

Summary Information					
School	Kingswood Secondary Academy				
Academic Year	18-19	Total PP budget	£330,990	Date of most recent PP Review	Jan-18
Total number of pupils on Roll	1024	Total number of pupils eligible, for PP (LAC, Service Personnel)	357 (35.6%)	Date for next internal review of this strategy	Jul-19

Pupil Premium Breakdown				
	Total on roll (DATA includes Single & Dual Reg as of 14/11)	Male	Female	Total number of pupils who are SEN and PP
Year 7	73 (207 total)	36 (102 total)	37 (105 total)	14
Year 8	83 (211 total)	41 (113 total)	42 (98 total)	26
Year 9	82 (217 total)	37 (110 total)	45 (107 total)	16
Year 10	63 (197 total)	39 (99 total)	24 (98 total)	17
Year 11	73 (192 total)	45 (110 total)	28 (82 total)	19

Pupil Premium Progress			
	2015/16	2016/17	2017/18
Progress 8 National State funded Schools			
Progress 8 All students	-0.43	-0.58	-0.136 (-0.2 dfe tables checking)
Progress 8 Disadvantaged students	-0.8	-0.8	-0.164 (-0.18 dfe tables checking)
Progress 8 Non-Disadvantaged students			
Diff	-0.37	-0.22	-0.02 (+0.02 dfe table checking)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

- A. Literacy skills – of the 77 students identified on entry to Yr. 7 in Reading to have a SAS below 100, 35 students (45%) were PP
- B. Numeracy skills - of the 69 students identified on entry to Yr 7 in mathematics to have a SAS below 100, 31 students (44%) were PP

External barriers (*issues which also require action outside school, such as low attendance rates*)

- C. Quality first teaching – difficulty in the recruitment of suitably qualified teachers in core subjects, particularly mathematics. External
- D. Some low aspirations and parental engagement limits the progress which all students can make. Reinforcing relationships and strengthening communication with parents will support outcomes for PP.
- E. The persistent absence rates for PP students was high in 2017-18 compared to other students (PP PA absence = 20.4%, Non-PP PA absence = 16.5%)

1. Desired Outcomes (desired outcomes and how they will be measured)		Success Criteria
A.	Improved literacy skills will result in a closing the literacy gap with all other student in the Academy. (To include reading, writing & speaking)	Improved literacy skills will result in a closing the literacy gap with all other student in the Academy. (To include reading, writing & speaking)
B.	Improved numeracy skills	Improved knowledge and ability of basic mathematical processes leading to an improvement in numeracy ages. Tested via termly assessments and validated by the QA process.
C.	Quality first teaching	Recruit specialist teachers into core subject gaps, provide CPD to existing teachers in order to improve pedagogy. Quality assurance will ensure all lessons will meet the needs of individual students including PP. Where QA identifies this is not secure bespoke CPD will be put into place.
D.	Raising aspirations and Improved parental engagement.	Cultural change around aspiration, greater number of external agencies involved in the academy, improved awareness of future employment options, celebrate success of 6th form, greater participation of families at academy events.
E.	Increased attendance rates for students eligible for PP.	Overall attendance among students eligible for PP improves to 96% in line with non PP students. Reduce PA to below 10% for PP students.

Planned expenditure					
Academic Year 2018-2019					
The three headings below enable schools to demonstrate how they are using the Pupil Premium 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?
Progress for PP students is in line with non-PP	<p>PP First strategy... In all lessons PP students get the first question, the first teacher support and their books are marked first.</p> <p>PP student highlighted on class charts seating plans to support teacher awareness of PP students Class charts subscription £2800 per annum</p>	To raise profile of PP students with teachers so that they feature in teacher planning and differentiation	QA, learning walks, lesson observations all include PP First check.	PS / KM	Every full term
Progress for PP students is in line with non-PP	<p>Standards and progress leads produce in-depth analysis of tracking at key group level – all teachers and leaders have an accurate view of standards.</p> <p>Analysis informs quality first teaching</p>	Data facilitates understanding of progress and allows for targeted intervention which is more timely and more effectively implemented	<p>S&P leads produce termly report</p> <p>LHe hold performance dialogues with CL's after each PC.</p> <p>Data tracking via RABs will facilitate progress</p> <p>T&L leads use data available to triangulate QA</p>	<p>LH & S&P Leads</p> <p>T&L Leads</p>	Each assessment point
Improved teaching of PP students	All staff have annual PDR target for the progress of all student (PP students expected to have progress in line with all non-pp). Target for all "On average, all pupils will meet their target"	Hold teachers accountable for progress – Teachers' standards	<p>Agreed at start of year evaluated regularly affect progress along pay scale</p> <p>PEG data is tracked at class level for each PC to ensure staff are in line with targets.</p>	<p>ABu</p> <p>CL's/S&P's</p>	Each data assessment point LH

All teaching meets the needs of PP students	Individual support strategies for groups of PP students <ul style="list-style-type: none"> personalised/differentiated teaching (PIXL strategies - walking talking mocks, PLCs, question level analysis, maths app) Pet-Xi revision support for Y11 Maths PIXL subscription - £3840 per year	EEF – good or better teaching has a disproportionate impact on progress of PP students	Robust structure of QA established, benchmark, assess progress.	KM / JL	Termly QA through learning walk, observation
All teaching meets the needs of PP students	PP students receive revision guides for all core subjects, access to GCSE Pod, PIXL maths app, numbers of PP students accessing this monitored. Support for those not engaging with resource. Study hub numbers monitored for all and PP. Those not accessing this highlighted and supported. "Study hub points linked to Y11 prom to encourage engagement	EEF – good or better teaching has a disproportionate impact on progress of PP students	Students monitored in terms of which student access the online revision resources – number of students, frequency of access	JL	Termly
Improved teaching of PP students	Targeted CPD through use of GAT Learning Alliance	Development of Quality First Teaching critical to progress of PP students	Use of quality CPD from experts implemented – shared via CPD trios	KM	Mar-19
Improved teaching of PP students	Use of Primary School teachers to deliver numeracy and literacy catch up in lessons	EEF – small group intervention by TAs is beneficial to students	Progress assessment and QA	CM, CW, MPo	Each assessment point
Improved teaching of PP students	Use of PiXL techniques e.g. DTT/ Question Level Analysis to facilitate feedback and progress of PP students	EEF – good or better teaching has a disproportionate impact on progress of PP students	Progress assessment, Dept reviews, student books	CL/S&P/T&L	Each assessment point
Improved knowledge of PP students	Staff use Class Charts to highlight PP students on seating plans	Increased knowledge of PP pupils delivers improved performance - / enables	QA to identify areas of development	CL/S&P/T&L	On-going QA process

		targeted support/ first wave interventions Seating plans requirement of QA – to evaluate differentiation			
Improved knowledge of PP students	Use of daily tutor time for completion of PAR register	Staff will have a greater understanding of students behaviour and interventions	Implementation of use of PAR register by all form tutors	IH/MP	Jan - 19
Improved knowledge of how to support PP students	Fully developed approach to reward and recognition programme	EEF – good or better teaching has a disproportionate impact on progress of PP students	Process led by SLT, whole academy approach supported by HOY teams Internal tracking of rewards (e.g ipoint on classcharts) will show PP students to be in-line with non-PP The rewards for PP students will be fully budgeted for to ensure access for all students.	PS	Jun-19
			Total budgeted cost including: Primary teacher’s salary, Pixl subscription, SISRA subscription, Rewards for PP all years, Lessons Learned subscription, Class charts subscription and Leadership Time £44,270		

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?
PP Mentor strategy	<p>PP First pastoral support. 4 pupil premium students per pastoral lead. Regular fortnightly parental contact to discuss progress, opportunities in school and achievement.</p> <p>Academic mentoring introduced in January 2019 – SLT and HOY supporting identified students who would benefit most from support and make the biggest impact on their P8 score.</p>	Address needs of pupil premium students in terms of communication with parents, improve home-school links.	Featured in every HOY support meeting, Tutor meetings, QA process.	<p>PS</p> <p>LHe</p>	<p>Termly</p> <p>Termly</p>
Improved attendance of PP students	<p>Two attendance officers to work directly with the PP pupils whose attendance falls below 95%. Tracking for timely and effective intervention.</p> <p>Improve tracking of individual PP students who are approaching PA. Identification and tracking of PP students in 90-95% band investigate barriers. Weekly tracking on progress towards attendance and progress. Intervention coordinated between AO, DHOY, HALO, HOY, Inclusion officers (IO) and Senior assistant principal. Students prioritised by need and response to support.</p> <p>PP funding targeted at barriers to attendance. Explicit strategies implemented at key points of absence and lates (see termly absence report) including phone calls home, door knocks, letters, attendance meetings, HALO support and prosecution. Causes of absence and interventions tracked by</p>	<p>Poor attendance negatively affects attainment and progress</p> <p>Hold HOY to account for attendance of their PP students – attendance determines progress</p>	<p>Attendance Officers to log all interventions and share concerns with HOY</p> <p>Weekly data to be provided by attendance officers, Year data to be placed on noticeboards and discussed in all year HOY and team meetings</p> <p>PS overview data analysis</p> <p>HOY meeting with IH/PS PP always on agenda (attendance)</p> <p>PS to monitor impact of strategies</p>	<p>Attendance Officers</p> <p>HOY</p> <p>PS</p>	Weekly

	AOs. Sanctions tracked monitored by Senior assistant principal and year teams.				
Improved attendance of PP students	Collaboration of all attendance stakeholders	Coordinated approach utilising EIP, Police and SS, counsellors to remove barriers	Attendance Officers to coordinate and report on progress – top 10, 40% PP	PS	Weekly
Improved attendance	Uniform given to PP students when required	Remove any barriers for attendance	Year teams to administer in a sensitive manner	PS Year Teams	July 2019
Improved attendance	Financial support for PP reward trips/ school trips dependent on attendance	Motivation for all to attend – PP students should achieve target 95%	Student planners updated, attendance communicated to parents	PS Year Teams	July 2019
Improved attendance	Communication of attendance to home	Ensure Parents/Carers aware of current level of attendance and importance	Use of Class Charts as communication tool – communicate to parents during parents' evening	PS	May 2019
Improved attendance	Provide a breakfast club in library (up to 45 PP students per day last week)	Students who are fed are more able to focus and make progress	Offer to be varied and food of good quality Ensure parents are fully aware of the Breakfast club offer (advertise at Parents evening, Y11 mentors remind their cohort)	DR & PS	Student voice March 2019
Improved progress	Delivery of 1:1 or small group interventions for PP students in both Maths and English. Tracker monitors which student have accessed this. Form time intervention for Maths and English from Jan	PP students behind progress levels in range of key areas	HOD will co-ordinate based on assessment data	CW & MMP LH (Data)	Each data point

Raise aspirations	Careers support and guidance. Integrated programme of advice, guidance and support for careers advice as well as learners' knowledge, competence and attitudes towards career planning. Careers advisor accessed for 40 days per year accessed by PP students first.	Raising Aspiration Lead, Connexions, HOY to support students in guidance, option choices and knowledge of post 16,	Ensure all PP students are given dedicated time with appropriate careers advisor	BH/HOY /	July 2019
	NCOP support to increase the number of PP student on university visits, and accessing opportunities outside of school and Corby to raise their aspirations.	NCOP support for student to raise aspirations. support to increase the proportion of young people from disadvantaged backgrounds in higher education.	NCOP action plan to details opportunities in the year that PP can access. Tracker in place to monitor number of student accessing opportunities.	PS / JL / NCOP	Termly
			Total budgeted cost including: Duke of Edinburgh, Attendance Team, Breakfast Club, Cadets, Classroom Essentials, GCSE Pod, IPS Zone, Learning Support, Trips Uniform, Educational Psychologist, Hospital Outreach & Other £241,250		

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?
PP revision support	<p>Revision guides provided for all KS4 subjects. QA process for how these are used with students to support learning and revision.</p> <p>Specialist teacher support for revision with publish timetable for all Y10 and 11 students.</p>	Students performance is improved when students have the resources needed to support learning, and they revise comprehensively.	<p>CL's to ensure delivery of guides. Improved exam results</p> <p>Mentoring discuss revision techniques using guides.</p> <p>Revision week focus on use of guides</p> <p>DTT cycle - Therapy set for independent study using guides.</p>	<p>CL/S&P/T&L</p> <p>KM</p>	Termly
Improved progress	<p>Pastoral team identify student with SEMH need in KS3 to receive intensive support for 18 weeks (666 / 123 program), PP student prioritised for this.</p> <p>Wider enrichment programme for year 7 & 8. Tracker shows spending in each year group.</p> <p>Rewards spending tracker including trips, badges, certificates, prizes. Ensure PP access his by tracking PP students rewards.</p> <p>Health and fitness, Financial planning London Institute of banking and finance certificate in financial education (CEFE) level 2 (year 11), (OCR CNAT Level 1/2 enterprise and marketing being looked as a replacement for 2019/20)</p>	<p>Improved literacy improves access to curriculum and facilitates progress</p> <p>Broaden horizons and social experience to help close the gap.</p> <p>Curriculum supports Corby PP student needs (-6-year difference in life expectantly, 18% year 6 student obese, highest incidence of payday loans in the country).</p>	<p>LSU – effectively led and staff impact measured Library – involved in QC process</p> <p>Track number of student accessing wider enrichment programme. Monitor progress of these students.</p> <p>Monitor progress of students</p>	<p>Mpo / CW</p> <p>BE / IH / PS</p> <p>HOY / CL / S&P /</p>	<p>March 2019 - student voice</p> <p>Termly</p> <p>Termly</p>

PP revision support	Provide access to assorted revision aids maths watch, GCSE pod	Students performance is improved when they have revised comprehensively	HoD to ensure applications are being used in order to deliver improved exam results.	HOD	Easter 2019
Raise confidence and resilience	Maintain Emergency Services cadets	PP students need to be supported in the development of personal skills and attributes	Weekly training events, annual residential (33 students (11 PP students) enrolled 2018/19)	PS	Ongoing
Raise confidence and resilience	Maintain Duke of Edinburgh Award Scheme.	PP students need to be supported in the development of personal skills and attributes	Access to training events and supported expeditions	JL	Ongoing
Raise confidence and resilience	Maintain "Commando Joe" programme of support to build student self-confidence and resilience.	Military ethos promotes resilience Prioritised PP	Commando Joe analysis report	JL	Ongoing
Raise aspirations	External speakers and guests on a variety of topics	External agencies to work with all year groups to increase knowledge of careers, pathways and future opportunities	Planned sessions throughout the year – tutorial, assemblies, drop down days. Specific group sessions/tutorial – focus on PP	BH / IH / NCOP	Ongoing
Effective leadership of PP	SAP assigned to lead and deliver	Improved outcomes for all pupils in receipt of PPG	Value for money through effective implementation of EEF interventions to diminish the difference	PS	Half termly
Improved progress	Provide a study hub after school	Students' progress will be improved through access to peace, quiet, IT and trained staff	Daily provision in the library by maths, English HLLA	JL	Student voice

Improved progress	Establish Talent Ed programme (mentors from industry) for PP students (approx. 7 in 17/18) (Y11 HAP & PP external mentoring programme)	PP students need to be supported in the development of personal skills	Regular training events run by Talent Ed representatives. After school weekly mentoring – subject specific and motivational/revision strategies.	JL	July 2019 (£8000)
Improved safety	PCSO shared provision	Safe students are able to make progress	Dialogue with PCSO	PS	On going
			Total budgeted cost inc: Talent Ed, Staffing of study hub, Revision guides, GCSE pod subscription, Commando Joes programme, PCSO, Ed Lounge, Nulogic, Pet-xi Bus Passes £94,500		

To be reviewed July 2019

Review of expenditure				
Previous Academic Year, 2017-18				
i. Quality of teaching for all				
Desired outcome	Chosen approach/action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Improved teaching and knowledge of PP students	<p>Focus of PP pupil outcomes in PDR and drive to improve quality of teaching and learning, especially differentiation, across the college, as well as targeted CPD.</p> <p>Use of class charts of rewards and sanctions and highlight PP students to teachers</p> <p>Data tracking of PP students to inform intervention programme</p> <p>Maths - We used HLTA to deliver numeracy catch up lessons. Small group intervention by TAs was used to close learning gaps We also used TAs to support PP students on a 1 - 1 basis</p> <p>English i)Quality of teaching for all: Use of HLTAs to deliver literacy catch-up. Year 7 and 8 students removed from MFL lessons to do additional English lessons with Liz Hadrys and C Wallace.</p> <p>Use of Pixl Lit App to all but also with targeted groups in Year 11 in form time with CW; use of PIXL Smith pro forma and therapy resources to target areas of underperformance All PP students indicated on Class charts Intervention for Year 11 directed by HOY and LH following Progress Checks</p> <p>GCSE PE and Health & Fitness</p>	<p>P8 for all students improved from -0.58 to -0.136 (-0.2 dfe tables checking), P8 for PP students improved from -0.8 to -0.164 (-0.18 dfe tables checking)</p> <p>Much easier for teachers to identify PP students for questioning, rewards and differentiation</p> <p>Significant increase in P8 for PP (+0.636). PAR board established with weekly meetings with HOY and SAPs to review student with highest need of support and intervention and review impact of current support strategies</p> <p>Maths - Numeracy results: of the 74 students identified as having a SAS score below 100 at the start of Year 7 by the PC1 assessment 23 had made age expected progress, a further 26 had made greater than age expected progress.</p> <p>English - Impact: Positive P8 score for English Lang/Lit for PP students in Year 11 in 2018. I have also attached the Year 7 data from last year that shows the catch-up group's progress. 99% at or above expected progress.</p> <p>Humanities: History, RS, HSC, IFS all PP students achieved well against targets and national figures. History, RS and Financial Ed GCSE Figures for PP all above target and above national averages. Health and social</p>	<p>PDR focus for all staff now "On average, all pupils will meet their target". No different targets for PP. Continue to focus on quality first teaching</p> <p>Continue with class charts for pastoral systems and rewards</p> <p>Small group teaching proved very successful - we are further developing for 18/19.</p> <p>Staff understanding of primary curriculum and levels of expected progress - We now have a very good catch-up team (Primary school teacher) that joined the faculty in September and evidence has shown massive progress compared to last year.</p> <p>We use Maths watch and Times Table Rock stars to further support students. PAR board tracks all pastoral data on students weekly.</p>	£148,270

<p>We take GCSE students and some of the CNAT students to Loughborough University. PP funding helps secure this or these students.</p> <p>Revision books, part paid for a table tennis coach as many pupil premium students attended this extra-curricular course and now attend the club outside of school as well.</p> <p>WAR boards to ensure that all staff are fully aware of who the PP students are (any other key groups). We could then plan our interventions from this.</p> <p>Rewards programme for attendance, progress, attitude to learning, and excellence</p> <p>"Inspiration zone" and "123 Programme" SEMH provision for KS3 students identified as having barriers to learning who require additional support for behaviour, emotional literacy and small group work for literacy and numeracy.</p> <p>Learning support unit and TAs specifically directed to support PP students</p>	<p>care 10.4 grade on average above target. Progress for all these subjects exceeded non-PP students.</p> <ul style="list-style-type: none"> • GCSE PE and Health & Fitness - secured better than national progress levels for PP students. They were also better than non-PP. Sports Science also secured close to national progress levels for PP. • Y11 GCSE results <ul style="list-style-type: none"> ○ PE GCSE (PP) +0.11 above national ○ PE Health & Fitness (PP) +1.05 above national (+1.13 above target) ○ PE Sport Science (PP) +1.08 above target • Raised aspiration for all of our students. It helps to provide them with positive role models and opportunities in the local community and also secures better practical grades for the GCSE PE course. <p>Rewards and celebrations evening events at the end of every academic year to recognised excellence and contributions to academy life</p> <p>Significant reduction on behaviour pints and increasing i-points. All student returned to main stream teaching within 3 terms</p> <p>Progress seen with all PP students towards targets</p>	<p>Continue with trips, revision support, coaching and WAR Boards</p> <p>Develop rewards further introducing more visible rewards and improve culture of "Be Inspired". Project established to introduce badges for achievement un school and the local community</p> <p>Continue with 123 SEMH programme</p> <p>Continue with programme of support for SEN and higher need PP students</p>	
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ii. Targeted support				
Desired outcome	Chosen approach/action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress and attendance of PP students	<p>English: Small group interventions in form time for PP students depending on data at progress checks.</p> <p>Attendance officers work directly with the PP pupils whose attendance falls below 95%. Establish effective tracking systems for PP students and analyse weekly data attendance. Collaboration of all attendance stakeholders. Uniform given to PP students when required. Financial support for PP reward trips/ school trips dependent on attendance Provide a breakfast club.</p>	<p>English: 2 whole grade improvement from Mock exams to final exam for PP students</p> <p>PP attendance decreased from 2016/17-2017/19 by 0.7 (national FSM decreased by 0.4 for the same period). Weekly AO meetings breakdown attendance by year group, PP, PP PA by term and compare to same point the previous year in order to focus intervention on areas of highest need. Uniform issues rare following establishing of boot room and continued financial support of PP student. Up to 45 PP students per week accessing breakfast club.</p>	<p>English: Independent reading lessons continue during English lessons.</p> <p>Continue with regular AO meetings focusing on PP student support and actions with families to improve attendance for PP students. Employment of HALO to work with high need PP families to improve home support of attendance.</p>	£137,250
Bespoke Curriculum & Work Experience	Careers support and guidance for PP students	Career Mark achieved 2017/18 which recognises the effectiveness of the schools integrated programme of advice, guidance and support for careers advice as well as learners' knowledge, competence and attitudes towards career planning. Careers advisor accessed for 40 days per year accessed by PP students first (£8500).	Continues with current careers guidance strategy and maintain "Careers mark" status.	
Raise aspirations	<p>Uniform given to PP students when required. Financial support for PP reward trips/ school trips dependent on attendance. Communication of attendance to Home.</p> <p>Provide a breakfast club</p>	<p>39 individual students received uniform support. "Boot room" set up in May 2018 to support students needing to borrow uniform for the day. Deposit system for this established</p> <p>£11403 spent on breakfast club. Register established to monitor proportion of PP student accessing the offer.</p>	Continue to promote breakfast club for PP students as part of support offer for individual students.	

iii. Other approaches				
Desired outcome	Chosen approach/action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
PP revision support	Financial support so that more PP student can access school trip and visits.	23 student places paid for my PP money for 2017/18. Total spend for PP and PP+ (LAC) = LAC £867, PP £1874	Continue to promote with parents and student.	£61,473
Improved progress	Year 7 & 8 Enrichment programme – All PP student had paid places on these	<ul style="list-style-type: none"> • Sky TV Studios visits - 2 full days making documentaries, on British values, using green screen technology • Apple robot project – 4 half day visits programming robots • Domino’s pizza experience - 5 visits where student learned how to make prepare and cook pizzas 	Continue with programme of enrichment	
Raise confidence and resilience	Provide access to assorted revision aids maths watch, GCSE pod. HoD to ensure delivery of guides	Improved exam results. All students now receive revision guides and workbooks for core an option subjects.	Continue to provide revision resources for all PP Students.	
	Maintain Emergency Services Cadets. PP students need to be supported in the development of personal skills and attributes Weekly training events, annual residential	21 students (13 PP) 2017/18. 33 students (11 PP students) enrolled 2018/19. Active work in the community. Awards given to year 11 students for providing first aid for a significant incident outside of school	Continue to promote with year 8 student (application process).	
	Maintain Commando Joe Military ethos promotes resilience Commando Joe analysis report	Commando Joe’s – 2017/18 (areas of Behaviour, Attendance and Lates) Improvement in 9/15 areas for the 5 cohorts.	Commando Joes program extended to two days a week form one. More students enrolled on the programme.	
	External speakers and guests on a variety of topics. External agencies to work with all year groups to increase knowledge of careers, pathways and future opportunities Planned sessions throughout the year – tutorial, assemblies, drop down days	Speakers for schools provided guest speakers over the year. This contract renewed for 2018/19. NCOP support established for 2018/19 to raise aspirations for students		

	<p>Provide a study hub after school. Students' progress will be improved through access to peace, quiet, IT and trained staff.</p> <p>PCSO shared provision</p>	<p>4130 attendances at the StudyHub (not including the study sessions individual departments or attendance in holidays). Year prior to this less than 2000</p> <p>Regular contact with PCSO and local police. Enhanced support for home visits, workshops and assemblies in school. Raised awareness of local issues relating to crime.</p>	<p>Continue to promote with year 11. Prom points attached to study hub.</p> <p>Continue to liaise with PCSO to support</p>	
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