

Pupil Premium & Catch-up Funding Spending Plan | JOHN CABOT ACADEMY | Academic Year 2017-18

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of students from low-income families who are or have been eligible for free school meals in the past six years, looked after children and those from families with parents in the Armed Forces. 25% of our current cohort is eligible for the Pupil Premium. At John Cabot Academy, the Pupil Premium funding is spent on interventions within three areas: Leadership, Classroom Rigour and Individual Need. We measure the impact of interventions through students' attendance, progress and attainment. No single intervention provides a complete solution to the complex educational issues in any school, and it is therefore a multi-faceted approach that we feel offers the best opportunity for students to succeed.

The Vice Principal will be responsible for the Pupil Premium cohort, acting as a Pupil Premium Student Champion, raising the profile of these students, and holding teachers to account for their progress and attendance. Pupil Premium students are a focus of all pastoral, academic and line management meetings. Data driven learning walks and work scrutiny quality assure the Student Premium learning experience.

Aspirations:

- Every PP student reaches their minimum expected grade (MEG), such that they we will achieve a Progress 8 of at least zero.
- Pupil Premium students' attendance will be at least 94.5% in 2017-18. Children in Care's attendance will be above 95.5%. Persistent absence for PP students will be below 20% and for Children in Care will be below 12%.
- Ensure **all** Pupil Premium students are in education, employment or training when they leave year 11

Catch-up Funding

The literacy and numeracy catch-up funding provides John Cabot Academy additional funding to support those students who arrive in year 7 having not achieved the expected standard in reading or maths at KS2. At KS2, students are awarded between 80 and 120 points per test. A score of 99 or below is deemed to have not met the expected standard.

In 2017-18 our catch-up funding will match that received in 2016-17, so on 1st March, we are likely to receive £12500 for the 17-18 academic year.

Our aspiration is that every student in year 7 who entered John Cabot Academy below expected standard will end the year at On-track or Deepening in Age Related Expectations in English & Maths.

Pupil Premium and Catch-up Funding 2017-18

Area of Spend	Contribution from Pupil Premium	Description of Intervention *where identified by Sutton Trust/Hattie/NFER	Intended Outcomes	KPIs	Impact	Recommendation for 2018-2019
Leadership Programme – focus on individual needs and progress						
<p>Vice Principal - Disadvantaged Student Champion</p> <p>KWI</p>	£4460	<p>SLT role to promote Pupil Premium students, research what works for students, identifying individual barriers, assessment, implementation and monitoring of interventions and strategies. To track and monitor interventions and actions through a provision map. Raise profile of disadvantaged students across the Academy.</p> <p><i>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</i></p>	<p>Accurate records of PP students Raise profile of disadvantaged students, staff know their students in lessons. Clear provision map. Achievement/attendance data monitored and acted upon with interventions. Students’ individual needs identified and interventions put in place where appropriate.</p>	<p>Every PP student meets their MEG. PP attendance of 94.5%. 0% NEET.</p>	<p>By end of term 5: PP attendance: 92.8% Non-PP attendance: 95.5%</p> <p>End of term 6 data: Year 11 PP P8: 0.25 (provisional) Non PP P8: 0.07 (provisional) (Last year PP P8: -0.75) Year 10 PP P8: -0.82 Non PP P8: 0.09 Year 9 PP P8: -1.59 Non PP P8: -1.69 Year 8 ARE av test scores: PP: 57.3 % Non-PP: 61.2 % Year 7 ARE av test scores: PP: 50.2% Non PP: 53.9%</p> <p>Every PP student has a confirmed P16 place. Therefore 0% NEET.</p>	<p>Continue in 2018-19.</p> <p>Increased focus on current Year 7 & 8. Where there is a gap of 10% in ARE tests.</p> <p>Increased focus on attendance.</p>
<p>Curriculum Team Leaders & Pastoral Leaders</p>	£0	<p>Ongoing quality assurance activities throughout the year (data analysis, learning walks and work scrutiny) to reduce the differences in quality of teaching within faculty areas and tutor time within pastoral teams. QA measured against the key pedagogy areas for development.</p> <p><i>South Glos PP Review in summer 2017 identified this as an area for development</i></p> <p><i>NFER – Building Blocks for Success (Teaching, Data, Leadership)</i></p>	<p>Quality of teaching improves in those specific areas which will best support PP students.</p>	<p>100% of teachers in lessons and tutor time meet the key pedagogy areas which will best support our PP students: Feedback Literacy Differentiation Questioning</p>	<p>End of term 6: Feedback: 57% Met, 15% Exceeding Differentiation: 64% Met, 11% Exceeding. Questioning: 64% Met, 16% Exceeding. Literacy: 40% Met, 32% Exceeding.</p> <p>Tutor Time: 3/5 Show planning to meet need.</p>	<p>Continue focus on key areas of pedagogy which support PP students.</p> <p>Coaching for staff who are not yet meeting expectations.</p> <p>Ensure staff create seating plans and</p>

				Every PP child reaches their MEG, and so progress 8 of zero.	4/5 Show Ready to Learn is embedded. 3/5 Show literacy is embedded.	context sheets for tutor time to show how they will meet need.
Child in Care Champion JJA	£11,329	Monitoring and tracking of interventions and support required for CiC. Liaison with Virtual Schools, agencies and support of HoCs. NFER – Building Blocks for Success (Behaviour/Attendance)	Monitoring and tracking of interventions and provisions. Key point of contact with Virtual schools, agencies and carers.	CinC attendance of 95.5%. PA below 12%. Every CinC reaches their MEG.	End of Term 5: CinC Attendance: 93.3% (National CinC: 95.6%) CinC PA: 27.3 End of Term 6: Year 11 Student: P8: 0.56 Year 10 student: P8: -1.69 Year 10 student: P8: -1.50 Year 9 student: Educated elsewhere. Year 8 student: Eng:77% (Y) Ma: 47% (O) Year 8 student: Eng: n/a (A) , Ma: 30% (Y) Year 8 student: Eng: 47% (A), Ma: n/a (Y)	Need to increase focus on attendance, especially PA. JJA has case studies on PA.
Classroom Rigour						
Reduce split classes KWI	£0	Prior to the start of the year, ensure the timetable is written to reduce the number of split classes to ensure higher teacher accountability for students' outcomes. South Glos PP Review in summer 2017 identified this as an area for development NFER – Building Blocks for Success (Deploying staff effectively)	At the start of the year: Year 11 – 6/56 were split classes. 11% Year 10 – 5/55 were split classes. 9% Ensure no more splits are created during the academic year.		No more splits have been introduced at KS4 during 17-18.	Timetable for 18-19 to minimize split classes.
Teaching and Learning Development KWI	£6786	Development of whole school literacy policy and associated CPD. CPD to develop the Pedagogy that best supports PP students: Feedback Literacy Differentiation	Quality of teaching improves in those specific areas which will best support PP students.	100% of teachers meet the key pedagogy areas which will best support our PP students: Feedback Literacy Differentiation	End of term 6: Feedback: 57% Met, 15% Exceeding Differentiation: 64% Met, 11% Exceeding. Questioning: 64% Met, 16% Exceeding.	Continue focus on these key areas. Need coaching for staff who are not meeting need.

		<p>Questioning</p> <p>Sutton Trust: Feedback +8 Months NFER – Building Blocks for Success (High Quality Teaching) South Glos PP Review in summer 2017 identified literacy (especially oracy and marking for literacy), feedback as areas for development. Internal PP review in summer 2017 identified these four areas of pedagogy as needing development</p>		Questioning	Literacy: 40% Met, 32% Exceeding.	
<p>Additional part Maths Teacher</p> <p>MWA</p>	£45,678	<p>Smaller Class Sizes in Year 10/11 and increased intervention, improved teacher continuity and a greater core subject resource to support all “non-moving” students and secure greater levels of expected progress.</p> <p>Sutton Trust: Small group tuition +4 months, reduced class size +3 months NFER – Building Blocks for Success (High Quality Teaching)</p>	High quality teaching to help close the gap in Maths.	Progress of PP students matches that of non-PP students.	<p>End of term 6: Small set sizes term 1-2. Re-deployment of KKA to take a small intervention group in 11 set 5 and continue with 10 set 7. PPI Y11 gap down 0.05 on mock data term 4 Y11. Attendance of students is the main block for PPI so use of intervention with 3 key PPI girls to bridge the gap of work from lessons missed due to poor attendance. PPI maths support during tutor time also to help narrow the gap with additional teacher. Student voice on this shows good uptake and quality in these sessions.</p> <p>Maths Year 11 P8: PP – 0.16 Non-PP – 0.58</p>	<p>Excellent leadership has brought about this impact. Head of Maths to lead Middle Leaders meetings to share good practice.</p> <p>Effective deployment of ITT to provide small group intervention.</p> <p>Year 11 tutors groups with Maths staff to provide bespoke intervention.</p>
<p>Additional part English Teacher</p> <p>JUN</p>	£45,678	<p>Smaller Class Sizes in Year 10/11 and increased intervention, improved teacher continuity and a greater core subject resource to support all “non-moving” students and secure greater levels of expected progress.</p> <p>Sutton Trust: Small group tuition +4 months, reduced class size +3 months NFER – Building Blocks for Success (High Quality Teaching)</p>	High quality teaching to help close the gap in English.	Progress of PP students matches that of non-PP students.	<p>English Year 11 P8: PP: 0.34 Non-PP: 0.31</p> <p>PP Student progress outstripping their Non-PP counterparts. There is still, however, an attainment gap which needs addressing.</p>	Clearly it would be desirable to continue this with a view to maintaining excellent PP progress and reducing the attainment gap.
<p>Curriculum Consumables ‘Bid Pot’</p>	£5000	Provision of resources for students i.e. catering ingredients, maths equipment, revision guides.	PP students can engage in the lessons without barriers through resources.	PP student meets their MEG in the subject for		Continue.

KWI		<i>*Not evidenced by Sutton or Hattie but was evidenced as a barrier to learning in the PP review Summer 2017 Internal PP review in summer 2017 identified that without this there would be barriers to learning for PP students</i>		which funding is requested.		
English & Maths tutors MWA & JUN	£15960 Includes £2500 of catch-up funding.	A Maths and an English tutor x1 day per week each deliver small group or 1:1 tuition to students identified as needing support in English and/or Maths. NFER – Building Blocks for Success (Meeting Individual Needs) Sutton Trust: Small group tuition +4 months Sutton Trust: One-to-One +5 months	Tutoring closes the gap between current attainment and target. Specifically used with CiC students to help close the gap with their peers.	Every PP student in years 7 & 8 & 9 who is not yet D or O in English & Maths, will be by the end of the year. Every CiC meets their MEGs and therefore makes progress 8 of at least zero.	For Maths this was only 0.5 days a week due to member of staff doing post 16 maths intervention support. The member of staff then focused on CiC students at JCA delivering one session per week. The CiC PPI student in Y11 who received this tuition went up 2 grades from Y10 mock to final Y11 mock. For English, this had limited impact as the tutor did not meet the students regularly enough to build relationships, nor did she know the curriculum sufficiently well.	Continue as there is clear need. But not with external tutors. Continue as part of Hub, by LSAs and our (underallocation) teachers who know the students and the curriculum being taught.
Mint Class KWI	£500	Seating Plan software that contains key information on every pupil. NFER – Building Blocks for Success (Meeting Individual Needs & data) Internal PP review in summer 2017 identified this as an area for development	A seating plan is in place for every class which shows staff know who the PP/CiC are and how to differentiate for their needs.	Learning Walk data shows 100% of Mint Class seating plans are in place.	By end of term 4: 100% of staff have Mint Class seating plans (except PE & Drama).	Continue to use. Embed use of notes to show personalized differentiation.
Performance Management KWI	£0	Two specific targets for staff in their Performance Management. P1 – 100% of students in their class meet their MEGs, this includes PP students. P4 – Engage in CPD which develops pedagogy in those specific areas which will develop PP students. South Glos PP Review in summer 2017 identified this as an area for development	Teachers are focused throughout the year on the teaching that can support PP students and their academic achievement.	100% PP students meet their MEGs. 100% staff are meeting the key pedagogy areas.	Data to see what % of staff met their targets will be available late Sept 2018.	PM P1 Objective to remain focused on one of the key pedagogy areas which impacts PP students. PM P2 Objective to remain the same – that way every pupil, regardless of need, has to meet their MEG.
Trips and Visits 'bid pot' KWI	£3000	Day trip – directly related to the curriculum – fully funded.	Ensure PP students can access academic trips.	Students are on MEG in that subject.		Continue.

		<p>Day trip, not directly related to the curriculum – 20% funded by PP.</p> <p>Residential trip – directly related to the curriculum – 40% funded by PP.</p> <p>Residential trip, not directly related to the curriculum – 20% funded by PP.</p> <p>NFER – Building Blocks for Success (Attainment for All)</p>	Enable PP students to increase their cultural capital.			
<p>Catch-up Funding Intervention Coordinator</p> <p>DRE</p>	<p>£9000 TLR</p> <p>£1000 resources.</p>	<p>Identification of all students who enter JCA below expected standard in Reading or Maths.</p> <p>QLA analysis of KS2 results to find out areas of weakness.</p> <p>Identification of appropriate intervention resources to include reading comprehension activities.</p> <p>Intervention small group tuition.</p> <p>EEF Reading at the Transition: Small group tuition: +4 months, reading comprehension +4 months.</p>	Every year 7 student who entered below expected standard in Reading or Maths is at Age Related Expectation by the end of the year.	100% of students in year 7 who enter below expected standard at KS2 in reading or Maths are at Age Related Expectations by the end of the year.	<p>Impact of literacy interventions.</p> <p>End of Term 6:</p> <p>Year 7:</p> <p>27 students entered with KS2 English below 95.</p> <p>18 are still At an earlier stage</p> <p>9 are Yet to be on track</p> <p>16 students entered with KS2 Maths below 95.</p> <p>4 are On track</p> <p>3 are Yet to be on track</p> <p>9 are At an earlier stage</p> <p>Year 8:</p> <p>23 Students had an average KS2 of 95 or below.</p> <p>However, highly detailed numerical impact info is kept by DRE which shows impact of literacy interventions in specific elements of literacy.</p>	<p>Time built into Y7 timetable for literacy and numeracy intervention from the beginning of the year.</p> <p>Training for LSAs to deliver specific literacy and numeracy programs.</p> <p>Training for LSAs for screening and delivery of SPLD strategies.</p>
Individual Need						
<p>Music Tuition</p> <p>SBR</p>	£6000	<p>PP students often thrive within music; therefore, students are given the opportunity to play one instrument which is paid for by the Academy.</p> <p>Except CinC, who may, where need is evident, have 2 or more instruments paid for.</p> <p>Sutton Trust: Arts Participation +2 months</p> <p>NFER – Building Blocks for Success (Individual Needs)</p>	Playing a musical instrument has been proven to develop skills which are transferable to all subjects and accelerate learning across multiple subjects.	<p>95% attendance to music tuition lessons.</p> <p>Case studies.</p>	CGR has case studies on several students – all showing significant impact of tuition.	Continue.
<p>Going for Gold</p> <p>SBR/NMA</p>	£3000	To ensure that BME (including BME PP) students have a voice and feel pride in their Academy.	Raise the engagement and student voice of BME students,	For every BME PP student involved:	This course was run last year (our current year 11's) Due to lack of staff and resources the	The course needs to be staffed in order to be run.

		<i>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</i>	a proportion of whom will be PP.	94.5% attendance Meet all subject MEGs 0% Neet.	<p>course was not run again this year. Current year 11 12 students ended up following the after hours course last year. The course was voluntary but garnered excellent input from students.</p> <p>50% of the students who attended the course have improved their attendance from yr10 to present.</p> <p>75% of students are currently on or exceeding 94.5% attendance</p> <p>50% of students are on or above progress 8 target.</p>	Recommend it becomes part of the enrichment timetable in 18/19
First Story FFO	£3000	<p>Writing Project for PP students Year 8-11 (approx. 20 students)</p> <p><i>NFER – Building Blocks for Success (Meeting Individual Needs)</i></p>	Increase in English outcomes for those students whose barrier to learning is English, confidence or motivation.	Every student involved is on MEG in English.	<p>Many of the students involved in this program grew in confidence and aspiration. Following trips to University of Bristol, student voice showed increased aspiration. Students had previously said that the university was ‘too posh’ for them and at the end of the trip comments such as ‘I would like to come here and study’ were made. In addition to this, student voice also provided statements such as ‘I never thought I’d be able to do this.’</p> <p>Teachers also saw an increased performance in creative writing tasks, where students produced work that was on, or above ‘on track’ levels. Whilst their analytical writing was not impacted (and consequently their KS3 ARE grades), all students improved the quality of</p>	

					<p>creative writing tasks, helping to prepare them for KS4.</p> <p>Out of the 5 Year 8 students participating, 2 finished the year on 'At an earlier stage,' 2 on 'Yet to be on track' and 1 on 'Deepening.'</p> <p>One Year 9 student achieved a GCSE grade 2.</p> <p>One Year 10 student achieved a Grade 7.</p>	
<p>Pastoral Support</p> <p>HoCs & AHOcs</p>	£67,049	<p>This makes a wide and deep impact of students, particularly our PP students. Community Teams focus not just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantage for PP students is reduced.</p> <p>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month NFER – Building Blocks for Success (Behaviour/Attendance) South Glos South Glos PP Review in summer 2017 identified this as an area for development</p>	<p>Students engage in their learning and are enabled to realise the importance of their education. Support provided for a range of social, emotional and behavioral concerns. PP students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.</p>	<p>Case studies.</p> <p>Reduction in '4s' for lesson scores.</p> <p>Reduction in exclusions for PP students.</p> <p>94.5% attendance Meet all subject MEGs 0% Neet.</p>	<p>Many students, particularly our most vulnerable e.g. PP, CiC, LAC are supported on a daily basis by these key members of staff who provide a support for these students to engage with their education. In many cases the staff in these roles offer support they may not receive anywhere else in their lives. Overall these posts have supported the behavior, welfare and learning of the students within the academy and play a vital role. In improving the life chances of our children. In summary, these roles have played a vital part in supporting the learning of many pupils with only a few remaining high end and hard to reach emotionally and academically.</p>	<p>Continue with these posts. But with increased focus on: Attendance by AHOCs Academic outcomes by HOCS.</p> <p>A Zone structure will support this.</p>
<p>Engagement Leader</p> <p>MWR</p>	£18,296	<p>The JCA Engage provision provides behavior support and intervention for some of our most vulnerable/difficult students. The Engage leader has accountability for this group and the focus is high level support to remove barriers and allow students to more successfully access their learning. High proportion of PP students.</p> <p>Sutton Trust: Behaviour Interventions +4 months</p>	<p>To support some our most vulnerable and challenging students to be successful within the Academy. High levels of support and ability to conduct productive/learning focused sanctions.</p>	<p>Case studies.</p> <p>Term 1 Analysis</p> <p>Term 2 Analysis</p> <p>Term 3 Analysis</p>	<p>Term 1 – 92 contacts Year 7 – 10 – 10.9% Year 8 – 33 – 35.8% Year 9 – 32 – 34.8% Year 10 – 12 – 13.0% Year 11 – 5 – 5.9%</p> <p>PP - 70 – 76.1% Non PP – 22 – 23.9%</p>	<p>Outgoing Position Made Redundant as pursuing different forms of intervention.</p>

				Term 4 Analysis	<p>Male – 64 – 69.6% Female – 28 – 30.4%</p> <p>Term 2 - 114 contacts Year 7 – 13 – 11.4% Year 8 – 37 – 32.5% Year 9 – 41 – 36.0% Year 10 – 17 – 14.9% Year 11 – 6 – 5.3%</p> <p>PP – 85 – 74.6% Non PP – 29 – 25.4%</p> <p>Male – 82 – 71.9% Female – 32 - 28.1%</p> <p>Term 3 – 288 – Contacts Year 7 – 6 – 2.1% Year 8 – 133 – 46.2% Year 9 – 112 – 38.9% Year 10 – 34 – 11.8% Year 11 – 3 – 1.0%</p> <p>PP – 135 – 61.4% Non PP – 85 – 38.6%</p> <p>Male – 246 – 85.4% Female – 42 – 14.6%</p> <p>Term 4 – 142 Contacts Year 7 – 17 – 12.0% Year 8 – 76 – 53.5% Year 9 – 17 – 12.0% Year 10 – 29 – 20.4% Year 11 – 3 – 2.1%</p> <p>PP – 70 – 49.3% Non PP – 72 - 50.7%</p> <p>Male – 118 – 83.1% Female – 24 – 16.9%</p>	
Mentoring and other interventions CHO	£25,000	Students at risk due to attendance or behavioral and social/emotional issues offered mentoring or bespoke interventions by external providers. To include Educational Welfare support @ £829 per month and inclusion support @£163 per month.	Maintain engagement in school/education, improve performance in school, improved attendance.	Case studies.	EWO – rigorous work each week which is data driven. Work with families, home visits, CP /CIN cases, supporting mental health cases and ensuring the Academy	Continue in 1819 to ensure that Attendance maintains on an upward trajectory

		<p>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month, Behaviour Interventions +4 months NFER – Building Blocks for Success (Behaviour/Attendance)</p>			<p>is relentless with fines and using the process all the way to prosecution. 44% of students under 90% attendance are PP. EWO works closely with HoCs to ensure that PP students do not continually drop their attendance or have broken weeks – monitoring patterns of attendance / illness.</p> <p>SEN (Inclusion) support has been useful for CPD sessions focused on knowing the needs of our students. Training has been delivered to teachers and LSAs to ensure students are supported.</p> <p>External mentoring programmes have been provided for students at risk of PEX on an alternative day programme. These programmes have been supportive with social-emotional aspects of development and maintaining engagement at school due to the variation in a week that the programmes can provide. The feedback also provides good evidence as to the student relationships and interactions.</p> <p>St A was working with UPursuits but was then found a place at LPW. St B & St C went through the PEX process, however this would have happened a lot sooner had the type of support not been put in place that the Urban Pursuits offered. Impact mentoring has been used with 4 students who have EHCPs to support them to try and keep students positively engaged as</p>	<p>with high level support and involvement from the EWO.</p> <p>Into 1819 it would be useful to use these programmes with PP students who are not at risk of PEX but do have ongoing Attendance problems.</p>
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					they are in the process of moving to new placements.	
School Counsellor CHO	£5000	Counsellor employed to work with vulnerable individuals, a higher than proportion of which are PP students and CIC. Sutton Trust: Social & emotional learning +4months	A number of vulnerable students, including several with PP are supported to overcome difficulties.	Case studies.	CHO has case studies.	Continue into 1819 and increase the hours so that more students can be seen in a range of different sessions.
Attendance Officer	£5657	Supporting students where barrier to achievement is attendance. Working with families to raise aspiration and engagement in education. Sutton Trust: Mentoring +1 month South Glos PP Review in summer 2017 identified this as an area for development NFER – Building Blocks for Success (Attendance)	Clarify attendance phases and set thresholds for broken weeks interventions to ensure that early interventions pick up those in the 90-95% range, reduce authorised absence and give a structure to tackling PA	Attendance for PP students is 94.5% or above. Persistence Absence for PP students is 12% or less.	By end of term 5: PP attendance: 92.8% Non-PP attendance: 95.5 % (National Averages: PP: 92.5% Non-PP: 95.8%) End of term 5: PP PA: 18.9% Non-PP PA: 8.6% (National Averages: PP PA: 26.2% Non-PP PA: 10.3%)	Continue. Need case studies on high PA PP students.
Careers Advisor CAT	£3831	To support students to have and realise future aspirations; providing targeted and specific support for students to secure pathways and reduce numbers of NEETs. PP students proportionately supported by this provision to increase PP progression. Sutton Trust: Mentoring +1 month South Glos PP Review in summer 2017 identified this as an area for development	Enable more PPs to realise the enabling power of education and that what they do now directly impacts on their future. Reduce the number of NEETs.	0% NEET at the end of year 11.	End of term 2: all Year 11 PP students met 1-2-1 with the Careers Advisor at least once and have personal action plans targeted to their goals and aspirations. End of term 4: All Year 11 PP students hold at least one confirmed Post 16 provision offer that links to their career aspirations. Selected Year 10 PP students have participated in the 'Generation STEM' project (mock interviews & employability skills) and the Envision 'Community Apprentice' project (employer visits & confidence/teamwork activities). End of Term 6:	Continue.

					All Year 10 PP students met with the Careers Advisor and have personal action plans to assist with their Post 16 planning. Selected Year 10 students have attended high quality work experience placements as part of the Generation STEM project.	
Transport & Clothing SFO	£7000	<p>Subsidizing transport for those students who do not live within walking distance of the school to ensure they are here on time.</p> <p>FSM students living over 3 miles away are eligible for 50% of the cost of the academy bus. FSM students in years 7,9,11 are eligible for a free blazer.</p> <p><i>NER – Building Blocks for Success (Attendance)</i></p>	Punctuality and attendance of PP students is as high as possible.	Attendance for PP students is 94.5% or above.	<p>By end of term 5: PP attendance: 92.8% Non-PP attendance: 95.5 %</p> <p>(National Averages: PP: 92.5% Non-PP: 95.8%)</p> <p>End of term 5: PP PA: 18.9% Non-PP PA: 8.6</p> <p>(National Averages: PP PA: 26.2% Non-PP PA: 10.3%)</p>	Continue for 18-19.
PREDICTED TOTAL	£ 189805 (+ CIC £19500 + Catch-up £12500)					

Approximate Funding is based on the numbers of PP and CinC as of Sept 2017

188 FSM or FSM ever6

9 CinC

5 Adopted from Care

2 Service Children