

Pupil Premium Statement

Waverley Studio College 2019-2020

Background and introduction

During the academic year 2019/20 we will receive £66,385 of pupil premium funding in four instalments throughout the year from the Education and Skills Funding Agency (ESFA). These funds are in addition to the main school budget (the general annual grant). Pupil Premium is allocated to the school based upon the number of students who are in receipt of free school meals (and those who have been eligible in the last 6 years). It is also payable for those students who have been, or still are, looked after (for at least one day). There is also a premium paid to schools for those students whose parents are in the Armed Forces, or those who are in receipt of the Armed Forces Compensation Scheme.

At Waverley Studio College we are committed to achieving excellence in everything we do with a real focus on developing the character of our students to prepare them for future success and develop them as leaders of tomorrow. 'Unlocking talent, Creating Future, Changing Lives' is our vision, and this captures our belief that all pupils irrespective of their background will be given the opportunity to succeed and thrive at school. We will ensure pupil premium students are given targeted support and intervention in order to fulfil their potential.

In this statement, the approaches we have used to support Pupil Premium students have been outlined. Successful programmes and interventions from previous years will be repeated and we will continue to closely align our initiatives with the evidence-based research approaches including those recommended by the Education Endowment Foundation and The Sutton Trust. We also continue to evaluate, adjust and improve on the interventions we use to maximise the impact for our pupils eligible for Pupil Premium at Waverley Studio College.

How to claim free school meals

You may be eligible to claim free school meals for your child, up to the age of 19-years-old, if you (or your child) are in receipt of one of the following:

- Income support
- Income-based Jobseeker Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on (paid for the 4 weeks after you stop qualifying for Working Tax Credit)
- The guaranteed element of State Pension Credit
- Universal Credit

We would encourage all eligible parents/carers to apply for free school meals as it not only provides the student with a nutritional daily meal but helps the school to fund targeted support and specialist intervention to improve learning, raise attainment and maximise the potential of all eligible students.

To claim a free school meal, you can contact the school reception for an application form. You will need to complete the form and return it to the school, along with evidence to support your application. Alternatively, you can check your eligibility electronically using the free online checker service which can be found at: <https://www.cloudforedu.org.uk/ofsm/birmingham/>

Pupil Premium strategy / self-evaluation (secondary)

1. Summary information					
School	Waverley Studio College				
Academic Year	2019-20	Total PP budget	£66,385	Date of most recent PP Review	Jan 2020
Total number of pupils	139	Number of pupils eligible for PP	71 Pupils	Date for next internal review of this strategy	Sept 2020

2. Current attainment (Based on 2019 Summer Exam Results)														
32/71 pupils were eligible for PP in Year 11 in 2018-2019	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)												
Progress 8 score average	(-0.945) Not measured	0.07												
Attainment 8 score average	2.88	4.6												
<table border="1"> <thead> <tr> <th colspan="2">Waverley Studio College 2019 Pupil Premium Entry</th> <th>National Averages for Disadvantaged students 2019</th> </tr> </thead> <tbody> <tr> <td>Grades 4 or higher in English and Maths</td> <td>31.3%</td> <td>44.5%</td> </tr> <tr> <td>Grades 5 or higher in English and Maths</td> <td>16.0%</td> <td>24.9%</td> </tr> <tr> <td>Entered for EBACC</td> <td>0%</td> <td>26.4%</td> </tr> </tbody> </table>		Waverley Studio College 2019 Pupil Premium Entry		National Averages for Disadvantaged students 2019	Grades 4 or higher in English and Maths	31.3%	44.5%	Grades 5 or higher in English and Maths	16.0%	24.9%	Entered for EBACC	0%	26.4%	
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3. Barriers to future attainment (for pupils eligible for PP)

Waverley Studio College starts educating students typically in Year 10, partway through the 5-year period covered by Progress 8. This is taken into account when comparing results with schools that start at KS3. Although progress is important it is not necessarily the most appropriate performance measure for Waverley Studio College. Other headline measures such as destinations data is deemed more important as there is a greater focus on preparing students for their future careers by providing an integrated academic and professional education.

Academic barriers (issues to be addressed in school, such as poor literacy skills)

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| A. | Pupils eligible for PP enter the Academy in Year 10 with reading, writing and mathematical skills well below the National average and significantly below age-related expectations. |
|----|---|

B.	Overall Attainment 8 for PP students is significantly below the National average and is in the lowest 20% of all schools in 2019 as well as in 2018.
C.	English and Mathematics Attainment 8 for PP students are significantly below the national average.
D.	Average number of qualifications PP students were entered for in 2019 was 7, which is lower than in 2018 (9) and 2017 (9).
E.	Science VA (-1.018) for PP students is significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018 and 2017.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
F.	Absence and persistent absence for PP students is in the highest 20% of all schools in 2019.
G.	The rate of persistent absence for PP students in 2018/2019 was in the highest 20% of all schools with a similar level of deprivation.
H.	The school's location deprivation indicator is in quintile 4 (more deprived) of all schools.
I.	Pupils eligible for PP have reduced access to study materials, trips and educational visits. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Pupils eligible for PP who enter Waverley Studio College with below average reading, writing and mathematical skills receive targeted intervention to help them catch up with age-related expectations and have greater access to the full curriculum offer.	Pupils eligible for PP close the gap between their current reading and comprehension age and their chronological reading and comprehension age based on NGRT assessments. Phonemic awareness in lower ability PP students will improve. There will also be marked improvements in regular cognitive ability tests as well as improved scores in GL English, Maths and Science tests.
B.	Improve the progress of disadvantaged students through high quality teaching and learning. The difference between the progress made by disadvantaged pupils and other pupils nationally should be removed.	Increased progress scores in termly assessments, data reports and GCSE outcomes for eligible PP students. The gap in progress for these pupils should be narrowed when compared to non-PP national averages.

C.	Pupils eligible for PP are inspired and challenged effectively so progress is made at least in line with national averages, and higher grades can be attained at KS4. Male PP students should make progress as good as female PP students.	Pupils eligible for PP retain their position in top sets (Oxford and Cambridge) and at least 50% are making expected progress in termly reports. Staff receive appropriate CPD to ensure there is a 'challenge for all' approach in every lesson and high-quality teaching and learning is consistent.
D.	Pupils eligible for PP have increased attendance rates and persistent absence is reduced. Trends in attendance data are identified and action is taken to reduce the rate of absenteeism	Overall attendance for PP students increases. Persistent absence amongst eligible PP students is reduced in line with the national average for non-PP students (13.6%.) Rates for persistent absenteeism are reduced.
E.	Ensure all PP students have the resources required to support learning as well as a wide range of extra-curricular activities available to them to support progress and enrich their education.	Increased opportunities outside of curriculum time with a strategically planned extra-curricular and enrichment programme. Cultural capital is built into and embedded within all subject curriculum plans. NEET numbers are reduced, Post 16 retention rates increase.

5. Planned expenditure

Academic year

2019-20

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.

i. 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?
<p>Setting policy: PP students are positively discriminated towards in the setting policy. Pupils eligible for PP have more aspirational academic targets (CATs +2) and are placed in sets based on their target grades.</p>	<p>The expectations and aspirations of pupils eligible for PP are raised. They will be placed in sets that are reflective of their full potential and they will receive targeted intervention to prevent them from being moved down a set. Movement will not be based around behaviour.</p>	<p>Research indicates that pupils who are eligible for PP or are from minority ethnic backgrounds are more likely to be placed in sets below their ability, than pupils from more advantaged backgrounds. This inequality can be avoided through a robust and well monitored setting policy.</p>	<p>SLT responsible for groups will ensure the new setting policy is being implemented effectively. Subject leads will also ensure there is a level of rigour when setting classes. Over time a higher proportion of pupils eligible for PP will be in the top sets resulting in increased aspiration and progress scores at KS4.</p>	<p>Mr Lau / Data Manager</p>	<p>Subject leads will monitor after every data drop / assessment period.</p> <p>Rigorous processes in place at subject level to avoid reactionary movement of PP pupils particularly for attitudinal and behavioural reasons.</p>
<p>Staff professional development: 'Challenge for All' continuous professional development (CPD) programme.</p> <p><u>'Challenge for all'</u> Sessions: BTEC SWAY Academic Language Questioning Reading Oracy</p>	<p>CPL will ensure staff can teach challenging lessons with scaffolding and support for all pupils to make at least expected progress and meet the language demands of the subjects. An external twilight Teaching and Learning CPD programme will ensure the sessions are high quality and work towards all lessons being at least 'good'. Outcomes will include a higher level of challenge and progress in all lessons at Key Stage 4.</p>	<p>CPL programme is based on evidence-based approaches. The programme incorporates genre pedagogy and has been used effectively to address the needs of the multiple language backgrounds that pupils bring to the college as well as the struggles relating to pupils poor reading, writing and mathematical skills. Regular and effective staff development is also known to be common in the schools that are most effective in raising attainment for pupils eligible for PP (Ofsted, EEF).</p>	<p>Whole school monitoring processes (observations, deep dives, learning walks and book scrutinies) have focused on the application of the teaching and learning strategies that have been developed during the CPD programme.</p>	<p>Mrs Ewan</p>	<p>Annually in line with all other quality assurance processes including performance management procedures for staff. Increase in staff retention rates.</p>

<p>Smaller average class sizes: An additional class is set up in Year 11 to reduce class sizes.</p>	<p>To increase attainment and progress teachers can work with smaller groups to deliver increased support and intervention for all pupils but particularly those eligible for PP.</p>	<p>Pupils have benefited from the additional support that they receive in classes of smaller sizes. Research indicates regular high-quality teaching and learning is the most important factor in closing the gap for disadvantaged pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.</p>	<p>This provision is monitored by the leadership team year on year. The outcomes at KS4 are the overall measure of the success of this action.</p>	<p>Mr Lau</p>	<p>Attainment and progress are reported via working at grades six times a year in line with the whole school policy. SLT, Heads of Year and subject leaders will monitor progress from this data.</p>
<p>Attendance Officer employed to be responsible for attendance.</p>	<p>To increase the whole school attendance figure, raise attendance for pupils eligible for PP to non-PP national averages and to reduce persistent absence rates.</p>	<p>Pupils who are eligible for PP, SEND or LAP have significantly lower attendance levels than other pupil groups nationally. The Attendance Officer will use targeted support, early interventions, attendance trackers, home visits and the 'Fast-Track to Attendance' approach to raise parental engagement and drive the increase in attendance and reduce persistent absence for all pupils but particularly the aforementioned pupil groups.</p>	<p>The Pastoral team have attendance and punctuality as a rolling agenda item and share concerns, strategies and information with the Attendance officer to maximise impact. Pupils eligible for PP who have low attendance rates will receive early intervention and support, deemed appropriate by the pastoral team.</p>	<p>Mr Anderson / Attendance Officer (Trust)</p>	<p>Weekly in pastoral meetings, followed by half termly attendance updates from Attendance Officer regarding any target pupils or pupil groups.</p>
<p>Introduction of a timetabled weekly work-related learning lesson as part of the curriculum offer.</p>	<p>Improved outcomes and attainment, raised aspirations, reduced NEET numbers.</p>	<p>At Waverley Studio College destinations are important in order to reduce NEET numbers. To meet students' aspirations about careers, university, and further education, pupils will often require good educational outcomes. Educating them about raising aspirations can incentivise improved attainment.</p>	<p>Work-related learning embedded within the curriculum with a clear intent and implementation strategy. Schemes of work and lesson plan resources progressively being taught across Year 10 and Year 11. A lead teacher of work-related learning responsible for overseeing the WRL programme and measuring its success and impact. Calendar of WRL themes produced in line with National initiatives and programmes such as National Apprenticeship Week,</p>	<p>Ms Blythe</p>	<p>WRL programme to be reviewed on a termly basis.</p>

<p>Reading comprehension strategies implemented:</p> <p>DEAR strategy Targeted additional reading lessons</p>	<p>The reading comprehension and literacy skills of students is prioritised so that they have greater access to the full curriculum offer. Pupils will become more fluent readers</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. This strategy is based on genre pedagogy, focusing on pupils understanding how to read challenging non-fiction texts. Pupils eligible for PP are overrepresented in the students who enter the school with reading and literacy skills significantly below age related expectations. Targeted interventions should allow pupils to catch up in this area.</p>	<p>The day to day implementation and progress of pupils will be monitored by the English department and they will provide regular feedback and progress updates to the SENCo. Progress can be measured by data produced from their NGRT scores.</p> <p>The programme will be planned and taught by qualified English teachers, to ensure high quality pedagogy and provision. Reading ages and progress of pupils across the year group will be monitored to assess the impact of the programme</p>	<p>Ms Blythe</p>	<p>Progress reports to SENCo weekly from TA's and reported to SLT termly.</p> <p>The success of these programme will be reviewed in the summer term of the 2019/20 academic year.</p>
<p>Engagement and Well-Being Mentor employed to be responsible for:</p> <p>Mentoring Community Outreach Newly Arrived Students Admissions Reintegration Transition</p>	<p>Increased attendance, school engagement, progress and reduced negative behaviour incidents across the Academy. These aims hope to be achieved through increased pupil well-being due to their social and emotional needs being met.</p>	<p>The Academy feel that all pupils benefit from being able to access support from a well-trained and trusted adult. We have found that a higher proportion of pupils eligible for PP require this additional support. Studies echo are findings reporting positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	<p>The Senior Leader responsible for Pastoral care will monitor the access to and impact of our mentoring services. The mentors also track pupil needs and work towards regular short-term goals with the students. The whole pastoral team will liaise with and refer pupils to mentoring services as needs arise.</p>	<p>Mr Williams and Mr Sajad</p>	<p>The continued provision and use of these services are reviewed on an annual basis.</p>

<p>Appointment of x2 Learning Coaches to be responsible for:</p> <p>Removing barriers to learning offering structured support, guidance, interventions and activities for all pupils to ensure their inclusion in a mainstream setting.</p>	<p>Raise educational achievement, reduce disengagement levels, address pupils' disaffection, improve transition processes, improve learning behaviours, reduce behaviour indicants.</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Estimated benefits vary widely across the categories of programme described above. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.</p>	<p>Clearly defined job roles and responsibilities outlined for Learning coaches. Accountability measures and quality assurance procedures put in place. Systems for identification are robust and data used for monitoring and tracking is secure, so the right targeted interventions take place.</p>	<p>Mr Lau and Mr Williams</p>	<p>Individual case plans developed in collaboration with the SENCO, Pastoral team and parents / carers.</p> <p>Reports and progress data shared on a monthly basis.</p>
<p>Specialist teacher of pupils with English as an Additional Language (EAL) employed full time.</p>	<p>Increased progress and access to the curriculum for pupils for whom English is not their first language. Improved transition processes for newly arrived PP students.</p>	<p>At Waverley Studio College approximately 10% of the pupils are classified as EAL. Whilst many can access the mainstream curriculum, some require the support of a specialist teacher for an acute period of intense intervention or long-term support. A considerable proportion of pupils who are EAL are also eligible for PP funding, so this will support their progress and access to the full curriculum offer.</p>	<p>The progress of EAL pupils is monitored in line with the pathways that they are following. The EAL teacher and subject leads will collaborate continually, to monitor the progress of EAL pupils and refer pupils for any additional support that is required.</p>	<p>Mrs Johnson Mr Davies</p>	<p>The continued provision of an EAL teacher is reviewed on an annual basis.</p>
<p>Total budgeted cost</p>					<p>£46,325</p>

ii. Targeted support

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?
<p>Classroom resources provision: All PP pupils in Year 10 and 11 are provided with revision guides, workbooks and exam materials for their KS4 subjects</p>	<p>Increased attainment for pupils eligible for PP. Pupils eligible for PP are not prevented from developing independent study skills due to a lack of resources. Pupils are not prevented from completing exams and assessments to the highest standard due to a lack of equipment or resources.</p>	<p>Pupils who are eligible for PP may not be able to purchase all the revision materials and equipment that are required for effective study. Pupils who are eligible for PP should have the same access to resources and study materials as their more advantaged peers.</p>	<p>The Senior Leader responsible for the PP budget will monitor the outgoings for classroom resources. SLT links will ensure that all PP students studying for KS4 examinations, have been provided with the resources that will support independent study and allow them to access their target grades.</p>	<p>Mr Sajad / Subject Leads</p>	<p>In weekly SLT link meetings and half termly PP budget updates.</p>
<p>Tute Virtual School lessons: Maths and English revision sessions for PP and LAC children in Year 11</p>	<p>To raise GCSE outcomes in Maths and English for pupils eligible for PP.</p>	<p>Evidence shows that small group tuition is effective providing up to 4 months additional progress via greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs. One of the barriers to achievement for PP and LAC pupils is effective revision. Tute provide qualified teachers on an online platform, so pupils can do live revision sessions. This also increases the additional hours provision the Academy can offer as it occurs during staff CPL session on a Friday morning.</p>	<p>The online platform provides engagement and progress updates for each pupil after each session to the staff lead. Reports and assessment scores will also illustrate if the targeted pupils are making accelerated progress in the lead up to their GCSE exams.</p>	<p>Mr Anderson</p>	<p>Weekly progress trackers produced by Tute and monitored by Mr Anderson. SLT to review Tute provision at the end of the Summer term.</p>

<p>Trips provision and funding</p>	<p>All pupils eligible for PP will be financially supported to allow them to attend educational trips and visits including: The Duke of Edinburgh award. Other trips that are deemed to be educationally valuable for pupils eligible for PP will also be funded on a case-by-case basis if necessary.</p>	<p>Outdoor learning and Arts participation can raise attitudes to school and academic performance. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. We also feel it is important to bridge the gap in cultural experiences that our pupils eligible for PP are likely to have. Benefits have been found in secondary schools, with greater effects for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>We hope to improve attitudes to school and education through this approach. The success of this will be judged through increased attendance rates, reduced negative behaviour logs and ultimately increased attainment for pupils eligible for PP. Heads of Year and Subject Leads, will ensure pupils eligible for PP have access to the trips and enrichment activities that they offer.</p>	<p>Mrs Dye</p>	<p>Spending on trips is monitored quarterly and overall provision is reviewed annually by person i/c of pupil premium.</p>
<p>Pupil welfare funding</p>	<p>Pupils who due to hardship cannot access adequate food, clothing and travel will be supported through the PP funding.</p>	<p>Pupils who do not have access to these basic needs will not be able to access the full curriculum offer and may have social and emotional issues that inhibit their learning. The school aims to be a supportive and nurturing place, so that pupils can feel safe and ready to learn. Attendance rates and behaviour incidents should also improve if these needs are met, for pupils eligible for PP.</p>	<p>The Senior Leader responsible for pupil welfare and safeguarding will ensure the needs of our pupils are met with the support of the Pastoral team. All staff are trained in how to raise concerns to Designated Safeguarding Leads through the school's policies and procedures.</p>	<p>Mr Williams</p>	<p>Spending will occur as needs arise and the Pastoral Team will assess need and raise concerns each week. MSR will review expenditure half termly.</p>

<p>Trust Exclusions Officer:</p> <p>Internal isolation External exclusions Behavioural Intervention Mentoring Reintegration Phased returns</p>	<p>Pupils eligible for PP have reduced fixed term exclusion rates, reduced repeat period exclusions, persistent disruptive behaviour is minimised, increased attainment, increased attendance rates and a decrease in persistent absence.</p>	<p>Pupils eligible for FSM are four times more likely to be permanently excluded from school than their non-eligible peers. Deprivation is a strong predictor of exclusion. There is a strong link correlation between attending a school in an area of high deprivation and being excluded from school. Students from schools in the 10% most deprived areas are approximately twice as likely to be excluded as their peers from schools in the 10% least deprived areas. Early behaviour interventions can produce improvements in academic performance along with a decrease in disruptive behaviour.</p>	<p>Pupils who are highlighted through the whole school behaviour policy and pastoral team as having behavioural issues, will be directed towards an appropriate intervention. The pastoral team will monitor changes in incidences of positive or negative behaviour to monitor if the intervention is having the desired impact.</p>	<p>Mr Samuels / Ms Mughal (Interim)</p>	<p>Weekly incident reports, on-call logs, isolation and exclusion rates, consequence logs, attendance trackers and mentoring registers.</p>
<p>One-to-one targeted mental health and well-being support for PP pupils from the 'Wellbeing Crew'.</p>	<p>PP pupils to have greater emotional regulation and emotional literacy through various techniques such as diaphragmatic breathing, yoga, dance, stressbusting etc. Tailored workshops are also designed for individual needs and issues and provide holistic counselling, reflection, chill skills, mindfulness and meditation sessions.</p>	<p>75% of adult mental health problems are present in before the age of 18 (gov uk). 1 in 10 children and young people aged 5-16 suffer from a diagnosable mental disorder, that is around 3 children in every class (mentalhealth.org.uk).</p>	<p>Targeted individuals for one-to-one sessions over a 6-10 week period to support PP students with helpful thinking and building resilience. The Wellbeing Crew is an established inspiring and innovative company dedicated to helping schools revolutionise their Mental Health and Emotional Well-being. Many of the programs offered have been endorsed by Ofsted inspectors.</p>	<p>'Wellbeing Crew' overseen by Pastoral team.</p>	<p>Individual case reviews will take place every 6-10 weeks. The overall intervention will be reviewed every term with a report produced around improved behaviours, attendance, improved attitudes and outcomes.</p>
<p>Total budgeted cost</p>					<p>£13,500</p>

iii. Other approaches					
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?
Digital learning resources: Show My Homework My Maths PixL	To increase independent study skills and access to learning and assessment resources for pupils eligible for PP. Utility of homework completion will also improve for all pupils. Parent / carer engagement improves.	Evidence shows that the impact of homework, on average, is five months' additional progress. Studies also consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Research evidence has also indicated that trials which aim to prompt greater parental engagement through text message alerts delivered a positive impact at very low cost.	Show my Homework provides weekly homework usage reports to Subject Leads and Heads of Year. The Senior Leadership Team also review the whole school's usage rates on a termly basis and intervene appropriately if necessary.	Ms Creedon	Termly, via the usage reports and engagement rates provided by the programmes. Digital Licenses are renewed on an annual basis based on their effectiveness.
Small group support/tuition: to include: Year 11 Revision sessions, breakfast club, targeted intervention	To increase the attainment of all pupil groups making insufficient progress. This is to include SEND, EAL, PP, LAP and HAP pupils.	Pupils who are identified as making insufficient progress will be placed into the appropriate support group based on their individual needs. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	The Pastoral and subject leads will review the performance of pupil groups against school targets and assess which pupils require additional targeted support. Each group will register and record the attendance, progress and engagement of the pupils, to ensure the provision is helping the school to address its Key Priorities.	Mrs Dye / Mr Williams	The programmes offered will be reviewed termly after each reporting period, but pupils can be referred to the programmes as needs/concerns arise.
Total budgeted cost					£10,000

6. Additional detail

Current Total Spend = £69,825 (some of the overspend is accounted for by an overlap with PP and LAC funding).

