



Evaluation of use and impact of the funding for 2019-2020

Review of expenditure and impact														
● 1) Self Esteem/Confidence														
Desired outcome	Chosen action/ approach	Impact		Lessons learned	Cost									
Students are more resilient and have a greater understanding of the importance of home learning. Maintaining the role of the SEBD Officer in school to support students via Wellbeing Hub. Mentoring programmes in each year group to provide pastoral support. Extra-curricular clubs to be offered by academic areas. Staff being MHFA qualified. New Y7 cohort attend Lockerbrook residential. Rewards distributed for PP students.	Lockerbrook residential	A total of 110/138 (80%) Year 7's went on the Lockerbrook residential in half term 2. They worked on settling in activities, team building, self-esteem and confidence as well as developing a growth mindset. Student voice was recorded with 100% of students saying they would like to go again.		An exceptional opportunity for the students on entry in Year 7. It has once again been a very successful settling in trip for the new students at Parkwood. We will once again fund this opportunity for the year group.	£6,000 <i>(trips)</i> (Actual = £5,746.01) Difference = +£253.99									
	Resources for rewards	Zero impact as it was not spent. Planned expenditure was during T3 with specific focus on Y11 as leaving presents to those who had completed a certain amount of revision sessions. It was also for the futures week during HT6 which due to the pandemic and lockdown did not take place.		We need to potentially look at spending earlier on in the academic year. Although the pandemic and lockdown is an extreme circumstance we need to spread rewards out over the year rather than making them an end of year celebration only.	£6,000 <i>(resources)</i> (Actual = £0) Difference = +£6,000									
	Staffing – Wellbeing	PP Bullying incidents: <table border="0"> <tr> <td></td> <td style="text-align: right;">Number of incidents</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">362</td> </tr> <tr> <td>Cyber</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Physical</td> <td style="text-align: right;">96</td> </tr> <tr> <td>Racist</td> <td style="text-align: right;">25</td> </tr> </table>			Number of incidents	Total	362	Cyber	20	Physical	96	Racist	25	Our SEBD officer in school left the role in January 2020 and was partially replaced in the short term. However, there was a lag time in between appointments which meant students wellbeing and concerns were taken up by Year Managers. Looking at the
	Number of incidents													
Total	362													
Cyber	20													
Physical	96													
Racist	25													

		Sexual orientation 17 Verbal 204	data, PP students are twice as vulnerable to bullying incidents in school and as such this expenditure is vital.
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● 2) Literacy

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
<p>Students to be in line with their age related expectations based on KS2, KS3 and KS4 results.</p> <p>S, P and G and writing skills elements to be embedded into all curriculum areas.</p> <p>Reduce the amount of students with reading ages below their chronological ages.</p> <p>Students to 'Drop Everything and Read' during one tutor time per week.</p> <p>Parkwood to have a functioning Learning Resource Centre.</p> <p>Lexia delivered in all KS3 English classes (except top sets in 8 and 9).</p> <p>ARK Mastery Literary Heritage curriculum in Y7 – increased demand of texts and vocabulary acquisition.</p> <p>Reading Box interventions, delivered by TA and teaching staff during for time and through withdrawal from lessons.</p>	Learning Resource Manager	<p>We now have a fully stocked functioning library with 2 main uses:</p> <p>1 – a safe space for students to complete homework, before, during and after school.</p> <p>2 – a library stocked with books that students can loan out or borrow for pleasure or to help with studies.</p>	<p>A very worthwhile addition. Having a fully functioning library has helped with both literacy and aspirations. One area to work with is using our librarian to help with reading intervention as well as more non-English books for our NTE students.</p>	<p>£11,969 <i>(staffing)</i></p>
	Literacy Co-ordinator	<p>24/36 students (67%) who have been targeted for intervention have improved their reading and writing from KS2 entry point:</p> <p>Y7 – 6/12 (50%) Y8 – 11/13 (85%) Y9 – 6/11 (55%)</p>	<p>Results have once again improved at KS3. The work undertaken by the staff involved has been crucial in reducing literacy gaps at our KS3. We are keen to continue this progress and that is why for 2020-2021 we are hiring a specific literacy HLTA.</p>	<p>£27,996 <i>(staffing)</i></p>
	Teaching Assistants	<p>Reading Box intervention with TAs: 18/26 (69%) have improved their reading from KS2 entry point. 16/26 (62%) have improved their writing from KS2 entry point.</p> <p>'Catch-Up' interventions with TAs: 8/15 (53%) have improved their reading from KS2 entry point. 2/15 (13%) have improved their writing from KS2 entry point.</p>		<p>£76,850 <i>(staffing)</i></p>
	KS3 English Lead	<p>At the latest data track the following amounts of students targeted as part of the strategy where graded 'on' or 'above' their expected targeted:</p> <p>Y7 – 18/20 (90%) Y8 – 12/12 (100%) Y9 – 7/10 (70%)</p>		<p>£15,362 <i>(staffing)</i></p>

KS4 English Lead		<p>C2020 final Centre Assessment Grades:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>non-PP</th> </tr> </thead> <tbody> <tr> <td>9-4 Eng (best)</td> <td>50%</td> <td>72.4%</td> </tr> <tr> <td>9-4 Eng (lang)</td> <td>49%</td> <td>72.4%</td> </tr> <tr> <td>9-5 Eng (best)</td> <td>36.3%</td> <td>51.7%</td> </tr> <tr> <td>9-5 Eng (lang)</td> <td>33.3%</td> <td>50%</td> </tr> </tbody> </table> <p>C2020 P8: English Language: 0.14 English Literature: 0.14</p> <p>C2019 P8: English Language: -0.26 English Literature: -0.21</p>		PP	non-PP	9-4 Eng (best)	50%	72.4%	9-4 Eng (lang)	49%	72.4%	9-5 Eng (best)	36.3%	51.7%	9-5 Eng (lang)	33.3%	50%	Results have once again improved at KS4. Identifying and reporting on Y10 earlier is a target so we can be more proactive in reducing the attainment and progress gaps.	£13,565 (staffing)
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Lexia		<p>24/36 students (67%) who have been targeted for intervention have improved their reading and writing from KS2 entry point:</p> <p>Y7 – 6/12 (50%) Y8 – 11/13 (85%) Y9 – 6/11 (55%)</p>	See 2.2 – 2.4.	£3,667 (subscriptions) (Actual = £1,012.50) Difference = +£2,654.50															
Resources		<p>The resources bought included:</p> <ul style="list-style-type: none"> -new books for the library -subject specific books that can be used during curriculum time -GL assessment 'NGRT – New Group Reading Test' will allow us to accurately identify reading ages and specific gaps in reading skills that will allow interventions to be precisely targeted. 	The resources bought this year have enabled us to set up a fully functioning library as well as assess students effectively. There will be literacy resources available again next year, however, they may be re-distributed if funding is not required.	£6,000 (resources) (Actual = £5,020) Difference = +£980															
Literacy HLTA		COVID-19 Re-Distribution Funding so no impact as of yet.	See 2.2 – 2.4.	£20,000 (staffing)															

● 3) Aspirations

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
<p>Futures project embedded into all year groups.</p> <p>Students to complete their E-ACT Passport.</p> <p>Attend a range of college and university sessions/taster days to help students focus on their post-16 progression.</p> <p>Y10 PP students to be placed on work experience.</p> <p>Extra-curricular clubs in PE, Art, STEM, Music and humanities to provide opportunities for aspirational development.</p> <p>Links with HEPPSY+ initiative.</p>	<p>Futures Programme</p>	<p>All these tasks have been completed by all students in the year group. At the point of Lockdown, all pupils were on tasks to gain at least a Silver award.</p> <p>Year 7 (138 students completed)</p> <ul style="list-style-type: none"> -Complete Hegarty Maths study -Take part in 'Earth Day' -Team obstruction Course <p>Year 8 (154 students completed)</p> <ul style="list-style-type: none"> -Map qualifications for different jobs -Enter E-ACT Group competition -Grow it Make it, market it for charity <p>Year 9 (201 students completed)</p> <ul style="list-style-type: none"> -Learn how to identify Moods in others. -Complete an enterprise challenge for Charity. -Walk run three quarters of a marathon <p>Year 10 (175 students completed)</p> <ul style="list-style-type: none"> -Take part in a mind relaxation course -Share and listen to views in 'Question Time' -Complete a mock application and type a CV. <p>Year 11 (166 students completed)</p> <ul style="list-style-type: none"> -Raise money for a good cause. -Complete mock application, CV and interview. -Take part in careers fair. 	<p>Greater communication is required between SLT and the links for our CEIAG and HEPPSY+. We have lots of initiatives and work going on but it needs to be tracked more closely in order for us to spend the allocation more effectively.</p>	<p>£20,977 (staffing)</p>
	<p>University Visit</p>	<p>Zero impact of spend.</p> <p>The university visits were in fact free and as a result, in hindsight, this did not need budgeting for. However, the university trips took place with:</p> <ul style="list-style-type: none"> -1 external trip (30 students) -8 Internal interactions (7 full year groups and Y8 at 75%) 		<p>£1,937 (trips, transport)</p> <p>(Actual = £0)</p> <p>Difference = <u>+£1,937</u></p>

		<p>This equates to 1197 student opportunities to visit or take part in a university led course.</p> <p>-Science STEM trip – 6 students</p> <p>C2020 destinations:</p> <p>-60% Accepted by first preference</p> <p>-339 Applications</p> <p>-74 conditional offers</p> <p>-102 offers accepted</p> <p>HEPPSY+:</p> <table border="1"> <thead> <tr> <th></th> <th>Session provided</th> <th>Students engaged</th> </tr> </thead> <tbody> <tr> <td>Half Term 1</td> <td>3</td> <td>162</td> </tr> <tr> <td>Half Term 2</td> <td>8</td> <td>337</td> </tr> <tr> <td>Half Term 3</td> <td>4</td> <td>150</td> </tr> <tr> <td>Half Term 4</td> <td>5</td> <td>407</td> </tr> </tbody> </table> <p><i>Also due to CIVD-19 we had to cancel 8 external events and 4 internal events with universities.</i></p>		Session provided	Students engaged	Half Term 1	3	162	Half Term 2	8	337	Half Term 3	4	150	Half Term 4	5	407	
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	Microscopes	<p>COVID-19 Re-Distribution Funding so no impact as of yet.</p>	<p>COVID-19 Re-Distribution Funding</p> <p>It is hoped that by funding microscopes for use in all classrooms and after school clubs this will enable students to gain a love for science and engage them in the subject.</p> <p>£979.90 (resources)</p>															
	Microscope Projectors	<p>COVID-19 Re-Distribution Funding so no impact as of yet.</p>	<p>COVID-19 Re-Distribution Funding</p> <p>It is hoped that by funding microscope projectors for use in all classrooms and after school clubs this will enable students to gain a love for science and engage them in the subject. The projectors also allow social distancing during experiments as the microscope projects onto the screen.</p> <p>£479.17 (resources)</p>															

	Basketball Posts	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding New basketball posts in the bottom yard means that both yards now have basketball facilities. These will be used during PE lessons but also at social time for the students. It will link in with extra-curricular.	£6,898 (resources)
	Music Equipment	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding New music equipment such as drum kits, guitars and keyboards allows the music department to continue to grow. These will be used during music lessons but also at social time for the students. It will link in with extra-curricular and music tutoring.	£2,728.50 (resources)

● 4) Relationships

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
Extend the curriculum to offer 'out of class' learning opportunities via visitors. <ul style="list-style-type: none"> Artists workshops Musical performances Linguists Animal Workshops 	Extra-curricular Enrichment Activities	Zero impact as it was not spent. Planned expenditure was during T3 for the futures week during HT6 which due to the pandemic and lockdown did not take place.	We need to potentially look at spending earlier on in the academic year. Although the pandemic and lockdown is an extreme circumstance we need to spread rewards out over the year rather than making them an end of year celebration only.	£2,000 (trips, resources) <u>(Actual = £200)</u> <u>Difference = +£1,800</u>

<ul style="list-style-type: none"> Circus Skills <p>Provide opportunities for trips for students.</p> <p>Student ambassadors.</p> <p>Anti-bullying ambassadors.</p> <p>Additional PSHE curriculum time to promote relationships within tutor groups/year groups.</p> <p>CPD delivered to staff on building and embedding positive relationships.</p>	Trips and External Speakers	Little impact as it was not spent. Planned expenditure was far too high with budget for the same in 8.1 standing at £40,000.	Although much of this budget would have been used for futures week in HT6 it would not have totaled this much money. As a result we will be re-distributing these funds during 2020-2021 to a more 'at risk' area such as attendance.	<p>£37,500 (trips, resources) (Actual = £1,974.30) Difference = +£35,525.70</p>
	SWFC Community Programme	<p>An average of 15 students took part in the morning football sessions by Sheffield Wednesday Football Club's Community Programme.</p> <p>The weekend Saturday sessions averaged over 22 students per week. (data prior to lockdown on 20/03/20)</p>	A well-attended and popular club. There were issues and questions raised around the cost of the club as it used to be provided free in previous years. However, the decision was made to fund the club as it has provided structure and improved attendance and punctuality for some of our vulnerable students.	<p>£2,500 (services) (Actual = £2,958.30) Difference = -£458.30</p>
	Progress Leader (TLR2b)	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding We currently have 3 progress leaders across 5 year groups. A 4 th progress leader post was advertised and the decision made to fund a 5 th to ensure our disadvantaged students have a designated year lead focusing on their progress.	<p>£4,500 (staffing)</p>
	Games Consoles and Games	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding Games consoles have been purchased to allow students who don't have consoles at home a safe place to play them in school. There will be lunchtime and after school slots for students as well as the opportunity for students to loan out the handheld consoles for use at home.	<p>£2,567.66 (resources)</p>

	Picnic Benches	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding Picnic benches being added to the yards will allow students to eat and socialise outside. This will also create more space in the building and ease social distancing within the school site.	£2,847 (resources)
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○ 5) Memory/Recall

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
External speakers invited in to present on strategies linked to memory recall. Students have a home learning schedule to follow that embeds revision techniques throughout both KS3 and KS4.	External Intervention Strategies	Zero impact as it was not spent. Planned expenditure was during T3 with specific focus on Y11. Plans included motivational speakers, tutors and an outdoor education centre trip on a growth mindset, resilience and revision.	We need to potentially look at spending earlier on in the academic year. Although the pandemic and lockdown is an extreme circumstance we need to spread these external interventions throughout the academic year.	£9,000 (services) (Actual = £0) Difference = -£9,000
	Resources	Zero impact as it was not spent. Resources where spent in 7.3.	See 7.3.	£2,612 (resources) (Actual = £0) Difference = +£2,612
	Visualisers	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding 10 new visualisers added to the school allows staff to model and scaffold work expected by our students. It will allow some of our most vulnerable learners the opportunity to see step by step what is expected. It will also allow social distancing to remain during curriculum time as the teacher can model from their laptop.	£970.60 (resources)

	Laptops	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding A bank of 32 new laptops to be used as a portable class set will free up the booking of the ICT suites and allow out students to get online during their curriculum time more than they currently can.	£16,000 (resources)
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● 6) Attendance

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost																																																																																					
<p>Poor punctuality will not impact on classroom learning.</p> <p>Attendance continues to increase towards national average.</p> <p>Vulnerable pupils have a red flag next to their name. If that pupil is missing from the register the attendance and safeguarding team must be alerted straight away.</p> <p>Ensure that attendance and the link to attainment is high profile around the academy.</p> <p>Progress leads to monitor the interventions for targeted students. Updating and sharing this information weekly on the tracker.</p>	Staffing – Attendance Improvement Strategies	<p>Attendance Figures 2019-2020:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>HT1</td> <td>91.73%</td> <td>94.57%</td> </tr> <tr> <td>HT2</td> <td>91.12%</td> <td>93.82%</td> </tr> <tr> <td>HT3</td> <td>90.90%</td> <td>93.90%</td> </tr> <tr> <td>HT4</td> <td>90.04%</td> <td>93.59%</td> </tr> </tbody> </table> <p>Lateness to lessons:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">HT1</th> <th colspan="2">HT2</th> </tr> <tr> <th></th> <th>PP</th> <th>non</th> <th>PP</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>69</td> <td>22</td> <td>82</td> <td>34</td> </tr> <tr> <td>Y8</td> <td>71</td> <td>13</td> <td>30</td> <td>9</td> </tr> <tr> <td>Y9</td> <td>185</td> <td>108</td> <td>136</td> <td>73</td> </tr> <tr> <td>Y10</td> <td>298</td> <td>140</td> <td>276</td> <td>107</td> </tr> <tr> <td>Y11</td> <td>237</td> <td>70</td> <td>173</td> <td>57</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th colspan="2">HT3</th> <th colspan="2">HT4</th> </tr> <tr> <th></th> <th>PP</th> <th>non</th> <th>PP</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>60</td> <td>12</td> <td>16</td> <td>7</td> </tr> <tr> <td>Y8</td> <td>36</td> <td>16</td> <td>38</td> <td>2</td> </tr> <tr> <td>Y9</td> <td>145</td> <td>73</td> <td>48</td> <td>34</td> </tr> <tr> <td>Y10</td> <td>179</td> <td>90</td> <td>114</td> <td>67</td> </tr> <tr> <td>Y11</td> <td>155</td> <td>68</td> <td>102</td> <td>36</td> </tr> </tbody> </table>		PP	Non-PP	HT1	91.73%	94.57%	HT2	91.12%	93.82%	HT3	90.90%	93.90%	HT4	90.04%	93.59%		HT1		HT2			PP	non	PP	Non	Y7	69	22	82	34	Y8	71	13	30	9	Y9	185	108	136	73	Y10	298	140	276	107	Y11	237	70	173	57		HT3		HT4			PP	non	PP	Non	Y7	60	12	16	7	Y8	36	16	38	2	Y9	145	73	48	34	Y10	179	90	114	67	Y11	155	68	102	36	<p>Although the money is being well spent we are not seeing the desired impacts (as of yet) in our PP attendance. As a result we will look to add to this for 2020-2021. We are aiming to add funds to this barrier for use with things like bus passes.</p>	£31,291 (staffing)
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	Outdoor Canopy's	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding Outdoor canopy's being added to the yards will allow students to socialise outside even during wet weather. This will also create more space in the building and ease social distancing within the school site.	£25,113.89 (resources)
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7) Preparedness for Learning

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost																																																												
Students eating breakfast as part of the Breakfast Club. Uniform shop (plus loans) available to students via student services.	Pencil Cases	465 PP students across all year groups where fully equipped with pencil cases and resources to access learning. Y7 – 71 students Y8 – 82 students Y9 – 113 students Y10 – 96 students Y11 – 103 students	Once again supplying disadvantaged students with equipment to learn was beneficial. We will once again provide this for the academic year 2020-2021.	£1,877 (resources) (Actual = £3,558.19) Difference = -£1,681.19																																																												
Work with parent and community engagement around importance of school and attendance. Saturday School. Revision packs for students for the start of the academic year. Pencil cases and equipment available for the start of the academic year.	Progress Managers	PP C3 removals: <table border="1"> <thead> <tr> <th></th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>98</td> <td>120</td> <td>118</td> <td>46</td> </tr> <tr> <td>Y8</td> <td>209</td> <td>148</td> <td>217</td> <td>67</td> </tr> <tr> <td>Y9</td> <td>205</td> <td>194</td> <td>215</td> <td>92</td> </tr> <tr> <td>Y10</td> <td>213</td> <td>153</td> <td>192</td> <td>84</td> </tr> <tr> <td>Y11</td> <td>225</td> <td>66</td> <td>132</td> <td>36</td> </tr> </tbody> </table> PP STEC referrals: <table border="1"> <thead> <tr> <th>PP</th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>11</td> <td>17</td> <td>10</td> <td>6</td> </tr> <tr> <td>Y8</td> <td>10</td> <td>18</td> <td>11</td> <td>8</td> </tr> <tr> <td>Y9</td> <td>10</td> <td>24</td> <td>19</td> <td>3</td> </tr> <tr> <td>Y10</td> <td>21</td> <td>20</td> <td>21</td> <td>14</td> </tr> <tr> <td>Y11</td> <td>17</td> <td>17</td> <td>15</td> <td>21</td> </tr> </tbody> </table>		HT1	HT2	HT3	HT4	Y7	98	120	118	46	Y8	209	148	217	67	Y9	205	194	215	92	Y10	213	153	192	84	Y11	225	66	132	36	PP	HT1	HT2	HT3	HT4	Y7	11	17	10	6	Y8	10	18	11	8	Y9	10	24	19	3	Y10	21	20	21	14	Y11	17	17	15	21	The behavior data suggests that PP students are twice as likely to get removed or receive a STEC referral. As a result the progress managers' interventions are crucial. Coupling this with progress leaders 4.4 this a vital use of expenditure to support our most vulnerable disadvantaged students.	£28,706 (staffing)
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		PP FTE's: Year 7 9 Year 8 4 Year 9 7 Year 10 4 Year 11 6 Total 30		
	Revision Packs	103 Y11 students received a revision guide and workbook (where appropriate) for each of their GCSE subjects. 96 Y10 students received a revision guide and workbook (where appropriate) for each of their GCSE subjects.	A successful initiative that will be continued into 2020-2021. The budget will be adjusted accordingly	£21,655 (resources) (Actual = £9,960.90) Difference = +£11,694.10
	Saturday School	Very little impact as we planned to boost revision sessions after the Easter holidays with our Saturday school. We did have our key Y11 groups in for T2 (8 Saturdays) for English and Maths but the phased upscaling was to begin in T3.	Unfortunate that the lockdown for COVID-19 halted this progress. We will be keeping this expenditure next year as it is crucial for the students in converting their grades.	£16,188 (staffing)
	PE Equipment	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding It is hoped that by funding the science department with essential equipment for use in all classrooms and after school clubs it will enable students to gain a love for science and engage them in the subject.	£1,222.71 (resources)
	Science Equipment	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding It is hoped that by funding the PE department with essential equipment for use in all classrooms and after school clubs it will enable students to gain a love for PE and engage them in the subject.	£1,634.20 (resources)

	Shoes	COVID-19 Re-Distribution Funding so no impact as of yet.	COVID-19 Re-Distribution Funding It is hoped that by providing a bank of shoes for students to lend on arrival the amount of students in isolation and not in lessons will be reduced.	£239 (resources)
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● 8) Cultural Capital

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
Trips available for all year groups via curriculum areas. Music, singing and DJ lessons available.	Trips for all year groups	The following trips took place during the course of the 1 st two terms: -Geography Y11 fieldwork (15% of final GCSE grade) (61/75 attendees – 81%) -rewards Karting trips in Y7 (15 attendees) -Theatre trip for GCSE Literature in Y11 (90/166 attendees) -STEM Cinema trip (14 attendees) -Museum STEM trip (21 attendees) -University stem trip (30 KS4 attendees) **Milan PE trip to be rebooked due to COVID-19** (30 KS3 attendees)	A new expenditure for 2019-2020 based on barriers. Although we underspent slightly I am positive that disregarding the lockdown for the pandemic we would have spent the remaining budget in T3.	£40,000 (trips) (Actual = £33,384.16) Difference = +£6,615.84
	Peripatetic Music	Students have had access to a music tutor during curriculum time and also after school. We have had over 45 students work with our music peripatetic weekly.	The staff member will continue to support the music department in providing lessons and coaching during 2020-2021.	£4,964 (staffing)