

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shelley College
Number of pupils in school	1366
Proportion (%) of pupil premium (PP) eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	8 th October 2021 V5
Date on which it will be reviewed	January 2022
Statement authorised by	Dave Wadworth
Pupil premium/Recovery lead	Greg Wadsworth/Joanna Christian
Governor / Trustee lead	Carol Cooper- Smith

Funding overview

Detail	Data
Pupil premium funding allocation this academic year	£164, 385 confirmed
Tuition Grant this academic year	£18, 832.50 (forecast only)
Recovery premium funding allocation this academic year	£22, 475 confirmed
Recovery premium funding allocation reserve from 2020-21	£34, 725 (forecast only)
Pupil premium funding reserve from 2020-21	£62, 269 (forecast only)
Total budget for this academic year	£302, 686.50 (forecast only)

Part A: Pupil premium strategy plan

Statement of intent

Our statement of intent focusses on the 3 main priorities for this academic year;

- a) Teaching priorities
- b) Targeted academic support
- c) Wider approaches

Our ultimate objectives for disadvantaged students (DS) are as follows;

- Disadvantaged students, particularly the most vulnerable, are helped to catch up on learning missed through school closures (a, b and c)
- All subjects design and implement a highly ambitious curriculum to ensure disadvantaged students develop the relevant knowledge and skills (a)
- A school led Academic Tuition Programme will be launched to tutor and intervene with our most vulnerable students, particularly DS, as part of the recovery strategy (b)
- Teachers and leaders help disadvantaged or other vulnerable students to achieve the highest academic standards and subsequently P8 and A8 scores for DS will narrow in comparison to non-DS (a)
- Attendance of disadvantaged students, particularly those in receipt of free school meals improves (c)
- All staff have high expectations of students' behaviour and skilfully implement strategies to help eliminate low level disruption in the classroom and improve behaviour around school, particularly amongst DS (a and c)
- Focus on disadvantaged boys, disadvantaged students with Social, Emotional & Mental Health needs and the new Year 9 cohort (c).
- Disadvantaged students improve and/or maintain their mental health and learn about positive relationships, sex and health (c)

Our current pupil premium strategy plan works towards achieving these objectives by;

a) Teaching Priorities

Continuing to improve the quality of curriculum implementation through the use of effective quality assurance (QA) mechanisms (both at subject level and whole school) and high quality subject specific and whole school core professional development (CPD).

This will include the development of a high-profile T and L team to support teachers in helping pupils catch up by recruiting Excellent Practitioners.

Curriculum leaders will continue to have CPD on designing and skilfully implementing a recovery curriculum to ensure students know more and remember more through the use of our teaching and learning (T and L) team.

Curriculum leaders and teachers will continue to receive training on developing a robust diagnostic assessment schedule to identify any gaps in knowledge and skills as quickly as possible and amend curriculum plans where necessary.

Blended learning will continue to be a priority for those students isolating and we will review the need for remote learning equipment such as web cams and visualisers.

b) Targeted Academic Support

This will include a school led tutoring programme using our own expert teachers to help students catch up as a result of school closure (with a particular focus on DS).

Groups will be 5 to 12 students to maximise impact and all sessions will run as a 6 week block.

Impact will be measured after 6 weeks and only continued if there is evidence of progress. All staff are required to complete a tuition proforma every 6 weeks with a targeted plan of support for these students.

High Priority Pupils with a focus on DS will be identified based on assessment data, and coded on all seat plans on class charts.

CPD will be delivered to all staff to ensure high priority pupils (HPPs) are a focus of all whole school and departmental QA.

The appointment of a higher-level teaching assistant (HLTA) will support in all of the above alongside targeted academic mentoring (see below for more detail).

c) Wider Approaches

These will include a range of strategies but will focus on improving attendance, especially of free school meal (FSM) students, supporting students' social, emotional and mental health (SEMH), improving behaviour and reducing the number of students in the disadvantaged cohort receiving fixed term exclusions. Funding of the Attendance and Pupil Support Officer (APSO), peer mentoring, external agencies, the nursing service, Safeguarding & Student Wellbeing Officer (SAEWO), rewards and SEMH support such as boxing sessions and academic life coaching are to mention just a few of these strategies.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Widening of gaps in knowledge and skills with specific cohorts of students in particular, disadvantaged students and those identified as high priority	<p>During periods of school closure, there were some students who did not engage with 10% or more of their online learning; In our current Year 10 there were 29 students, 14 of which were disadvantaged (48%).</p> <p>In our current Year 11 there were 32 students who did not engage in 10% or more of online lessons and 15 of these were disadvantaged (47%).</p> <p>QA including lesson drop ins and work scrutiny and the analysis of internal assessment results, have identified gaps in knowledge</p>

	<p>and skills across all key stages. This is particularly apparent in DS and High Priority Pupils (HPPs).</p> <p>Pupils who have not accessed the curriculum will have further gaps in reading for comprehension, in particular the use of vocabulary in disadvantaged boys. English and Maths specialists will be appointed as per this plan to close gaps in numeracy and literacy across different year groups.</p>
2. Attendance of DS, especially FSM (HT – Half Term)	<p>Attendance of DS following school closures from September 2020 to Christmas 2021 started high but then dipped as infection rates increased. DS attendance HT1= 90.9%</p> <p>DS attendance HT2 = 90.1%</p> <p>This pattern then reoccurred following the second school closure when attendance of DS was higher again when students returned in March 2021 but then dipped again as infection rates increased towards the summer term 2021.</p> <p>DS attendance HT5 = 90.1%</p> <p>DS attendance HT6 = 86.6%</p> <p>This shows that disadvantaged students were disproportionately affected in comparison to non-DS.</p>
3. Students' SEMH	<p>Pupils (particularly DS) who struggle with social, emotional and mental health including unhealthy sexual relationships, will need further support through these wider approaches to ensure that their SEMH doesn't impact on their learning and progress.</p> <p>Students with SEMH issues often don't attend school or struggle to engage with their learning through passive disengagement/low level disruption/time out cards etc.</p> <p>The impact of lockdown and isolation had a disproportionate impact on students with SEMH. Behaviour declined amongst these students and the numbers of wellbeing referrals increased. This is addressed in this plan through the appointment of 2 members of staff to work closely with this cohort of students.</p>
4. Low level disruption and negative behaviour	<p>Number of fixed term exclusions following school closures from September 2020 to Christmas 2021 = 6 for DS (4.9% of cohort) and 10 for non-DS (0.8% of the cohort).</p> <p>Number of fixed term exclusions following school closures from March 2021 to July 2021 = 9 for DS (7% of cohort) and 12 for non-DS (1% of the cohort).</p> <p>Number of B3s recorded on class charts following school closures from September 2020 to Christmas 2021 and from March 2021 to July 2021 is difficult to determine as we have shifted to a different behaviour recording system.</p> <p>However, data since returning to school in September shows the following and therefore demonstrates a strong indicator for this challenge as we return to 'normal';</p> <p>An increase in the percentage of boys receiving B3s as a % of the whole cohort from 70.9 to 75.5%. An increase in the percentage of B3s awarded to FSM as a % of the whole cohort from 33.5 to 36.9%. An increase in the percentage of B3s awarded to PP as a % of the whole cohort from 31.01 to 39.4%</p> <p>It is clear that the FSM/PP students are disproportionately receiving behaviour points (12.1% of our cohort in school receive FSM, but 36.9% of behaviour points are attributed to these students, similarly 15% of the whole cohort are PP, with 39.4% of behaviour points attributed to them).</p>

<p>5. Attendance to academic tuition sessions</p>	<p>Pupils who have been identified for the Academic Tuition Programme are most likely our more vulnerable students including a significant proportion of DS. Poor attendance to these sessions could result in further gaps in knowledge and skills developing in specific subject areas and means a tutor place for another student is not utilised effectively.</p> <p>Approximately 150 students have been selected for Academic tuition and the proportion of these who are disadvantaged, is over 25%. Those students who struggle to stay at school late due to transport etc are the students we need in school for tutoring.</p>
<p>6. Personal Development re-engagement</p>	<p>After a long period of time out of school, there will be a challenge in reintegrating pupils back into enrichment, extracurricular and trips, which is vital in ensuring students feel valued, developing them as a whole and ensuring they attend school to maximise potential and close gaps.</p> <p>Prior to school closure, the % of DS who engaged in extra curricular activities and enrichment was lower than non DS and so school closure will have only widened this gap.</p>
<p>7. Pastoral challenges for High Priority Pupils (HPPs), particularly DS, such as organisation, homework completion, support with independent and home learning</p>	<p>During a long period of school closure, some pupils will have fallen out of their normal routine in regards to organisation, homework completion, reading, prioritising and general day to day wellbeing and motivation to learn.</p> <p>This is a significant challenge for our most vulnerable DS.</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Disadvantaged students, particularly the most vulnerable, are helped to catch up on learning missed through school closures</p>	<p>Progress measures indicate all students perform well in public examinations.</p> <p>Progress 8 score will be > +0.65 whole school and L3VA will be > +0.1</p> <p>Progress 8 score for disadvantaged will be > +0</p> <p>Trackers show that teachers have used assessments effectively to measure students' understanding of the curriculum and identify gaps in knowledge and skills.</p> <p>Students' work shows that they have covered any missed topics and assessment provides evidence that they have learnt and</p>

	<p>remembered the relevant knowledge and skills.</p> <p>Progress measures, book scrutiny and other quality assurance activities show that disadvantaged and students with special educational needs and/or disability (SEND) are catching up to their peers if and when gaps appear.</p> <p>Impact reports for our Academic Tuition Programme will provide evidence that students identified make good progress.</p> <p>Evidence from the HLTA's tracker will show that gaps are closing in knowledge and skills</p> <p>Evidence from classcharts will show that some students identified as HPP are no longer as gaps close following diagnostic assessments.</p>
<p>Teachers and leaders help disadvantaged students to achieve the highest academic standards</p>	<p>Evidence from quality assurance activities will show that disadvantaged students study an ambitious curriculum which in the majority of cases is the same as their peers.</p> <p>All students make strong academic progress from their starting points. QA will provide evidence that they have a good level of knowledge and skills across the curriculum and that students are helped to catch up.</p> <p>All DS, other than those needing intensive catch up support or with more complex cognitive needs, successfully complete the full National Curriculum KS3 programmes of study and a full range of GCSE options at KS4.</p> <p>The proportion of students successfully completing EBacc at the end of KS4 is at least 70% for leavers 2024</p> <p>The proportion of disadvantaged students successfully completing EBacc at the end of KS4 is at least 50% for leavers 2024</p> <p>Progress scores for disadvantaged students continue to improve compared with 2019 outcomes.</p>
<p>Attendance of disadvantaged students, particularly those in receipt of free school meals improves.</p>	<p>Disadvantaged</p> <p>National = 91.8%</p> <p>SC 2020-21 = 90.1%</p> <p>SC 2021-22 target = 94%</p>

	<p>FSM</p> <p>SC 2021-22 target = 93%</p> <p>Persistent absence</p> <p>rates are lower than the 2018/19 national average:</p> <p>Disadvantaged 24.7%</p>
<p>All staff have high expectations of disadvantaged students' behaviour and skilfully implement strategies to help eliminate low level disruption in the classroom and improve behaviour around school.</p> <p>Focus on disadvantaged boys, disadvantaged students with Social, Emotional & Mental Health needs and disadvantaged students in the new Year 9 cohort.</p>	<p>QA through behaviour reviews and learning walks will show evidence of positive behaviour in lessons and around school.</p> <p>Students' behaviour is consistently excellent in lessons and around school.</p> <p>Low level disruption to learning is very rarely seen and when it is, staff are seen to respond effectively.</p> <p>There is evidence that staff do not ignore poor behaviour.</p> <p>Student, parent and staff surveys are positive about behaviour in lessons and around school.</p> <p>Student and staff interviews provide evidence they are positive about behaviour in lessons and around school.</p> <p>Punctuality to lessons is excellent, including period 5</p>
<p>Staff appointed as per this PP/Catch Up plan will provide a range of support strategies in the form of an early support intervention program for our high priority pupils.</p>	<p>Each member of staff will have evidence of student meetings, intervention and impact. Some students will access the support on a half termly basis and other students will access the support on a longer term intervention plan depending on the needs of the students. The member of staff involved will depend upon the needs of the individual and this on occasions, will involve outside agencies and some of the wider approach strategies mentioned below. The HLTA will be focussed mainly on the targeted academic support approach working with our high priority pupils (focussed on disadvantaged). The appointment of the SAEWO role and Bridge Manager role will be focussed on students with SEMH and potential SEND.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Lead: JWT

Budgeted cost: £69 202

Activity	Challenge number(s) addressed
<p>All teachers will implement curriculum content skilfully. This will be achieved through high quality subject specific and whole-school CPD.</p> <p>All teachers will follow their program of study with high levels of accuracy and implement the curriculum skilfully. This will be achieved through high quality subject specific and whole-school CPD.</p> <p>Specific training will be delivered on how to identify gaps in learning and how to implement the curriculum skilfully in order to address these gaps.</p> <p>QA mechanisms and activities to include opportunities to evaluate how gaps in knowledge are closing and how teachers are responding to the long-term challenges of Covid</p>	1
<p>Review the need for remote learning equipment such as webcams and visualisers.</p> <p>Purchase necessary equipment such as webcams and visualisers to ensure that each classroom is equipped to deliver remote/blended learning as needed.</p> <p>Support and train new staff members in the process of blended and remote learning</p> <p>Processes for remote learning to be quality assured as part of the school QA process to ensure that use of equipment is consistent and implemented effectively. Possible purchase of new equipment following review</p>	1
<p>Recruitment of Excellent Practitioners by September 2021 to support teachers and leaders in optimising the impact of curriculum implementation</p> <p>Recruitment of Lead Practitioners to drive numeracy and literacy gaps in English and Maths.</p> <p>Teaching and learning structure established by September 2021 and roles and responsibilities confirmed, agreed and communicated to individuals</p> <p>Training on drop ins, work scrutiny, student voice and triangulation of data to commence for the teaching and learning team</p>	1
<p>Incorporate review and evaluation of “catch-up” in whole-school/departmental QA which feeds into the whole-school improvement model.</p> <p>Review and embed current approaches to QA to ensure that feedback is useful and effective.</p> <p>Devise a follow up procedure to monitor the impact of deep dives/other QA</p> <p>Teaching and Learning team to support in completion of QA elements of deep dives</p>	1

<p>Embed a strategic approach to subject specific and departmental QA that supports the whole school improvement model. Train curriculum leaders and other leaders on how to evaluate the effectiveness of “catch-up” into their observations, findings and feedback. Recruitment and training of post holders in TL team</p>	
<p>Curriculum leaders to be given training and support on how to use evidence from assessments and other sources to iterate recovery curriculum, with a particular focus on Year 10 and 12 Curriculum leaders to continue to make changes to PoS and SoL to reflect any “lost learning” through gaps identified or through not being able to complete content/practical work because of school closures QA mechanisms and activities to include opportunities to evaluate how gaps in knowledge are being addressed through the design and implementation of curriculum plans.</p>	<p>1</p>

Evidence that supports this approach

The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf
(educationendowmentfoundation.org.uk)

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.

Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Our recent review of the evidence on ‘Special Educational Needs in Mainstream Schools’ found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils. Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.

Other subject specific EEF guidance reports will be useful here in identifying apt approaches. High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned.

Targeted diagnostic assessments can support teachers to monitor pupils’ progress, particularly as they maintain classroom routines and recover any learning loss. Schools may also consider how they assess pupils’ engagement with school and their well-being. This may prove useful diagnostic information, whilst also support establishing new habits and behavioural routines.

Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular. Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur

Wider strategies (for example, related to attendance, behaviour, wellbeing) Lead: GW/KM

Budgeted cost: £98 521

Activity	Challenge number(s) addressed
<p>Partial funding of the APSO role; APSO to work with key groups of students whose attendance is, or has previously been, a cause for concern, putting in support and challenge to improve attendance outcomes</p> <p>Rewards system for PP/FSM/SEND students (internal rewards, external/extra-curricular rewards)</p> <p>In school support mechanisms such as assertive mentoring, peer mentoring and SEMH support to reduce and remove any barriers to attendance</p> <p>Engaging with external agencies to support families in removing barriers to education</p>	<p>2</p> <p>3 and 6</p>
<p>Preventative work completed to improve behaviour and attitudes and reduce the number of fixed term exclusions.</p> <p>Positive use of alternative provisions where necessary as an alternative to potential fixed term and permanent exclusions</p> <p>Engagement with external agencies to support positive engagement in school where necessary (BASE, Counselling, Commissioned nursing service etc)</p> <p>Use of external mentors to provide support for students who need to develop management of their behaviour and emotions</p> <p>Internal staffing to focus on mental health and emotional wellbeing</p> <p>Use of one-page profiles to help staff better understand the things that engage our disadvantaged students positively in lessons and around school; partial funding of the SAEWO role and Bridge Manager role.</p>	<p>4</p> <p>3</p> <p>4 and 7</p>
<p>Use of internal SAEWO and Bridge Manager to work closely with disadvantaged students</p> <p>Commissioned school nursing service to be prioritised for disadvantaged students</p> <p>Use of rewards to boost morale and motivation</p> <p>Regular short term rewards including paid for and also zero cost rewards (emails, calls home etc)</p>	<p>3 and 7</p> <p>3 and 7</p>
<p>To reward disadvantaged students for positive attendance and effort in school;</p> <p>Use of external rewards</p> <p>Voucher schemes</p> <p>Regular, small, instant rewards</p> <p>Trips and visits when these become possible</p> <p>Work experience reward visits where applicable to raise aspirations</p> <p>External guest speakers to raise aspirations</p>	<p>2</p> <p>6</p> <p>7</p> <p>3 and 6</p>

Evidence that supports this approach

The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf
(educationendowmentfoundation.org.uk)

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community. Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Regional lockdowns plus self-isolation has continued to disrupt attendance in some schools with a likely disproportionate impact on disadvantaged pupils.

Attendance is likely to continue to be problematic throughout the academic year. It is also likely to have a disproportionate impact on disadvantaged pupils. Some parents and carers may continue to be hesitant about their children attending school.

Additionally, 'Burst bubbles' and intermittent attendance is likely to be harder for schools to manage. While there isn't much high-quality evidence to support specific strategies, it is clear that planning to continue to support families and sensitive communication with parents and carers will prove vital.

Total budgeted cost: £ 279 746

Total remaining for this academic year: £302 686.50 - £279 746 = £22 940.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review: last year's aims and outcomes

Aim	Outcome
<p>The basic learning skills of disadvantaged students, particularly in literacy and numeracy will show improvement.</p>	<p>The impact of new teachers in English and Maths shows that lessons are skilfully implemented for all students, including the disadvantaged. Internal QA shows that this has been achieved. Evidenced in TAG results 2021.</p> <p>The basic learning skills in English and Maths of identified students will improve such that students' capacity to catch up is increased. Internal QA shows that this has been achieved. Evidenced in TAG results 2021.</p>
<p>The gap between PP outcomes in these subjects compared to non-PP students will narrow (based on robust internally moderated assessments)</p>	<p>The gap in outcomes based on P8 scores narrows in:</p> <p>ICT: Achieved Actual Results 2021: PP: -0.74 Non PP: -0.36 ICT Actual Results 2020 PP: -2.04 Non PP: 0.33</p> <p>First Business: Achieved Actual Results 2021 PP: 0.46 Non PP: 0.35 First Business Actual Results 2020 PP: -0.67 Non PP: 0.83</p> <p>Music: Achieved Actual Results 2021 PP: 2.18 Non PP: 0.71 Music Actual Results 2020 PP: -0.58 Non PP: 0.29</p> <p>Hist: Remains an aim for 2021-22 Actual Results 2021 PP: -0.73 Non PP: 0.83</p>

	<p>Hist Actual Results 2020 PP: -0.21 Non PP: 0.52</p> <p>Geog: Achieved Actual Results 2021 PP: 0.45 Non PP: 0.85 Geog Actual Results 2020 PP: -0.03 Non PP: 0.75</p>
<p>To mitigate the impact of school closure on all students, with a particular focus on the disadvantaged and take any necessary action to support these students in “catching up”</p>	<p>Curriculum leaders are aware of where gaps have arisen and take appropriate action to facilitate progress in line with expected levels – fully achieved. See all catch up plans.</p> <p>Curriculum leaders develop, launch and continually review strategies in line with whole school processes for these groups of students as part of their development plans – fully achieved. See all catch up plans.</p> <p>Strategies in curriculum areas have impact as shown by QA and outcomes – fully achieved</p> <p>Pastoral leaders are aware of who students with access are and leaders then ensure access is available – fully achieved</p>
<p>Wherever students are able to attend, they do so.</p>	<p>Maintained</p> <p>Disadvantaged</p> <p>National = 91.8%</p> <p>SC 2019 – 20 = 91%</p> <p>SC 2020-21 = 90.1%</p>

Further Information (optional)

Specific Spending Allocation – available as an excel document for finance

Planned Expenditure = £279 746

Teaching Priorities – Lead: Assistant Principal

Action	Cost	Budget
A Bank of 12 laptops for PP students to remove any barriers to learning if students have to work from home. This will be mainly for the new Year 9s	£6000	PP
Staffing: Lead Practitioner of Maths	£20,821	PP
Assistant Director of English	£24,647	PP
Excellent Practitioners x 2 to form part of the T and L team	£7734	EDCOV
Possible purchase of outside speakers to enhance the delivery of the CPD program.	£2000	EDCOV
Additional CPD for teaching staff to improve T and L for DS and HPPs in the classroom	£8000	
Total	£69,202	

Targeted academic support – Lead: Associate Assistant Principal

Action	Cost	Budget
Staffing: Higher Level Teaching Assistant - early support intervention program for our high priority pupils.	£3971	EDCOV
Associate Assistant Principal responsible for Academic catch up and supporting the T and L core team (DS focus)	£2692	EDCOV
Associate Assistant Principal responsible for Wider Approaches catch up (DS focus)	£2583	EDCOV
Academic Intervention Tuition Program allocation (2666 hours of tuition) <i>NB: Please note that there is a separate sixth form tuition budget (approx. £3000) which is being used to tutor Year 12 and 13 students using the same Academic tuition programme</i>	£80,000	Tuition Grant + PP/EDCOV
Curriculum requests for PP students: Drama – live theatre trips	£200	PP
Business and Enterprise - AQA Complete revision and practice textbook CGP approx. 10 students x £10 per book = £100	£100	PP
CNAT Enterprise and Marketing textbook	£103	PP
approx. 10 students x £10.30 = £103	£1740	PP
Art - Year 10 Art Packs x 29 at £60 per pack (3 sketchbooks, folder and art box with varied art materials within it).		
Dance - Performance trips - 2 in the year	£200	PP
Geography - Trip funding for GCSE Y10 and Y11 PP students (about £15 each) Revision guides (3.25 each) for Y10 and 11 PP students	£292	PP
English: Y11 AIC revision guide	£1707	PP
Y11 ACC revision guide		
Y11 Unseen poetry guide		
Y11 Anthology poetry guide		
Y11 Macbeth revision guide	£1750.40	PP
Y10 AIC revision guide		
Y10 ACC text and revision guide		
Y10 Unseen poetry guide		
Y10 Anthology poetry guide		
Y10 Macbeth text and revision guide		
History: Revision guides for the 4 key GCSE history topics	£200	PP
	£250	PP

DT:	£460	PP
Year 9 DT (including textiles) – contribution towards materials	£201	PP
Year 10 DT – Organisational equipment such as ring binders	£80	PP
Year 10 Engineering - Organisational equipment such as ring binders	£2000	PP
Year 11 DT – specialist materials contribution	£6040	PP
Year 9 Food - ingredients	£1800	PP
Year 10 food – ingredients and revision guide	£167.50	EDCOV
Year 11 Food – ingredients and revision guide	£720	PP
37 aprons	£540	PP
Music:	£810	PP
	£200	PP
Instrumental lessons – Year 11 (Musica Kirklees)		
	£200	PP
Instrumental lessons – Year 10 (Musica Kirklees)	£100	PP
Instrumental lessons – Year 9 (Musica Kirklees)		
Trips	£320	EDCOV
PE:	£900	PP
Cambridge Nationals - my revision notes book.	£300	PP
GCSE revision guide		
	£96.00	PP
Social Sciences:	£24.00	PP
Revision Guides		
	£325	PP
Maths:	£280	PP
Calculators for Year 10 and 11	£170.99	PP
Revision Guides and work books Year 11	£500	PP
MFL:		
GCSE French Revision Workbooks		
GCSE Spanish Revision Workbooks		
Science:		
Knowledge organised and Retriever bundle (GCSE).		
GCSE Revision guides		
Equipment (calculators		
Trips		
	£112,022.89	

Wider Approaches – Lead: Associate Assistant and Deputy Principal

Action	Cost	Budget
Academic Life Coaching	£3875	EDCOV
Staffing:		
Safeguarding & Student Wellbeing Officer - deliver 1 to 1 or group sessions to improve and support students with their emotional wellbeing with a particular focus on DS with SEMH needs.	£30,755	PP
	£24,803	PP
Lead Practitioner on SEMH and Student Engagement - TA with responsibility for leading a bespoke and nurturing learning environment through which disadvantaged and vulnerable students access support with SEMH, wellbeing, engagement and attainment	£30 a week each	PP
HLTA over time (OT) for after school intervention with DS who are HPP	£2340	
Cover supervisor OT for homework club with DS who are HPP	39 school weeks	

Boxing	£3000	EDCOV
Commissioned nursing service	£5788	PP
Academic Mentoring – sixth formers working with Year 10. Year 11 working with Year 9	£0	PP
Climbing – vulnerable/SEMH cohort – PE staff	£0	PP
Art Therapy – Director of Art working with HPPs	£0	PP
Breakfast/break grant	£18,000	PP
Reprographics extras for HPPs (focus on DS)	£1000	PP
Integrate therapy for particular HPPs	£3960	PP
Additional PP pastoral requests for uniform and other resources	£5000	PP
	£98,521	

Catch Up Strategy Overview	Total projected expenditure 2021-22
Teaching Priorities	£69,202
Targeted academic support	£112,022.89
Wider Approaches	£98,521
Total PP/Catch Up/Tuition Grant allocated	£267 961.50 + £34,725 catch up reserves = £302 686.50
Total PP/Catch Up/Tuition Grant Remaining including 20-21 catch up reserves (purchase requisitions only to be approved by JCC/GW as per this plan)	£22 940.61