



PARK HIGH SCHOOL

Diminishing the Differences

Pupil Premium/Disadvantaged Strategy and Action Plan 2018-19

Pupil premium strategy

1. Summary information					
School	Park High School				
Academic Year	2018/19	Total PP budget	£296,536	Date of most recent PP Review	December 18
Total number of students	1287	Number of students eligible for PP	349	Date for next internal review of this strategy	July 18

2. DA Data	2017-18		
	<i>PHS Disadvantaged students</i>	<i>PHS all students</i>	National
Overall	2 nd Quintile	2 nd Quintile	
P8 English	2 nd Quintile	2 nd Quintile	
P8 Maths	2 nd Quintile	2 nd Quintile	
P8 Open	2 nd Quintile	2 nd Quintile	
Attendance (All)	95.4	96.3	94.6

3. Key recommendations for future attainment (for students eligible for PP including high ability)	
In-school recommendations	
A.	<p>Curriculum support:</p> <ul style="list-style-type: none"> • That there is a member of the senior leadership team who has a role that ensures DA students are a key priority and works with the Access and Enrichment team who have responsibility for particular intervention across the school. • That there is a developing whole school literacy intervention and an AHT is now in post on the senior team to ensure that this becomes embedded and sustainable • To develop numeracy interventions as these have not been addressed in the same way as the literacy programmes. Success Makers in Maths are now working with PP students in Y7 and Y11 • To embed and develop the use of the PSA (Pastoral Support Assistants) in their posts as well as the need to develop a more rigorous monitoring and evaluation approach. • To maintain the increasing parental engagement and attendance to parents' evening for DA students' parents. • To continue to embed the methodology and approach for dealing with DA students (EEF Toolkit), with particular focus on the use of Learning Assistants and the raising of awareness with teachers about their interventions • To ensure that DA students have access to the very best teachers across the school, as has been established this year with those who have had an adapted timetable for Year 11. • To refine intervention and focus for the DA students into three groups: Hard-to-reach (DA3), vulnerable (DA2) and less vulnerable (DA1)
B.	<p>Pastoral Support Assistants:</p> <ul style="list-style-type: none"> • To expand the use of the PSAs with main responsibilities for supporting disadvantaged (DA) students. There is a major emphasis placed on ensuring attendance of DA students is in line with the remainder of the cohort and that half termly review meetings are consistent across the school. • To continue recording data regarding specific interventions that are in place for individual DA students. Where possible attitudinal data can be collected before and after the intervention in order to evaluate the success. (An appropriated measuring tool for this needs to be identified) • To ensure that when DA students and their parents are targeted for intervention, the reasons for intervention are clearly explained and they are supported if it means challenging their usual way of working. • To work with HOYs and the SENDCO to ensure that DA students and their parents are receiving the best offer

<p>C.</p>	<p>Pastoral support:</p> <ul style="list-style-type: none"> • To continue with various before and after school club interventions and evaluate the success in terms of improving attendance and achievement. This should be the responsibility of the PSAs. • Counselling to continue although the school should ensure that it is working with partner institutions as much as possible. • To continue to evaluate the careers intervention and guidance received by DA students, particularly in the light of the appointment of a Careers and Employability Co-ordinator, which, to this point has been very successful • To provide more advice and guidance to parents regarding social media use and the issues that result from misuse. • To continue with one-to-one tutoring for disengaged students and for it to be thoroughly monitored regarding impact. 	
<p>D.</p>	<p>Extra-curricular enrichment:</p> <ul style="list-style-type: none"> • To review and ensure that DA students are accessing residential visits and to ensure take up rates increase in 2018-2019. • To continue to facilitate high attendance at all trips, clubs, and extra curricula events that the school runs (see school calendar) 	
<p>4. Outcomes</p>		
	<p><i>Desired outcomes and how they will be measured</i></p>	<p><i>Success criteria</i></p>
<p>A.</p>	<p>To improve the levels of attainment and progress of all DA students</p>	<ul style="list-style-type: none"> • Students eligible for PP make the same or better progress by the end of the year than ‘other’ students. • Other students still make at least the expected progress. Where students are not making the desired progress, departments are putting in place interventions, monitored by the Heads of Department (HoDs) and the Senior Leadership team (SLT). This will be evidenced using the summer term tracking data and summer term exam results.

		<ul style="list-style-type: none"> • Increased attendance at parents' evening to ensure parents are engaged in the learning of their children. • It will be evident in learning walks and observations that staff are focusing their differentiation on DA2 and DA3 students.
B.	To increase attendance rates for DA students	<ul style="list-style-type: none"> • Overall attendance for DA students to improve to at least the national average for 'all' students. • PSAs will have a clear record of the impact of a variety of interventions and the impact on DA students.
C.	To provide one-to-one support for disengaged students (pastoral and curriculum)	<ul style="list-style-type: none"> • DA students in Year 11 have a clear picture of their post 16 destinations. • Students with mental health problems and disengaged will have increased attendance year on year and impactful intervention.
D.	To increase the number of DA students attending residential visits and above and beyond activities	<ul style="list-style-type: none"> • More students attending residential and extra curricula activities. • DA students in Year 7 and 8 that are not taking part in the extra curricula programme are targeted and invited to attend.

5. Planned expenditure					
Academic year		2018/19			
The three headings below demonstrate how Pupil Premium will be used to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To improve the levels of attainment and progress of all DA students	<p>CPD on new exam specifications and best practice approaches to grammar, reading and literacy</p> <p>Mention of DA students as a focus in Performance Development discussions</p>	<ul style="list-style-type: none"> The school aims to offer high quality teaching to all these students to drive up results. CPD courses should be selected which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are noted as being effective in the Teacher Development Trust research review on professional development. A focus on Voice 21 Oracy across the school for the Y7s and Y8s 	<p>Course selected using evidence of effectiveness, cover staff organised well in advance.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Development of literacy materials across the curriculum to raise awareness of key vocabulary and how to use it</p> <p>Development of talking assemblies in Y7 and Y8</p>	AHT Literacy and Communication	May 19

<p>A. To improve the levels of attainment and progress of all DA students</p>	<p>CPD on the new reading programme focused on Year 7 and 8 students whose reading ages are well below the norm. Our primary expert will work with identified staff (both teachers and learning assistants) to develop the programme to boost students' reading ages</p>	<p>This guided reading programme was shown to have a positive impact in an independent evaluation.</p> <p>Implementation of Thinking Reading Programme to support those learners who are reading well below their current age.</p>	<p>AHT Literacy to oversee resources and scheme development with Primary expert for English and SENDCo.</p> <p>Embedding of the reading programme for Y7 and Y8</p> <p>Developing Y12 reading mentors for Y7 and Y8</p>	<p>AHT Literacy and Communication</p>	<p>June 19</p>
<p>To improve the levels of attainment and progress of all DA students</p>	<p>Staff training on high quality feedback to be delivered by SLT and Literacy co-ordinator.</p>	<ul style="list-style-type: none"> • The school aims to invest some of the PP funding in longer term change which will help all students. • Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. 	<ul style="list-style-type: none"> • Course to be selected using evidence of effectiveness • Use INSET days to deliver training. • Peer observation of attendees' classes after the course, to embed learning (no assessment). 	<p>Assistant Headteacher T&L,</p> <p>AHT Literacy and Communication</p> <p>HODs</p>	<p>April 19</p>

<p>Ensure that all DA students have access to text books, school materials and uniform</p>	<p>PSAs and tutors will liaise with AHT – PP to ensure that resources needed by students are appropriately funded</p>	<ul style="list-style-type: none"> • This will focus specifically on effective differentiation in the classroom. • Schemes of Learning • Curriculum mapping • Embedding of best literacy practice • It is important that students are not disadvantaged because they lack the funding to resource their learning needs as this automatically places them in a position to be unable to access what they need to be successful in their studies 	<ul style="list-style-type: none"> • Use of Coaching Faculty to support effective feedback • Lessons from training embedded in school feedback policy. • Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades. • Requests processed on a case by case basis as quickly as possible once a need arises 	<p>AHT – PP HOYS PSAs Teachers</p>	
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To improve the levels of attainment and progress of all DA students	Small group provision of layered offer of literacy for struggling Year 7 and 8 students.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	<ul style="list-style-type: none"> Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant CPD for LAs delivering one to one interventions. Assistant Headteacher and Learning development (responsible for intervention) to liaise with parents of targeted children. 	Assistant Headteacher/SENCO	Jun 19
C. To provide one to-one support for disengaged students (pastoral and curriculum)	Identify targeted interventions for identified students. Weekly small group sessions with Learning Assistants, outside	<ul style="list-style-type: none"> We will provide extra support to build confidence and resilience. Small group interventions with highly qualified 	<ul style="list-style-type: none"> Ensure identification of students is fair, transparent and properly recorded. Use PSAs to engage with parents before intervention begins. 	SLT, HOYs, HODs.	Mar 19

	<p>counsellors, replacing tutor time or assembly.</p> <p>Meetings and phone calls home to ensure good communication. Plans put in place and follow up sessions arranged.</p> <p>Weekly / fortnightly 121 or mentoring with PSA or LSA, dedicated time to ensure consistency. Time out cards. Bereavement counselling. WISH Centre referrals. Jubilee – to provide extra another support provision. PSA Report – work on target concerns & reinforce positive engagement. Ensure attendance of DA parents to Open Evenings, Curriculum Evenings and Review Days. Provide translator if necessary, ensure correspondence of events is followed up by</p>	<p>staff are known to be effective.</p> <ul style="list-style-type: none"> • We will combine this additional provision with some ‘aspiration’ interventions such as talks from successful former students. • The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students. 	<ul style="list-style-type: none"> • Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. • Achievement/engagement grades to be a focus for all staff through a focus month of positive praise/effort cards through form tutors. • Track attitudinal data before and after each intervention at 3 key points, December, March and June. • HoYs to observe sessions and provide feedback / support. • External support is quality assured • The launch of the Acorn Room where there is specialist and specific support: <ul style="list-style-type: none"> ○ Play therapist ○ ASD specialist ○ Speech and Language Therapist 		
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	<p>phone calls, letters home and emails. Compulsory Homelearning – some DA students do not have access to computers / resources to allow satisfactory completion of homelearning. Youth Travel Ambassador – Several DA students involved in YTA sessions & presented ideas to Harrow Council. Handwriting Club Young Carers – several DA Students attend YC School Equipment bought School uniform / PE kit also purchased for DA students FSM eligibility check</p>		<ul style="list-style-type: none"> ○ Mental health Team ○ Pet Therapy ● Raised awareness with teaching teams about the role of the PSA and how this feeds into supporting our DA students 		
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iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. To increase attendance rates for DA students	PSAs with specific responsibility to monitor students and follow up quickly on absentees and to focus specifically on DA 3 students. Monitoring includes mental health and wellbeing, both of the students and their families and how that may be impacting on attendance	The school can't improve attainment for children if they aren't actually attending school.	<ul style="list-style-type: none"> • HOYs to ensure students attend on a regular basis, differentiating and then building to full timetable. • Personalised support and mentor assigned to each PA pupil eligible for PP. • Attendance and progress discussed at least fortnightly with HOYs and Assistant Headteacher. • Letters about attendance to parents / guardians. PSAs to visit all DA at home to discuss attendance with parents / guardian and explore barriers • Liaising with LA to support families of DAs when there are concerns about attendance 	PSAs, HOYs, SLT	Jan 19

<p>D. To increase the number of DA students attending residential visits and above and beyond activities</p>	<ul style="list-style-type: none"> • Identify which students have not attended a residential or not signed up to attend one. • PSAs to compile an audit of which DA students are not taking part in any extracurricular activities (internal and external). 	<ul style="list-style-type: none"> • The EEF Teacher Toolkit shows studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. • On average, students who participate in adventure learning interventions appear to make approximately three additional months' progress. 	<ul style="list-style-type: none"> • Effects are evident in self-confidence, self-efficacy and motivation. • All teachers to be made aware of the intervention and how improvements in these characteristics may be supported in the classroom 	<p>HODs, HOYs, Teachers</p>	<p>Jun 19</p>
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Expenditure 2017/2018 – NB- FINAL COSTS TO BE CONFIRMED; SO ARE A CLOSE ESTIMATION

Role	% Salary	Cost	PP role	Success criteria	Monitoring points
Assistant Headteacher	7%	£5,932	<ul style="list-style-type: none"> • To set up monitoring systems for the PSA to track all DA priorities • To report on a termly basis regarding DA attendance, behaviour, rewards and parental engagement. • To support and provide professional development opportunities for the PSAs • To co-ordinate and track PP spend across the school • To monitor the effectiveness of spending and strategies to diminish the differences 	<ul style="list-style-type: none"> • HoYs/PSAs will update their spreadsheets weekly in order for the school to have an overview of DA student progress in all key areas. • A robust termly update report is produced that enables the school to evaluate the impact of the AHT interventions. • HoYs will feel confident in their interventions and have the knowledge and research to support their decisions. • A robust expenditure review document is produced that enables the school to evaluate impact of PP spend 	<ul style="list-style-type: none"> □ Fortnightly meetings with Heads of Year (HoYs) and PSAs to ensure all priorities are on track.

Deputy Headteacher	5%	£5,102	<ul style="list-style-type: none"> • To monitor the effectiveness of spending and strategies to close the gap • To produce tracking data to enable other key individuals to monitor the progress of DA students • To ensure that there is rigorous KS4 and KS5 assessments 	<ul style="list-style-type: none"> □ A rigorous data moderation and tracking process allows for more clarity and improves the monitoring of DA students' progress 	<ul style="list-style-type: none"> • A termly report for governors is available outlining the impact of intervention strategies • A separate report regarding the academic progress of DA students is produced following each tracking cycle
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Assistant Headteacher	5%	£4,238	<ul style="list-style-type: none"> □ To establish a shared whole-school approach to intervention □ To lead whole staff INSET on intervention □ To work with the Deputy Headteacher in review the form for staff to bid for PP funding 	<ul style="list-style-type: none"> □ All staff will understand the whole-school approach to intervention □ Staff INSET is delivered and evaluated □ There is an established and effective process to enable staff to bid for PP funding 	<ul style="list-style-type: none"> □ The progress of DA students should be the focus of one staff briefing per half term
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<p>HOYs</p>	<p>20%</p>	<p>£71,351</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To report on a termly basis regarding the progress of DA students in their respective Year group <input type="checkbox"/> To monitor and improve attendance of DA students in their Year group To increase parental engagement of DA parents in their Year group 	<ul style="list-style-type: none"> <input type="checkbox"/> A termly report is produced that outlines the intervention that has taken place <input type="checkbox"/> Overall DA Year group attendance increases to 95% There is a clear and measurable increase in the percentage of DA students attending school parents' evenings 	<ul style="list-style-type: none"> <input type="checkbox"/> A termly report is produced that outlines the intervention that has taken place Half-termly meetings are held to monitor the progress of DA students and review intervention strategies Attendance is monitored on a weekly basis and reported to governors once a term <input type="checkbox"/> An analysis of DA attendance is carried out following each parents' evening
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<p>Pastoral Support Assistants (x6)</p>	<p>20%</p>	<p>£31,846</p>	<ul style="list-style-type: none"> ☐ To identify barriers to the attendance of DA3 students ☐ To improve parental engagement amongst hard-to-reach students (DA3) ☐ To lead strategies and support students who have been identified as at risk of exclusion and re-engaging them in their learning <p>To update the provision map on a weekly basis to ensure tracking and evaluation of any interventions</p>	<ul style="list-style-type: none"> ☐ The attendance of identified hard-to-reach students in the school shows a measurable increase ☐ Attitudinal data from parents and students highlights a more positive attitude towards the school and learning in general 	<ul style="list-style-type: none"> ☐ A termly report to governors is available that evaluates progress ☐ Regular line management meetings review the students being targeted for this intervention
<p>OYA Fees for students <i>(Not included in staffing costs)</i></p>	<p>100%</p>	<p>£22,000</p>	<ul style="list-style-type: none"> ☐ To support students who have been identified as needing additional support in English and Mathematics and aid them in reaching their potential <p>To diminish the differences in our BAME students</p>	<ul style="list-style-type: none"> ☐ Progress and attainment data tracked before and after intervention shows measurable improvements ☐ Attitudinal data regarding students' confidence in English and mathematics shows measurable improvement 	<ul style="list-style-type: none"> ☐ A system of monitoring and evaluation takes place following each support period. ☐ A termly report is produced which highlights student progress and identifies any barriers for learning <p>Outcomes for Y11s in 2018 show that those who attended OYA higher</p>

					in the English Language and Maths than those BAME students who did not attend
Higher Level Teaching Assistants (x3)	20%	£14,942	<input type="checkbox"/> To work with the Maths and English departments in supporting students who require specific intervention with regard to numeracy and literacy	<input type="checkbox"/> Clear expectations and measures of outcomes are established and met. <input type="checkbox"/> Intervention takes place over a set period (usually four weeks) and be reviewed and evaluated	<input type="checkbox"/> An evaluation is to be carried out following each intervention cycle <input type="checkbox"/> A termly report to governors is created
UNQT – (x1)	20%	£6,065			
Teacher – (x1)	20%	£11,271			
Funding resources for students					

Curriculum Support (£44,000)

Intervention	Cost	Outline of intervention	Success criteria	Monitoring points
Effective Teaching and Learning	In-house CPD	<ul style="list-style-type: none"> • The schools evidence suggests that DA students are most successful when teachers in the classroom feel accountable for their outcomes • The school is ensuring that day-to-day teaching is meeting the needs of all students rather than relying on crisis management interventions • The school is ensuring effective feedback is given to all DA students (in particularly Maths and English) • The school is delivering teaching approaches which encourage students to plan, monitor and evaluate their learning. 	<ul style="list-style-type: none"> • All staff know which DA students are receiving PP and feel responsible for their progress through a clear and robust performance management system • All teaching staff to track the data of vulnerable students while a clear and robust performance management system for staff that includes discussion of DA students have been implemented. 	<ul style="list-style-type: none"> • Progress will be monitored through mid-term performance management review • Regular monitoring documents produced by the data team that require curriculum leaders to access relevant data

		<ul style="list-style-type: none"> The school is ensuring that all DA students have access to the best teachers across the school 		
Intervention	Cost	Outline of intervention	Success criteria	Monitoring points
Maths Makers	£4,606.50	<p>Year 7 Programme</p> <ul style="list-style-type: none"> Each Year 7 intervention programme will support 10 students. The students will be selected by the school from among those who are working below National Curriculum expectations. Some students may have mild special education needs. <ul style="list-style-type: none"> The programme will run for 18 weeks, starting after the Autumn Half Term break and continuing through to the end of Spring Term. Each week, sessions will last 60 minutes, 3.30-4.30, on Wednesday or Thursday. All sessions will be led by a Maths Makers Supervisor who will guide the students through whole class discussions, and organise individual and small group work. 	<p>At the end of each programme, a Final Test will be used to judge progress. Students will receive detailed reports and Maths Makers certificates. Mentors will receive Maths Makers letters of recommendation and certificates.</p> <p>Tracking will show that the gap has diminished for these students in their Maths</p>	<p>Every end of term DHT T&L, AHT PP, HOD Maths</p>

		<p>○ In addition, students will receive help from Year 12 maths mentors who will work with them on a 1on1 or 1on2 basis.</p> <p>○ Time will be devoted to regular review and recap so that students can check their progress and consolidate their learning.</p> <ul style="list-style-type: none"> ● In addition to focussing on core fluency skills, approximately 20 minutes of each session will be devoted to developing reasoning and problem solving skills. Students will work in small groups on worded, multistep problems and practise exam style questions, using a selection of activities chosen from resources developed by Bowland Maths, NRICH and YouCubed . <p>The Year 11 intervention programme will support 10 students. The students will be selected by the school from among those who are working below National Curriculum expectations, with English as</p>		
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		<p>an additional language. Some students may have mild special education needs.</p> <ul style="list-style-type: none"> ○ The programme will run for 18 weeks, starting after the Autumn Half Term break and continuing through to the end of Spring Term. ○ Each week, sessions will last 60 minutes, 3.30 4.30, on Wednesday or Thursday. ○ All sessions will be led by a Maths Makers Supervisor who will guide the students through whole class discussions, and organise individual and small group work. ○ In addition, students will receive help from Year 12 maths mentors who will work with them on a 1on1 or 1on2 basis. ● The programme is designed for Year 11 students who have a good command of core number skills but have difficulty applying their skills when answering word problems. <p>The programme aims to help students improve their comprehension of word</p>		
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		<p>problems, and develop strategies for tackling problem solving and reasoning questions.</p> <ul style="list-style-type: none"> ● Each student will have an individual Learning Plan which summarises targets identified through a Baseline Test. Time will be devoted to regular review and recap so that students can check their progress and consolidate their learning. ● The sessions will be devoted to developing reasoning and problem solving skills. Students will work individually or in small groups on worded, multistep problems and practise exam style questions, using a selection of activities chosen from resources developed by Bowland Maths, NRICH and YouCubed . Some time will be devoted to helping students secure their core number skills and strengthening their number sense. 		
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Workshops	£14,000	<ul style="list-style-type: none"> Year specific expertise in study skills, motivation, numeracy and literacy Transition from one phase to another 	<ul style="list-style-type: none"> Students are clear about strategies to support successful pathways through the school and beyond 	Student and staff voice over the year
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A. Departments Fund
(£30,000)

The school has identified that all staff should take ownership for the DA students they teach. To enable that this fund is showing clear impact, the school has assigned £30,000 in total to departments to support their different interventions (Extra-curricular clubs, mentors, emotional support groups, identified expert within the department etc.). A budget pro-forma will be created to support staff clearly identify the funds within their annual departmental budget from 2018-19.

The Head of each Department will be asked to plan the focus of their interventions; outline the students involved; identify the timescale and any resources required and costings. Once the intervention is completed they then need to complete a review of the intervention and identify the impact (see Appendix 1 for an example of the form). They are also asked to complete an evaluation of this intervention. The budgets are centrally recorded and the intervention is mapped on the school system.

Pastoral support (£41,945)

Intervention	Cost	Outline of intervention	Success criteria	Monitoring points
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Uniform and equipment provided for disadvantaged students	£4,000	<ul style="list-style-type: none"> □ The school provides sports and regular uniform for DA students where necessary. 	<ul style="list-style-type: none"> □ Hard-to-reach families become more engaged with school 	<ul style="list-style-type: none"> • Regular records are kept regarding this intervention • SSCs monitor students in need of equipment or uniform
Breakfast and lunch top up programme as well as breakfast provided prior to external exams.	£5,000	<ul style="list-style-type: none"> • As part of the school's high priority focus on well-being; one of the strategies that have been encouraged is to provide DA students with breakfast and water prior to external examinations. Research suggests that DA students are far less likely to eat breakfast and arrive at examinations fully hydrated. • SSCs, HOYs and Learning Development to run breakfast and homework clubs to ensure DA students attend school regularly and are up to date with their studies. 	<ul style="list-style-type: none"> • DA students take up the offer of breakfast prior to the exams and are better prepared for the demands of the examination process as a result. • Attendance data in general and for h/w and breakfast clubs is tracked and monitored throughout the year. 	<ul style="list-style-type: none"> □ The scheme is adapted depending on the results of half termly evaluations.

Provision for on and offsite counselling service	£8,200	<input type="checkbox"/> The school is committed to providing counselling and emotional support for vulnerable students across the school.	<input type="checkbox"/> The emotional health and wellbeing of vulnerable students across the school remains high, evidenced by attitudinal questionnaires	<input type="checkbox"/> All interventions in this field are reviewed following the completion of the support period
Provision for targeted information, advice and guidance programme	£7,945	<input type="checkbox"/> The school provides Careers Independent Advice and Guidance to all students, with extra time given to DA students.	<input type="checkbox"/> Careers advisor and Pupil Premium leadership team work together to ensure no	<input type="checkbox"/> Regular feedback is provided to the pastoral director
Intervention	Cost	Outline of intervention	Success criteria	Monitoring points
PP funding used to support students at risk of disengagement with a variety of alternative curriculum options, either as full-time placements or to give a vocational option each week as an addition to the school timetable	£25,000	<input type="checkbox"/> The school has diverted a considerable amount of PP funding to support students who are at risk of disengagement or even in extreme cases, permanent exclusion from the school. The school has developed close links with outside agencies in the Harrow area as well as vocational education partner institutions.	<ul style="list-style-type: none"> • Students on any type of alternative curriculum are monitored closely and the impact of the intervention is evaluated at regular intervals • All intervention is tracked, monitored and evaluated on a termly basis • Successful intervention is maintained, whereas intervention that is not having the expected impact is discontinued and re-evaluated 	<input type="checkbox"/> Regular feedback gathered by the pastoral director regarding all external provision

Extra-curricular activities (£27,450)

Intervention	Cost	Outline of intervention	Success criteria	Monitoring points
Getting to know you Trips for all Year 7 students	£450	<input type="checkbox"/> The school is committed to ensure that all DA Year 7 students attend the trips	<input type="checkbox"/> There will be a 100% attendance for DA students in order to boost social capital for these students	<input type="checkbox"/> The staff leader with responsibility for educational visits to monitor trip leaders efforts to meet this goal
Disadvantaged students are funded for any A&B extracurricular clubs, music and DT lessons that require a student contribution;	£5,000 – Extra-curricular clubs £5,000 – Music lessons	<input type="checkbox"/> The school recognises the importance of extracurricular education and has diverted considerable resources to supporting DA students accessing clubs and activities.	<ul style="list-style-type: none"> • DA students attend enrichment clubs on a regular basis • DA students continue to attend clubs and activities throughout the academic year 	<input type="checkbox"/> A review is carried out following each cycle to evaluate DA participation and attendance
Family support is provided for additional educational opportunities;	£5,000	<input type="checkbox"/> DA students to be provided with a financial contribution to enable them to attend educational trips and visits and Duke of Edinburgh (DoF) expeditions	<input type="checkbox"/> DA students to gain access to cultural and curriculum events that they would not otherwise access.	<input type="checkbox"/> Data to be collected by SSCs regarding DA attendance on educational trips and visits

Activities week	£15,500	<input type="checkbox"/> DA students provided with financial aid to support with the costs of activities week.	<input type="checkbox"/> DA students to gain access to cultural and curriculum events that they would not otherwise have access to.	<input type="checkbox"/> DA student participation in activity week events is monitored and evaluated
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