

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.	Lockerbrook residential	A total of 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.	<i>£6,000 (trips)</i> (Actual = £6,000) <i>Difference = 0</i>														
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.	Resources for rewards	See behaviour data 7.1.	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.	<i>£2,000 (resources)</i> (Actual = £905.59) <i>Difference = +£1,094.41</i>														
Staff being MHFA qualified. New Y7 cohort attend Lockerbrook residential. Rewards distributed for PP students.	Staffing – Wellbeing	<p>PP Bullying incidents:</p> <table border="0"> <thead> <tr> <th></th> <th>Number of incidents</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>124 (362)</td> </tr> <tr> <td>Cyber</td> <td>18 (20)</td> </tr> <tr> <td>Physical</td> <td>2 (96)</td> </tr> <tr> <td>Racist</td> <td>5 (25)</td> </tr> <tr> <td>Sexual orientation</td> <td>4 (17)</td> </tr> <tr> <td>Verbal</td> <td>4 (204)</td> </tr> </tbody> </table>		Number of incidents	Total	124 (362)	Cyber	18 (20)	Physical	2 (96)	Racist	5 (25)	Sexual orientation	4 (17)	Verbal	4 (204)	HH as wellbeing officer and SMc as wellbeing lead have created a timetable of meetings and support with vulnerable students requiring support. Looking at the data, PP students are twice as vulnerable to bullying incidents in school and as such this expenditure is vital. Numbers are down on last year (see brackets) suggesting spending is having an impact.	<i>£37,385</i> (Actual = £24,720.29) <i>Difference = +£12,664.71 (staffing)</i>
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Total	124 (362)																	
Cyber	18 (20)																	
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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>£13,505 (Actual = £8,901.31) Difference = +£4,603.69 (staffing)</p>
	Strategic Literacy HLTA	<p>Year 9 Reading Box Out of 14 pupils: 12/14 improved their reading age range (86%) <i>(1/14 stayed the same, 1/14 regressed - pupil with v low attendance)</i></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 another specific literacy HLTA, building on the good progress made by this year's appointment.</p>	<p>£28,805 (Actual = £18,809.95) Difference = +£9,995.05 (staffing)</p>
	Teaching Assistants	<p>5/14 improved their single word reading standard score (36%) <i>(7/14 stayed the same, 2/14 regressed – 1 x pupil with v low attendance)</i></p> <p>12/14 improved their reading comprehension standard score (86%) <i>(2/14 regressed – 1 x pupil with v low attendance)</i></p>		<p>£75,954 (Actual = £53,543.54) Difference = +£22,410.46 (staffing)</p>
	SEND Training	<p>Year 8 Phonics 2/2 made huge improvements on phonics score (100%)</p> <p>Year 7 Phonics 100% improved on their September score.</p>		<p>£3,603 (Actual = £1,250) Difference = +£2,353 (resources)</p>
	Lexia	<p>Reading Box Groups + Nurture Out of 16 pupils: 10/16 improved their reading age range (63%)</p>		<p>£3,500 (subscriptions) (Actual = £2,675) Difference = +£825</p>

(1/16 stayed the same but at 16yrs+ so way above, 5/16 regressed)
11/16 improved their **single word reading standard score (69%)**
 (3/16 stayed the same but at 135 so way above, 2/16 regressed)
8/16 improved their **reading comprehension standard score (50%)**
 (2/16 stayed the same, 6/16 regressed)
Nurture
2/6 improved their **reading age range (33%)**
 (4/6 stayed the same, 0/6 regressed)
4/6 improved their **single word reading standard score (67%)**
 (1/6 stayed the same, 1/6 regressed)
2/6 improved their **reading comprehension standard score (33%)**
 (3/6 stayed the same, 1/6 regressed)
SEN Reading Box
2/5 improved their **reading age range (40%)**
 (1/5 stayed the same, 2/5 regressed)
3/5 improved their **single word reading standard score (60%)**
 (1/5 stayed the same, 1/5 regressed)
2/5 improved their **reading comprehension standard score (40%)**
 (1/5 stayed the same, 2/5 regressed)
Non-SEN Reading Box
3/10 improved their **reading age range (30%)**
 (3/10 stayed the same, 5/10 regressed)
4/10 improved their **single word reading standard score (40%)**
 (3/10 stayed the same, 3/10 regressed)

5/10 improved their **reading comprehension standard score (50%)**
(5/10 regressed)

Year 8 Reading Box

Out of 16 pupils:

10/16 improved their **reading age range (63%)**
(1/16 stayed the same but at 16yrs+ so way above, 5/16 regressed)

11/16 improved their **single word reading standard score (69%)**
(3/16 stayed the same but at 135 so way above, 2/16 regressed)

8/16 improved their **reading comprehension standard score (50%)**
(2/16 stayed the same, 6/16 regressed)

Nurture:

4/6 improved their **reading age range (67%)**
(1/16 stayed the same but at 16yrs+ so way above, 1/6 regressed)

5/6 improved their **single word reading standard score (83%)**
(1/6 stayed the same but at 135 so way above, 0 regressed)

3/6 improved their **reading comprehension standard score (50%)**
(2/6 stayed the same, 1/6 regressed)

Reading Box Group:

6/10 improved their **reading age range (60%)**
(4/10 regressed)

6/10 improved their **single word reading standard score (60%)**
(2/10 stayed the same, 2/10 regressed)

		<p>5/10 improved their reading comprehension standard score (50%) <i>(5/10 regressed)</i></p>																	
	<p>SLT English Overview</p>	<p>C2021 Teacher 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>52.9% (+2.9%)</td> <td>69.2% (-3.2%)</td> </tr> <tr> <td>9-4 Eng (lang)</td> <td>52.9% (+3.9%)</td> <td>69.2% (-3.2%)</td> </tr> <tr> <td>9-5 Eng (best)</td> <td>32.4% (-3.9%)</td> <td>48.7% (-3%)</td> </tr> <tr> <td>9-5 Eng (lang)</td> <td>32.4% (-0.9%)</td> <td>48.7% (-2.3%)</td> </tr> </tbody> </table> <p>C2021 P8: English Language: English Literature:</p> <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)	52.9% (+2.9%)	69.2% (-3.2%)	9-4 Eng (lang)	52.9% (+3.9%)	69.2% (-3.2%)	9-5 Eng (best)	32.4% (-3.9%)	48.7% (-3%)	9-5 Eng (lang)	32.4% (-0.9%)	48.7% (-2.3%)	<p>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.</p>	<p>£40,350 (Actual = £27,415.10) Difference = +£12,934.90 (staffing)</p>
	PP	non-PP																	
9-4 Eng (best)	52.9% (+2.9%)	69.2% (-3.2%)																	
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	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. 	<p>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.</p>	<p><i>£5,000</i> (resources) (Actual = £5,055.34) Difference = -£55.34</p>
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● **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</p>	Futures Programme	Futures did not run due to restrictions around Covid-19.	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><i>£22,015</i> (Actual = £15,057.95) Difference = +£6,957.05 (staffing) (staffing)</p>

<p>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>University Visit</p>	<table border="0"> <thead> <tr> <th data-bbox="969 105 1176 130">Activity</th> <th data-bbox="1176 105 1478 130">Engagement (%)</th> </tr> </thead> <tbody> <tr> <td data-bbox="969 137 1176 162">PSHE</td> <td data-bbox="1176 137 1478 162">Whole School</td> </tr> <tr> <td data-bbox="969 169 1176 194">STEM Week</td> <td data-bbox="1176 169 1478 194">Y7 - 81%</td> </tr> <tr> <td></td> <td data-bbox="1176 201 1478 226">Y8 – 79.5%</td> </tr> <tr> <td data-bbox="969 233 1176 392">Virtual IMPACT – university project for pupil and parents/career</td> <td data-bbox="1176 233 1478 258">8 families</td> </tr> <tr> <td data-bbox="969 399 1176 424">Video interview</td> <td data-bbox="1176 399 1478 424">Y8 - 85.8%</td> </tr> <tr> <td data-bbox="969 430 1176 488">during lessons and tutor time</td> <td data-bbox="1176 430 1478 456">Y9 - 91.3%, 88.5%, 90.6%</td> </tr> <tr> <td></td> <td data-bbox="1176 462 1478 488">Y10 - 89.4%, 88.3%</td> </tr> <tr> <td></td> <td data-bbox="1176 494 1478 584">Y11 - 86.1%, 80.2%, 86.5%, 83.3%, 82.4%, 85.6%</td> </tr> <tr> <td data-bbox="969 628 1176 718">Virtual Subject taster days with local universities</td> <td data-bbox="1176 628 1478 654">Y10 – 45%</td> </tr> <tr> <td></td> <td data-bbox="1176 660 1478 686">Y11 – 63%</td> </tr> <tr> <td data-bbox="969 724 1176 877">HeppSY interventions</td> <td data-bbox="1176 724 1478 877">y9,10,11 - 90% of pupils in have had 3 interventions 80% of pupils have had up to 10 + interventions</td> </tr> <tr> <td data-bbox="969 884 1176 941">Targeted EAL support</td> <td data-bbox="1176 884 1478 909">9%</td> </tr> <tr> <td></td> <td data-bbox="1176 916 1478 941">16 y11 pupils</td> </tr> <tr> <td data-bbox="969 948 1176 1005">Virtual Careers fair</td> <td data-bbox="1176 948 1478 973">Y11- 83.4%</td> </tr> <tr> <td data-bbox="969 1011 1176 1139">Virtual subject taster days with local college and sixth forms</td> <td data-bbox="1176 1011 1478 1037">Y11 – 27%</td> </tr> <tr> <td data-bbox="969 1145 1176 1299">Virtual apprenticeship talks and support with ASK</td> <td data-bbox="1176 1145 1478 1171">Y11 - 86.1% y11</td> </tr> <tr> <td></td> <td data-bbox="1176 1177 1478 1203">5 pupils 1-1 support</td> </tr> <tr> <td data-bbox="969 1305 1176 1394">Sheffield progress applications</td> <td data-bbox="1176 1305 1478 1331">All year 11 pupils</td> </tr> </tbody> </table>	Activity	Engagement (%)	PSHE	Whole School	STEM Week	Y7 - 81%		Y8 – 79.5%	Virtual IMPACT – university project for pupil and parents/career	8 families	Video interview	Y8 - 85.8%	during lessons and tutor time	Y9 - 91.3%, 88.5%, 90.6%		Y10 - 89.4%, 88.3%		Y11 - 86.1%, 80.2%, 86.5%, 83.3%, 82.4%, 85.6%	Virtual Subject taster days with local universities	Y10 – 45%		Y11 – 63%	HeppSY interventions	y9,10,11 - 90% of pupils in have had 3 interventions 80% of pupils have had up to 10 + interventions	Targeted EAL support	9%		16 y11 pupils	Virtual Careers fair	Y11- 83.4%	Virtual subject taster days with local college and sixth forms	Y11 – 27%	Virtual apprenticeship talks and support with ASK	Y11 - 86.1% y11		5 pupils 1-1 support	Sheffield progress applications	All year 11 pupils		<p>£1,928 (trips, transport) (Actual = £574.56) Difference = +£1,353.44</p>
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		<p>Careers survey All pupils 75%</p> <p>Careers related Y7 - 81%</p> <p>reading during Y8 - 79.5%</p> <p>tutor Y9 - 70.6%</p> <p>1-1 interview for options 85% of all y9 pupils had a 1-1</p> <p>Study skills sessions Y11 - 85.2%</p> <p>Brilliant Club 12 pupils in y9</p> <p>Targeted SEND Y11 - 3.8% 7 pupils in support</p> <p>CV writing workshops Y11 -12%</p> <p>Virtual Work 10 pupils in y10 & 11 experience</p> <p>C201 destinations:</p> <ul style="list-style-type: none"> - 26.7% Accepted by first preference - 100% Applications - 35% conditional offers - 45% offers accepted 		
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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	Unable due to Covid-19 restrictions.		£2,000 (trips, resources) (Actual = £0) Difference = +£2,000

<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>	<p>Trips and External Speakers</p>	<p>Unable due to Covid-19 restrictions.</p>		<p>£2,047 (trips, resources) (Actual = £0) Difference = +£2,047</p>
	<p>Games Consoles and Games</p>	<p>Consoles and stock bought but due to restrictions around bubbles and the obvious dilemma of sharing controllers/equipment the club was put on hold until September 2021. Albeit now fully stocked.</p>		<p>£3,200 Actual = £0 Difference = +£3,200 (resources)</p>
	<p>My Life</p>	<p>Trusted off-site provision (<i>Parkwood</i> has enjoyed a historical and highly successful partnership with company since inception) which caters to high-risk, disenfranchised pupils at risk of exclusion and/or non-attender status. Currently utilizing their services for a school refuser/Y10 <u>LAC</u> pupil awaiting full-time transition to Holgate (via EHCP/off roll). (NOTE: Placement likely to be terminated October 2021 due to said transition having gone through/near completion.)</p>	<p>Provision utilized as linking bridge from failed mainstream education (school refuser) to specialist educational setting (Holgate) via EHCP.</p>	<p>£11,000 Actual = £10,944.19 Difference = +£55.81 (resources)</p>

○ 5) Memory/Recall				
Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
<p>External speakers invited in to present on strategies linked to memory recall.</p> <p>Students have a home learning schedule to follow that embeds revision techniques throughout both KS3 and KS4.</p>	External Intervention Strategies	Unable due to Covid-19 restrictions. Some funding re-distributed.		<p><i>£5,000</i> (services) (Actual = £3,258.76) Difference = +£1,741.24</p>
	Online Tuition	With the government announcement on TAGs the specific online tuition was designed for exam skill and preparation. Funding was pulled as this was not seen as a viable spend.	Will be internal intervention next academic year as student voice says they prefer a 'tutor' they know.	<p><i>£3,543.75</i> (resources) (Actual = 0) Difference = +£3,543.75</p>
	Resources	Equipment bought for students in classes from families who have struggled due to the pandemic. This has allowed students to be ready to learn and equipped effectively.	Games club to be up and running from week 1 in September (restrictions allowing). A wider library of games required.	<p><i>£1,000</i> (resources) (Actual = £995.85) Difference = +£4.15</p>
	Science Tutor	L Stamper worked with several cohorts of Y11 groups in small group tuition. He had bespoke PP, SEND and EAL groups timetabled and help us achieve 48.6% 4+ in science and 100% 4+ in triple sciences.	As effective as the tutor was we do not have a tutor for the next academic year due to funding.	<p><i>£6,000</i> Actual = £1,539.83) Difference = +£4,460.17 (staffing)</p>

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	Attendance Figures 2020-2021:		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 2021-2022. We are aiming to add funds to this barrier for use with things like bus passes.				
			PP			Non-PP		
		HT 1	79.84%			86.18%		
		HT 2	79.88%			89.22%		
		HT 3	20.72%			38.01%		
		HT 4	70.47%			83.00%		
		HT 5	81.93%			89.20%		
		HT 6	73.14%			79.89%		
		Lateness to lessons:						
			HT1			HT2		
			PP			non	PP	Non
		Y7	16			1	44	7
		Y8	21			8	60	13
		Y9	35			16	99	43
Y10	88	30	213	132				
Y11	469	199	478	204				
	HT3		HT4					
	PP	non	PP	Non				
Y7	0	0	7	6				
Y8	0	0	12	2				
Y9	0	0	24	9				
				<p>£58,601</p> <p>Actual =</p> <p>£38,757.87)</p> <p>Difference =</p> <p>+£19,843.13</p> <p>(staffing)</p>				

		Y10 0 0 50 14 Y11 0 0 161 67 HT5 HT6 PP non PP Non Y7 293 106 320 102 Y8 154 67 352 88 Y9 243 67 395 173 Y10 453 168 463 206 Y11 916 500 0 0		
	Resources	See 6.1.	Bus passes and taxi fares for student are very successful and must continue.	<i>£3,000</i> Actual = <u>£3,309.66</u> Difference = <u>-£309.66</u> (resources)
	Rewards	See Priority 1.	SWE to work on rewards hampers throughout the year. Attendance rewards must have fresh start' points so that all, in particular our poorest attenders are in with a chance.	<i>£1,000</i> Actual = <u>£862.25</u> Difference = <u>+£137.75</u> (resources)

	Outdoor Canopy's		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.	<p>£48,134</p> <p><u>Actual =</u></p> <p><u>£12,750)</u></p> <p><u>Difference =</u></p> <p><u>+£35,384</u></p> <p>(resources)</p>
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7) Preparedness for Learning

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost																																										
	Progress Managers	<p>PP C3 removals:</p> <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>11 (98)</td> <td>20 (120)</td> <td>7 (118)</td> <td>18 (46)</td> </tr> <tr> <td>Y8</td> <td>41 (209)</td> <td>41 (148)</td> <td>21 (217)</td> <td>37 (67)</td> </tr> <tr> <td>Y9</td> <td>35 (205)</td> <td>43 (194)</td> <td>31 (215)</td> <td>47 (92)</td> </tr> <tr> <td>Y10</td> <td>26 (213)</td> <td>23 (153)</td> <td>18 (192)</td> <td>11 (84)</td> </tr> <tr> <td>Y11</td> <td>30 (225)</td> <td>31 (66)</td> <td>32 (132)</td> <td>16 (36)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>HT5</th> <th>HT6</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>30 (41)</td> <td>33 (40)</td> </tr> <tr> <td>Y8</td> <td>84 (90)</td> <td>91 (104)</td> </tr> <tr> <td>Y9</td> <td>60 (69)</td> <td>31 (41)</td> </tr> </tbody> </table>		HT1	HT2	HT3	HT4	Y7	11 (98)	20 (120)	7 (118)	18 (46)	Y8	41 (209)	41 (148)	21 (217)	37 (67)	Y9	35 (205)	43 (194)	31 (215)	47 (92)	Y10	26 (213)	23 (153)	18 (192)	11 (84)	Y11	30 (225)	31 (66)	32 (132)	16 (36)		HT5	HT6	Y7	30 (41)	33 (40)	Y8	84 (90)	91 (104)	Y9	60 (69)	31 (41)	The behaviour data suggests that PP students are more likely to get removed or receive a R+R 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.	<p>£27,831</p> <p><u>Actual =</u></p> <p><u>£18,553.87)</u></p> <p><u>Difference =</u></p> <p><u>+£9,277.13</u></p> <p>(staffing)</p> <p>(staffing)</p>
	HT1	HT2	HT3	HT4																																										
Y7	11 (98)	20 (120)	7 (118)	18 (46)																																										
Y8	41 (209)	41 (148)	21 (217)	37 (67)																																										
Y9	35 (205)	43 (194)	31 (215)	47 (92)																																										
Y10	26 (213)	23 (153)	18 (192)	11 (84)																																										
Y11	30 (225)	31 (66)	32 (132)	16 (36)																																										
	HT5	HT6																																												
Y7	30 (41)	33 (40)																																												
Y8	84 (90)	91 (104)																																												
Y9	60 (69)	31 (41)																																												

Y10	21 (39)	20 (41)
Y11	54 (73)	n/a

PP R+R referrals:

PP	HT1	HT2	HT3	HT4
Y7	1 (11)	0 (17)	2 (10)	4 (6)
Y8	2 (10)	0 (18)	2 (11)	8 (8)
Y9	7 (10)	0 (24)	8 (19)	9 (3)
Y10	2 (21)	0 (20)	3 (21)	0 (14)
Y11	13 (17)	0 (17)		

PP	HT5	HT6
Y7	7 (9)	5 (5)
Y8	16 (17)	13 (13)
Y9	1 (1)	3 (4)
Y10	4 (7)	4 (6)

PP FTE's:

Year 7	9 (9)
Year 8	10 (10)
Year 9	9 (12)
Year 10	10 (14)
Year 11	6 (6)

		Total 38 (51)		
	Saturday School	Due to Covid-19 did not occur. Also the cancelling of GCSE examinations and the reporting of TAGs.		<i>£15,986</i> Actual = £5,370.50) Difference = +£10,615.50 (staffing)
	Science Labs			<i>£8,820</i> Actual = £0) Difference = +£8,820 (resources)

● 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.	Music Equipment	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.	More equipment is required to fully allow the music department to provide the opportunities the students want. Mainly DJ decks.	<i>£10,000</i> (Actual = £8,285.42) Difference = +£1,714.58 (resources)
	GCSE PE Practical Funding	Did not occur due to Covid-19 restrictions.		<i>£8,831.15</i> (Actual = £0) Difference = +£8,831.15 (trips)

	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.	<p><i>£5,614</i></p> <p><u>(Actual = £0)</u></p> <p><u>Difference =</u></p> <p>+£5,614 (staffing)</p>
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