that additional intervention for these pupils is put in place. (Focus on Year 11 English and Maths).</p>	<p>Internal progress data will be reviewed for impact following each data drop. Internal data for targeted cohort for Maths and English shows improvements.</p>	<p>Pupils who leave Philips High School without the basic qualifications in Maths and English will have reduced life chances.</p>	<p>Targeted cohorts identified and information shared with all staff</p>	<p>CHT</p>	<p>September 2020.</p>	<p>£4,340  £1,378</p>
<p>Ensure strategic use of PP funding by departments, with impact clearly measurable.</p>	<p>Disadvantaged pupils will be more engaged with the curriculum and improve academic performance.</p>	<p>Not all pupils are able to access resources in the same way. It is more likely that disadvantaged pupils will need variety and materials/resources which are more engaging.</p>	<p>Subject and pastoral leaders have bid for additional funding, for which evidence of impact can be clearly measured.</p>	<p>SLT</p>	<p>September 2020</p>	<p>£17,702 £6,527 £4,000 £1,000</p>

<b>Total budgeted cost</b>		£60,410
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**Improve the attendance and behaviour for learning of disadvantaged pupils and reduce the number of disadvantaged fixed term exclusions.**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Budget Cost</b>
Identify external barriers to poor attendance and engagement, and develop strategies to remove these barriers.	Improved attendance of disadvantaged pupils and a reduction in PA.	<p>D attendance for the 2018-19 Academic year was:</p> <p>nD attendance for the 2018-19 Academic year was:</p> <p>Disadvantaged pupils have worse attendance than their non-disadvantaged peers. The knock on effect of this is worse outcomes at the end of KS4.</p>	<p>Weekly tracking data.</p> <p>Questioning of pupils and parents (led by Attendance team and HoYs) to ascertain external barriers.</p> <p>Intervention support planned to address these identified barriers.</p>	JPS	September 2020	£15,704
						£20,800
						£2,757
						£6,762

<p>Provide regular information to staff, pupils and parents regarding attendance.</p>	<p>Improved attendance of disadvantaged pupils and a reduction in PA.</p>	<p>Key information informs all stakeholders of the importance of attendance. Regular communication reiterates the messages and how this effects the outcomes of pupils.</p>	<p>Evaluation of communication at Parents' Evenings.</p>	<p>JPS</p>	<p>July 2020.</p>	<p>£58,748  £1,600  £1,010</p>
<p>Increase the number of home visits with a focus on disadvantaged pupils</p>	<p>Improved attendance of disadvantaged pupils and a reduction in PA.</p>	<p>D attendance for the 2018-19 Academic year was: nD attendance for the 2018-19 Academic year was:  Disadvantaged pupils have worse attendance than their non-disadvantaged peers. The knock on effect of this is worse outcomes at the end of KS4.</p>	<p>Weekly tracking data.</p>	<p>JPS</p>	<p>September 2020</p>	

<p>Ensure key Disadvantaged Pupils are offered relevant support, in order to access the mainstream curriculum without their behaviour being a barrier</p>	<p>Internal data shows a reduction in internal and fixed term exclusions for disadvantaged pupils</p>	<p>Behaviour data shows that disadvantaged pupils in 2018-19 received more internal and fixed term exclusions.</p> <p>The more time out of lesson disadvantaged pupils spend the worse their outcomes will be at the end of KS4.</p>	<p>Ensure year teams have identified key individuals and groups for support and that they evidence the work with these individuals and groups.</p>	<p>JBa</p>	<p>July 2020.</p>	<p>£21,419</p>
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<p>Ensure that disadvantaged pupils who are at risk of not attending school or repeated fixed term exclusions or at risk of permanent exclusion are provided with appropriate Alternative Provision in order to re-engage with school.</p>	<p>Disadvantaged pupils do not become non-attenders, receive multiple fixed term exclusions or possible permanent exclusion.</p>	<p>In 2018-19 x disadvantaged pupils did not attend school. Re engaging pupils enables them to enjoy their time in school and improve their attendance. Similarly, pupils at risk of fixed term exclusions or permanent exclusions have a greater chance of exclusion if they are not engaged in the curriculum.</p>	<p>Reduction in the number of fixed term exclusions, minimal or no permanent exclusions and a reduction in non-attenders.</p>	<p>JDY</p>	<p>July 2020.</p>	<p>£4,081 £12,000</p>
<p>Ensure pupils and parents have access to pastoral support, to help overcome individual barriers to learning.</p>	<p>Internal data and case studies show an improvement in attendance and progress of key students, as well as a reduction in fixed term exclusions.</p>	<p>All students have individual barriers to learning. These barriers can affect pupils in different ways, including attendance, behaviour and academic progress.  By having an extensive pastoral team, these barriers can be identified and supported throughout the pupil's educational experience at Philips High School.</p>	<p>pastoral support staff record evidence of DPs they have worked with and the impact of this work</p>	<p>JDY</p>	<p>July 2020</p>	<p>£2,040 £65,275</p>

<b>Total budgeted cost</b>						<b>£212,196</b>
<b>i. Other approaches</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Budget Cost</b>
Introduction of the CCF within the curriculum	<p>Increased engagement with school.</p> <p>The Behaviour data shows that disadvantaged pupils taking part in CCF have a reduced number of internal and fixed term exclusions.</p>	Behaviour data shows that disadvantaged pupils in 2018-19 received more internal and fixed term exclusions.	<p>A member of the Senior Leadership Team will oversee the CCF. There is also two TLR positions to ensure it is managed effectively.</p> <p>Planning time given to CCR personnel.</p> <p>SEF to be completed by CCR lead and overseen by SLT.</p>	JBY	July 2020.	<p>£2,070</p> <p>£20,134</p>
Introduction of D of E	Increased engagement with school and reduction	Behaviour data shows that disadvantaged pupils in 2018-19	A member of the Senior Leadership Team will oversee the D of E.	CHT	July 2020.	<p>£6,089</p> <p>£625</p>

	in PA and fixed term exclusions.	received more internal and fixed term exclusions.	Curriculum time increases accountability and 'buy in'.			
Introduction of PiXL Build Up	<p>Increased progress in Maths, English and Science.</p> <p>Better engagement in school.</p> <p>The Behaviour data shows that disadvantaged pupils taking part in PiXL Build Up have a reduced number of internal and fixed term exclusions.</p>	<p>Behaviour data shows that disadvantaged pupils in 2018-19 received more internal and fixed term exclusions.</p> <p>A smaller group of pupils identified</p> <p>Increased progress in Maths, English and Science.</p>	<p>The right member of staff has been identified to deliver PiXL Build Up.</p> <p>Use of Department Curriculum maps ensures that pupils are completing relevant work.</p> <p>Performance data in Maths, English and Science.</p>	JBY	July 2020.	£10,709
Disadvantaged pupils are able to access Place 2 Be counselling support relating to personal issues both in and out of school.	<p>Reduction in the number of internal and fixed term exclusions.</p> <p>Reduction in PA.</p>	<p>26 disadvantaged pupils were referred to Place 2 Be last academic year for either 1-2-1 or group counselling.</p> <p>A significant number of children at secondary school suffer with mental health problems. Place2Be offers a therapeutic approach which encourages children to express themselves in non-verbal</p>	<p>Effective recruitment of Place2Be Support worker based in school.</p> <p>Monitoring and evaluation of impact sent to JDY.</p>	JDY	July 2020	<p>£4,081</p> <p>£22,800</p>

		ways, for example through artwork or play.				
Introduction of a Character curriculum.	Disadvantaged pupils improve leadership skills, Oracy, well-being understanding and E-Safety.	Disadvantaged students do not have access to the cultural capital that their non-disadvantaged peers have. By introducing a Character Curriculum, students increase their knowledge of cultural capital.	ETR to oversee the development and implementation of the Character Curriculum as part of Personal Development. SEF to be used to monitor the impact. QA used to monitor staff delivery of Character lessons.	ETR	September 2020.	£1,266
End of term reports posted home for disadvantaged pupils.	Pupils more aware of the academic progress made and increase parental support.	Reports are uploaded to Sims Parent which parents can access via the internet to track progress. Disadvantaged families are more likely to not have IT facilities and might not be able to access reports. Therefore a paper copy posted home enable access to reports.	Communication between the Data Manager and School Office to ensure the right reports are posted home.	SFN	September 2020.	£504
Effective Use of Show My Homework	Pupils who complete homework regularly with know more and be able to do more.	Homework has previously been identified as an issue. Homework is valued at Philips high School. The majority of detentions are given for homework.	DMN to oversee homework is being set and the quality is appropriate.	DMN	September 2020	£404  £1,552

<p>Effective use of the library to support learning.</p>	<p>If PP students are given the opportunity to use the library at break time, lunch time and/or after school, it is likely that they will complete set work effectively and revise in an appropriate environment.</p>	<p>Not all students have a place to study outside of the classroom. By providing a space, it gives students an opportunity to complete homework or revise.</p>	<p>RDY to supervise the time in the library and ensure the working environment is purposeful.</p>	<p>RDY</p>	<p>September 2020</p>	<p>£7,871</p>
<p>Identified pupils to have a key worker in the morning to identify issues which might happen each day.</p>	<p>Increased attendance and a reduction in behaviour issues. As a result increased outcomes.</p>	<p>Identified Disadvantaged pupils with a high number of behaviour points/fixed term exclusions or poor attendance need more support to reduce the number or %. This intervention is aimed at anticipating problems that might occur and finding solutions.</p>	<p>Behaviour, attendance and outcome data.</p>	<p>JDY</p>	<p>January 2020</p>	<p>£5,850</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p><b>£83,957</b></p>	



<b>Overall Total budget cost</b>	<b>£356,563</b>
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**6. Review of expenditure**

<b>Previous Academic Year</b>	<b>£297,930</b>
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**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<p>High quality first teaching. The latest research by EEF “The Attainment Gap: key lessons learned in the EEF’s first six years reports that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower costs than structural changes. Prioritise high ability pupils, boys and “teach to the top. CPD to develop expertise in memory retention and recall of knowledge through The Principles of Instruction.</p>	<p>All lessons observed judged good and/or outstanding where PP pupils make rapid progress in all subjects from year 7 to year 11.CPD programme to tailored to staff based on their needs.</p>	<p>P8 D Pupils: -0.61 P8 nD Pupils*: -0.37</p> <p>*National nD data to be added once IDRS published.</p> <p>Teaching staff are more confident at using the Principle of Instruct. PM Presentations demonstrated the impact the Principles of Instruct had on staff.</p> <p>Through effective Quality Assurance, the majority of teaching met the required standard. When the required standard was not met, appropriate actions were implemented. This included staff support plans and capability procedures.</p>	<p>Too many chances in the classroom through the use of the C System meant that too many lessons were disrupted. However, a new system has been implemented in September 2019 which is having a positive effect on behaviour.</p> <p>A Whole School Focus on Book Look Quality Assurance. To ensure that there is a consistent approach and the new curriculum in 2019-20 is implemented correctly.</p> <p>To continue with ‘The Principles of Instruction’ in 2019-20. Staff to focus on a different principle in their Performance Management Cycle.</p>	<p>Teaching £136,018</p> <p>PiXL £1,600</p> <p>Total £137,618</p>
<p>To raise the attainment and achievement of pupils in receipt of pupil premium across all year groups. This will include literacy and numeracy interventions in order that gaps diminish rapidly.</p>	<p>Pupils eligible for PP make expected progress by the end of the year. This will be evidenced using teacher assessments written throughout the year.</p>	<p>P8 D Pupils: -0.61 P8 nD Pupils*: -0.37 Gap: -0.24</p> <p>The curriculum previously did not suit all children. The new curriculum in 2019-20, will consider all learners and improve attainment.</p>	<p>Literacy and numeracy is below that of the chronological age.</p> <p>Whole school literacy approach is needed in all areas of school life.</p> <p>Thrive pathway supporting the Literacy and numeracy of children.</p>	<p>Librarian £9,483</p> <p>HLTAs £17,658</p> <p>Total: £27,141</p>

<p>Improved rates of progress for disadvantaged pupils, leading to greater aspiration and engagement throughout KS4.</p>	<p>PP boys and upper pupils make as much progress as 'other' pupils, across Key stages. Where they are not, departments will put in place intervention and it will be monitored by heads of department (HOD)/Intervention lead and discussed at the fortnightly Senior Leadership Team (SLT) review meetings.</p>	<p>Intervention needs to be more targeted.</p> <p>Early identification of barriers of individual students to support intervention.</p>	<p>Central place for intervention to be targeted.</p> <p>Greater focus on intervention at SLT/HoD meetings.</p> <p>Improved careers support to raise aspirations.</p>	<p>Intervention Lead:</p> <p>£29,119</p> <p>Total:</p> <p>£29,119</p>
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<p>Improvement of preparation for GCSE examinations, measured by revision attendance and completion of revision work on Show My Homework.</p>	<p>Pupils eligible for PP make better progress in Year 11 by undertaking a more effective revision programme for their GCSE exams. This will be evidenced by expected progress in English and mathematics which is equivalent to 'other' pupils.</p>	<p>D P8: -0.6 (2018) D P8: -0.61(2019)</p> <p>The Progress of Disadvantaged students overall remained the same in 2019 as they were in 2018.</p> <p>P8 D Pupils English (2018): -0.5 P8 D Pupils English (2019): -0.44</p> <p>P8 D Pupils Maths (2018): -0.6 P8 D Pupils Maths (2019): -0.6</p> <p>P8 of D pupils in English improved in 2019, compared to 2018.</p> <p>SMHW was used. Impact was difficult to measure with previous MIS system.</p> <p>Intervention attendance was not tracked efficiently enough.</p>	<p>H/W to be tracked differently through SIMS.</p> <p>HoY support with h/w using the behaviour system to track and monitor.</p> <p>An additional Yr 11 H/W club to be introduced.</p>	<p>SMHW: £404</p> <p>HoY: £17,866</p> <p>Total: £18,270</p>
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<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>To raise the attendance of pupils in receipt of PP across all year groups in order to decrease the proportion of pupils who are PA in this category and ensure that attendance for these pupils is as close to 96% as possible</p>	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP improves to at least good 96%.</p>	<p>Attendance for disadvantaged pupils has improved by 1.54% since 2016-2017.</p>	<p>This has been achieved by changing the whole school culture and introducing individual responsibilities for teaching and pastoral staff. These are clearly identified in the Attendance and Punctuality Policy. Clear messages have been delivered to pupils and parents at every opportunity and we now operate a first day of absence contact procedure with a priority to PP pupils (phone call or home visit). This together with regular meetings between pupils, parents, SLT and governors has improved communication and commitment to school attendance. This will continue.</p> <p>We have also increased our curriculum offer with the Duke of Edinburgh's award, the Combined Cadet Force (Army), National Citizenship Service, ASDAN courses, Bury College courses, A Character Curriculum, PiXL courses, work experience and Alternative provision as part of the curriculum in addition to GCSEs, BTECs &amp; V Certs. This offer is aimed at appealing to all our children as we have created a curriculum which children enjoy and want to come into school and experience.</p>	<p>Attendance Officer: £14,932</p>
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Students with social, emotional, mental health (SEMH) issues receive appropriate support and advice.	Recorded cases are signposted correctly ensuring all follow up referrals are carried out efficiently. Mentoring and support to be provided by the pastoral team/Place2Be.	26 Pupil Premium Pupils accessed Pace2Be during the 2018-19 academic year. There was a waiting list, meaning that not all pupils could access the service immediately.	To continue with Place2Be and to increase the offer from 2 days per week, to 3 days per week.	HoY: £71,466  Place2Be: £9,798  Total: £96,196
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Total</b>				£308,344



## 7. Additional detail

