

OBHS Vulnerable learners and Pupil Premium Implementation Strategy  
*What does the research say? What are we doing at Old Buckenham High School?*

**The Education Endowment Fund:** “The Sutton Trust-EEF Teaching and Learning Toolkit is a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve outcomes for learners. It currently covers a range of topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them...”<sup>1</sup> The research is regularly reviewed and updated based on emerging evidence.

“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development and effective feedback methods.

By being clear about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented, schools will be in the best position to deploy limited resources effectively.”<sup>2</sup>

It is important to recognise that an approach to closing the gap which uses the PPG grant to improve teaching and methods of feedback, and which identifies and addresses the barriers to learning which our PPG students present might not result in a *visible* spend of the PPG budget. In order to make it clear how we are using the Pupil Premium Grant to close the gap between our learners, we have summarised in the table below the strategies which EEF research suggests have the maximum impact on pupil progress, and how we resource and employ these strategies at OBHS.

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<sup>1</sup> [https://educationendowmentfoundation.org.uk/public/files/Toolkit/Toolkit\\_Manual\\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Toolkit/Toolkit_Manual_2018.pdf)

<sup>2</sup> <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium/>

|                          |                   |                                  |  |  |                    |
|--------------------------|-------------------|----------------------------------|--|--|--------------------|
| Academic Year            | 2021-22           | Total PP budget                  | Income for the year (April 2021 to March 2022) - £96,745 | Date of most recent PP Review                  | Joan Lowe 2018     |
| Total number of pupils   | 529               | Number of pupils eligible for PP | 95   | Date for next internal review of this strategy | Spring 2022        |
| Vulnerable student data* | Y7<br>13 students | Y8<br>15 students                | Y9<br>14 students  | Y10<br>35 students                             | Y11<br>38 students |

### Summer 21 Y7-10 Progress data

Art

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           | 0.16                         | 0.14                | 0.4                  | -0.02                |
| Year 8           | 0.11                         | 0.22                | 0.36                 | 0.02                 |
| Year 9           | -0.15                        | -0.3                | 0.06                 | -0.16                |
| Year 10          | -0.58                        | -0.62               | 0                    | -0.4                 |

Biology

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           |                              |                     |                      |                      |
| Year 8           |                              |                     |                      |                      |
| Year 9           |                              |                     |                      |                      |
| Year 10          | -1.27                        | -1.6                | -0.5                 | -2                   |

Chemistry

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           |                              |                     |                      |                      |
| Year 8           |                              |                     |                      |                      |
| Year 9           |                              |                     |                      |                      |

|                |              |           |           |             |
|----------------|--------------|-----------|-----------|-------------|
| <b>Year 10</b> | <b>-1.27</b> | <b>-2</b> | <b>-1</b> | <b>-1.9</b> |
|----------------|--------------|-----------|-----------|-------------|

#### Drama

| <b>2020-21 G4S Data</b> | <b>Progress Data – All Students</b> | <b>Progress Data – PPG</b> | <b>Progress Data – SEND</b> | <b>Progress Data - Boys</b> |
|-------------------------|-------------------------------------|----------------------------|-----------------------------|-----------------------------|
| <b>Year 7</b>           | <b>-0.1</b>                         | <b>0</b>                   | 0.3                         | -0.1                        |
| <b>Year 8</b>           | <b>-0.04</b>                        | <b>0.13</b>                | 0.39                        | -0.09                       |
| <b>Year 9</b>           | <b>-0.01</b>                        | <b>0.04</b>                | 0.69                        | -0.04                       |
| <b>Year 10</b>          | <b>0.44</b>                         | <b>1</b>                   | 3                           | 1.13                        |
|                         |                                     |                            |                             |                             |

#### English Language

| <b>2020-21 G4S Data</b> | <b>Progress Data – All Students</b> | <b>Progress Data – PPG</b> | <b>Progress Data – SEND</b> | <b>Progress Data - Boys</b> |
|-------------------------|-------------------------------------|----------------------------|-----------------------------|-----------------------------|
| <b>Year 7</b>           | <b>-0.4</b>                         | <b>-0.73</b>               | -0.64                       | -0.6                        |
| <b>Year 8</b>           | <b>-1.02</b>                        | <b>-1.37</b>               | -2.26                       | -1.43                       |
| <b>Year 9</b>           | <b>-0.35</b>                        | <b>-0.39</b>               | -1.63                       | -0.45                       |
| <b>Year 10</b>          | <b>0.36</b>                         | <b>0.04</b>                | -0.29                       | 0.27                        |

#### English Literature

| <b>2020-21 G4S Data</b> | <b>Progress Data – All Students</b> | <b>Progress Data – PPG</b> | <b>Progress Data – SEND</b> | <b>Progress Data - Boys</b> |
|-------------------------|-------------------------------------|----------------------------|-----------------------------|-----------------------------|
| <b>Year 7</b>           | <b>See English Language Plans</b>   |                            |                             |                             |
| <b>Year 8</b>           |                                     |                            |                             |                             |
| <b>Year 9</b>           |                                     |                            |                             |                             |
| <b>Year 10</b>          | <b>-0.75</b>                        | <b>-1.15</b>               | -0.79                       | -1.02                       |

## Enterprise &amp; Marketing

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           |                              |                     |                      |                      |
| Year 8           |                              |                     |                      |                      |
| Year 9           |                              |                     |                      |                      |
| Year 10          | 0.88                         | 0.75                | 1.5                  | 0.94                 |

## Food &amp; Nutrition

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           |                              |                     |                      |                      |
| Year 8           |                              |                     |                      |                      |
| Year 9           |                              |                     |                      |                      |
| Year 10          | 0.55                         | -0.6                | -0.6                 | 0.14                 |

## French

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           | 0.01                         | -0.68               | -0.78                | -0.41                |
| Year 8           | -1.2                         | -1.25               | -1.77                | -1.5                 |
| Year 9           | -2.13                        | -2.23               | -3.22                | -2.29                |
| Year 10          | -1.32                        | -1.25               | n/a                  | -1.56                |

## Geography

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           | -0.31                        | -0.86               | -1.7                 | -0.51                |
| Year 8           | 0.02                         | -0.04               | -1.04                | -0.18                |
| Year 9           | 0.15                         | 0.17                | -0.56                | 0.42                 |
| Year 10          | 0.04                         | -0.46               | -0.12                | 0.14                 |

German

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           | See French/MFL Plans         |                     |                      |                      |
| Year 8           |                              |                     |                      |                      |
| Year 9           |                              |                     |                      |                      |
| Year 10          | -1.83                        | -1.85               | 0                    | -1.62                |

Health & Social Care

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           |                              |                     |                      |                      |
| Year 8           |                              |                     |                      |                      |
| Year 9           |                              |                     |                      |                      |
| Year 10          | -0.52                        | -0.89               | -0.71                | -1.67                |

History

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           | -0.01                        | -0.59               | -0.45                | -0.42                |
| Year 8           | 0.14                         | -0.62               | -0.74                | -0.14                |
| Year 9           | 0.38                         | 0.7                 | -0.45                | 0.34                 |
| Year 10          | -0.16                        | -0.26               | -0.12                | -0.41                |

IT

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           |                              |                     |                      |                      |
| Year 8           |                              |                     |                      |                      |
| Year 9           | Creative iMedia<br>-0.23     | 0.43                | 0.5                  | -0.62                |
| Year 10          |                              |                     |                      |                      |

## Maths

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           | 0.2                          | -0.64               | -1.55                | 0.03                 |
| Year 8           | 0.05                         | -0.37               | -0.91                | 0.08                 |
| Year 9           | -1.11                        | -1.13               | -2.15                | -0.98                |
| Year 10          | -0.25                        | -0.73               | -0.29                | -0.33                |

## Music

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           | -0.1                         | -0.05               | 0.1                  | -0.2                 |
| Year 8           | -0.3                         | -0.39               | -0.27                | -0.39                |
| Year 9           | -0.2                         | -0.26               | 0.11                 | -0.22                |
| Year 10          | -0.87                        | -1.67               | n/a                  | 3                    |

## Physical Education

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           | 0.36                         | 0.05                | -0.36                | 0.2                  |
| Year 8           | 0.62                         | 0.17                | 0.36                 | 0.81                 |
| Year 9           | 0.4                          | 0.48                | 0.06                 | 0.36                 |
| Year 10          | GCSE -0.74<br>SPORTS -1.31   | -3.00<br>-1.8       | n/a<br>-2            | -0.18<br>-1.33       |

## Physics

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           |                              |                     |                      |                      |
| Year 8           |                              |                     |                      |                      |
| Year 9           |                              |                     |                      |                      |
| Year 10          | -0.73                        | -1.4                | -1                   | -0.8                 |

## Product Design

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           | 0.43                         | 0.36                | 0.4                  | 0.31                 |
| Year 8           | 0.07                         | -0.25               | -0.3                 | -0.09                |
| Year 9           | -0.3                         | -0.29               | -0.5                 | -0.2                 |
| Year 10          | -0.25                        | -1                  | 0                    | -0.18                |

## Science Trilogy

| 2020-21 G4S Data | Progress Data – All Students | Progress Data – PPG | Progress Data – SEND | Progress Data - Boys |
|------------------|------------------------------|---------------------|----------------------|----------------------|
| Year 7           | -0.62                        | -0.67               | -0.36                | -0.72                |
| Year 8           | -0.43                        | -0.79               | -1.17                | -0.49                |
| Year 9           | -0.07                        | -0.04               | -0.61                | 0.07                 |

| EEF Strategy                    | Impact (+months) | OBHS Strategies  | Intended Impact   | Monitoring   | Resources /Person   | Costs CV/PPG      | Status |
|---------------------------------|------------------|--|---|--|---|-------------------|--------|
| Feedback LC                     | +8               | The whole school marking and feedback policy ensures a consistency in the language of feedback and Next Steps. Departments have been developing resources and approaches to feedback which ensures high levels of student engagement in marking, the use of feedback as a catalyst for further progress and develops self-reflection and metacognition within our learners where they understand the process of learning, and themselves as learners <sup>3</sup> . We have allocated ongoing CPD time to staff training and sharing of best practice. | Accelerated in-year progress for PPG students in all year groups. | Go4Schools assessment tracking.<br><br>Quality Assurance of student work/ assessment | CLs + SLT<br><br>CLs during calendared departmental meetings. | None              |        |
| Mental Health and Well being AD |                  | The pastoral team had continued to track student's well-being and mental health through the enforced closure and now the students are back in school. Half termly student voice activities will be held  | Undertake attitudinal survey to establish Y7 wellbeing using      |  |   | 10% staffing cost |        |

<sup>3</sup> <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

|                                   |    |   |  |  |   |   |  |
|-----------------------------------|----|---|--|--|---|---|--|
|                                   |    | <p>focusing on well-being and appropriate support in place for students who require additional support. Parental contact will remain a priority with all contact recorded. Parent surveys regarding well-being and student belonging will be sent with actions for the pastoral team to meet with students and discuss any issues that arise with the parents. Pastoral support will include intervention via wave two sessions or external counselling.</p>  | <p>regular surveys and PASS.</p> <p>Regular feedback from student voice to inform of students who require support.</p> <p>Increase in communication with students and home.</p> <p>Packages of support with an evaluation aspect included to check impact with support outside of the school accessed if needed.</p> |  |   | <p>TP/CW (PPG)<br/>£3,615<br/>£3,270<br/>(includes on costs)</p> <p>Y7 PASS ASSESSMENT costs<br/>TBA<br/>£182</p> |  |
| Metacognition and Self-Regulation | +8 | <p>In collaboration with staff, students and parents, we introduced the 5 OBHS Habits of Mind (Ambition, Creativity, Collaboration, Independence and Resilience). These skills are not taught discretely, but are embedded into the curriculum and built into our rewards system. Students reflect and evaluate their strengths as learners termly. Our pastoral team also deliver 1:1 and small group workshops with a focus on both self-esteem, emotion management, self-regulation and metacognition,</p> | <p>Evidence of self-regulation and an increased engagement in learning.</p>  | <p>Attitude to Learning reporting (G4S).</p> <p>Pupils' Habits self-evaluation activities completed.</p> | <p>Classroom Teachers</p> <p>Form Tutors + Head of Key Stage</p> <p>£500</p> <p>£1000</p> | <p>£500 (PPG)</p>   |  |



|                     |    |   |  |   |  |   |  |
|---------------------|----|---|--|---|--|---|--|
|                     |    | ensuring that students understand themselves as learners and optimise their opportunities to learn in the classroom. The embedding of Base Time and Independent Learning time as a response to moving to a 3 period day includes time for a mentoring meeting with tutors for all students. ILT is time to reflect on work completed in class and is supported by a workbook with how to learn tasks which teachers can focus on to support specific students.  |  | Positive points and Habits cards.<br><br>PASS data.                   | Pastoral Manager's Salary<br><br>Printing resources for Base Time and ILT. | £1,000 (PPG)  |  |
| Mastery Learning DF | +5 | The Maths LPA Catch-Up group in Year 7 is delivered to students identified as not meeting age-related expectations by the end of KS2. These students undertake a curriculum based on the Maths Mastery approach and utilises Numicon as a teaching vehicle which is designed to target the gaps in their Mathematical knowledge and skill and ensure that these are mastered before learning moves on. This is supported by a review of our KS3 curriculum across all subjects in KS3 with a focus on the intent, implementation and impact. Establishing the core purpose of each subject curriculum, coupled with the non-negotiable aspects of teaching and learning at OBHS which require teachers to identify and share the success criteria for learning tasks, and employ a range of assessment for learning strategies within a lesson, ensures that the curriculum is responsive to students' learning. If a key piece of knowledge or a key skill is not mastered, the teacher must re-visit this to ensure that the curriculum achieves its purpose. | Accelerated progress in LPA PPG learners in Y7 Maths – a closing of the numeracy gap from KS2. | Progress Data<br><br>Quality Assurance: Learning Walks, Work Scrutiny | D. Foreman, D. Daynes Maths Mastery Network Membership cover supply costs. | Additional maths group in ks3. Costs TBA (PPG) Ask Laura to cost per lesson ks3 extra Maths group 10,260 (Y7) |  |
| Peer Tutoring and   | +5 | <i>In addition to peer mentors who support our most vulnerable Year 7 and 8 students to feel confident and supported at school,</i>   | Vulnerable PPG Y7 students feel  | Y7 PPG Attendance rate.   | T. Picksley (salary), C. Wabe  |   |  |

|                                     |    |   |   |  |  |             |  |
|-------------------------------------|----|---|---|--|--|-------------|--|
| Collaborative Learning              |    | we also run a Literacy and Numeracy mentoring programme. Students in Year 7 and 8 are identified based on their KS2 reading skills, CAT, PASS and NGRT tests and paired with high performing Year 9 and 10 students to work on their Literacy and Numeracy skills. In addition, one of the key ingredients of an OBHS lesson is Cooperative Learning, and one of our Habits of Mind is Collaboration. This ensures that planning well-structured and resourced learning opportunities to develop students' collaboration remains a priority. As a staff, we share good practice via our weekly Teaching and Learning bulletins, department meetings and CPD sessions. | safe and secure.<br><br>Accelerated Progress in Reading and Numeracy.       | Case Studies.<br><br>Student Voice.<br><br>Progress Data/ Progress against baseline. | (salary),<br>E. Taylor,<br>S. Alderson,<br>S Cowan |             |  |
| Reading Comprehension Strategies LC | +5 | Lexia, an intervention programme which addresses word-level spelling and comprehension. Needs a member of staff to facilitate during IL.<br><br>Accelerated Reader is in place for all KS3 students which monitors student engagement with reading and supports students in choosing books within their appropriate ZPD range. Students are rewarded for their engagement with reading.<br><br>One English lesson a fortnight is a dedicated library/literacy lesson.   | Accelerated progress in basic literacy skills – measured against baseline.  | Progress Data.<br><br>Quality Assurance: Learning Walks and Work Scrutiny.           | Lexia £1100 + hardware costs (£500)                | £1600 (PPG) |  |
| Oral Language Interventions LC/NG   | +5 | KS3 students have a lesson a fortnight dedicated to developing their verbal competence and confidence.  | Accelerated progress in English – most evident in EWT and argument writing. | Progress Data.<br><br>Quality Assurance: Learning Walks and                          | English Department                                 |             |  |

|                                       |    |  |   |  |   |  |  |
|---------------------------------------|----|--|---|--|---|--|--|
|                                       |    |  |   | Work Scrutiny.   |   |  |  |
| One-to-one tuition<br>LC-RAP<br>JW/AF | +5 | To support some of our most disadvantaged Y11 students, we are joining up our provisions, using Raising Achievement Planning meetings to discuss strategies to close attainment gaps and support students to raise aspirations.  | A reduced attainment gap in Maths and English for PPG students.<br><br>Engagement in lessons and attendance.  | Progress Data<br><br>See Y11 RAP.<br><br>Attendance Data.<br><br>Positive behaviour residual (G4S/ Habits)   | Literacy Co-ordinator role (temporary until July 2022)                        | 0.5 on-costs of instructor (PPG) £9,801 (based on support staff scale 7 32.5 hours, includes on costs) |  |
| Individualised Instruction<br>LC      | +3 | At the heart of the non-negotiable aspects of Teaching and Learning at OBHS lies Quality First Teaching. We define this as teachers knowing and planning for the individual needs of their learners. As a school we are united in our approach which does not group students or place them on to a 'pathway' based on their prior attainment thus placing a glass ceiling on their potential progress. Our assessments (and therefore our curriculum) are designed to offer all students the opportunity to make maximum progress. In addition to spending CPD time developing and sharing expertise in our staff, we have also revisited this as part of the QA and ITQ cycle, giving particular attention to the needs of our SEND students and the way in which learning tasks and/or outcome would be adapted to meet their needs. The teaching and learning bulletin which is published weekly, has shared a range of approaches, and some of our Expert teachers have led their own CPD sessions demonstrating | Demonstrable evidence of high quality student work in PPG student books and assessments.<br><br>Evidence of ambitious targets for KS4 PPG students. | Quality Assurance: work scrutiny and learning walks (CL and SLT).<br><br>SLT scrutiny of Targets to ensure 0 gap for PPG (4Matrix).<br><br>PM targets in line with whole-school priority of QFT for PPG.<br><br>Lesson Observations meeting non-negotiable | Teachers, CL, SLT<br><br>Data Manager + SLT<br><br>CLs + SLT<br><br>CLs + SLT |  |  |

|                                 |    |   |   |   |   |  |  |
|---------------------------------|----|---|---|---|---|--|--|
|                                 |    | how this works effectively within their subject area. All lesson observations conducted are required to comment on the effectiveness of QFT within the classroom.   |   | OBHS criteria (QFT of PPG).   |   |  |  |
| Behavioural Interventions<br>AD | +3 | <p>At OBHS we have established our values as a school, our Habits of Mind, and the Golden Rules of our classroom, both rewards and sanctions are underpinned by these. Go4Schools is used to track both positive and negative behaviours – and there is a clear ladder of sanctions which are implemented consistently should a student’s behaviour fall outside our established expectations.</p> <p>A number of staff are TA101 trained and this training guides our interactions with students – both positive and negative. We are looking to develop this approach further in 2021-22 and explore how we can share good practice in terms of a restorative and relational approach to behaviour management.</p> <p>Our experienced pastoral team work closely with staff to identify students in need of further support</p> | <p>Positive behaviour residuals for PPG learners.</p> <p>Attendance to extended-curriculum activities.</p> <p>0 gap between attendance and PA of PPG and non PPG.</p> | <p>Go4Schools and Habits Cards</p> <p>Attendance Registers</p> <p>Attendance Data</p>             | <p>Pastoral Manager Salary</p> <p>TLR2a £4200</p> <p>Attendance Office Salary</p> <p>Point 1 Counselling service- £1200</p> | <p>TA101 costs £1,150 (PPG)</p> <p>TP/CW/VE salary (PPG) 50% of £18,077 £16,350 £10,620</p> <p>Point 1 Counselling service (covid) £1200</p> |  |
| Parental Involvement<br>SC/ET   | +3 | <p>In addition to parents evenings and parent forums, parents are regularly contacted via email and letter throughout the year to update them on changes which will affect their child – or important decisions relating to their child. We also share relevant information from outside agencies with parents to support them with their student.</p> <p>All tutors contacting parents of tutees each half-term for welfare check and feeding any concerns back to Pastoral Team</p>   | Increased stakeholder engagement.   | <p>Attendance to parents evening.</p> <p>Participation in parent surveys.</p> <p>Contact home</p> | <p>Pastoral Managers, Progress Leaders, tutors, RSL, SLT.</p>   | N/A  |  |

|                                |  |   |  |  |                                    |                             |  |
|--------------------------------|--|---|--|--|------------------------------------|-----------------------------|--|
|                                |  | Our Heads of Year and Pastoral team are in regular contact with parents where there are any concerns raised regarding a student's behaviour or attitude to learning and parents are required to attend re-integration meetings following any period of exclusion. |  |  |                                    |                             |  |
| Developing cultural capital AD |  | Support for in/out school enrichment  | D of E/Music etc. for PPG. Breakfast club. |  | Music lessons etc. ascribed to PPG | Annual budget (PPG) £13,996 |  |
| ED Lounge offsite provision    |  |   |  |  |                                    | (PPG) £8550                 |  |
| Total                          |  |   |  |  | £                                  |                             |  |

### Hardship

Whilst the school understands that financial support for extra-curricular activities such as music lessons and enrichment activities does not have a recognised impact on attainment for Disadvantaged students we understand that it is important that all students can participate in the life of the school. Requests for such support will be considered on an individual basis.

### PPG+ Funding

Children who are looked after can apply for an additional funding of PPG+. The funding can only be accessed for additional support that has been identified through the discussion of targets and if a specific learning need has then been recognised. Children who are looked after will have PEP meetings arranged throughout the academic year with targets being regularly updated.