



# THE BRUNTS ACADEMY

Academic Year	2016-17	Total PP	£351,212	Number of pupils eligible for PP	387
Total number of pupils	1531	Date of most recent PP Review	10/7/17	Date for next internal review of this strategy	6/12/17

### Key Headlines KS4 Outcomes:

Progress 8 for PP is in line with our 2016 results and 0.52 above 2015  
 5A\*-C including at least a standard pass for English and Maths is broadly in line with 2016 results  
 Students achieving 5+ standard passes including English & maths was 34.78%  
 Students achieving 5+ standard passes was 37.68%  
 Students achieving 5+ passes was 85.51%  
 Students attaining at least one qualification was 97.10%  
 Students achieving a strong pass in English was 31.88%  
 Students achieving a strong pass in maths was 27.54%

Action	Pupil Premium Allocation	Impact	Lessons Learned to Guide Next Year
1. Staff development around Teaching Sequence for Writing and generic Reading Strategies will impact on outcomes for all students resulting in those who are pupil premium making progress at least in line with their peers.	£15,439	5+ A* - C including English and Mathematics is broadly in line with our 2016 results.  Attainment 8 is above our 2016 results.	Delivery of CPD pathways to ensure that staff have the necessary skills to address learning gaps across all vulnerable groups including Questioning, Collaborative Learning and Assessment.  Ensure students know what outcomes look like for 8/9 work by using exam board exemplars,

		<p>Students achieving 5+ standard passes including English &amp; maths was 34.78%.</p> <p>Students achieving 5+ standard passes was 37.68%.</p> <p>Students achieving 5+ passes was 85.51%.</p> <p>Students attaining at least one qualification was 97.10%.</p> <p>Students achieving a strong pass in English was 31.88%.</p>	<p>examination buy-backs and student work.</p>
<p>2. Use additional teaching capacity to close skills gaps in Maths and English for 33 targeted Year 11 boys via small group tuition, focused on closing skills taps identified via formal assessments. This will include trialling researched ideas for engaging boys in lessons and via creative homework setting in all year groups via Teaching and Learning Steering Group and share with all teaching staff.</p>	<p>£5560</p>	<p>As above.</p> <p>4LOP PP boys 22%</p> <p>4LOP none PP boys 18%</p> <p>3LOP PP boys 34%</p> <p>3LOP none PP boys 41%</p>	<p>Ensure action-research based CPD training for staff is sharply focused on need (new curriculum and assessment models that support learning) as identified by quality assurance.</p> <p>Best practice and successful strategies will be shared and celebrated as part of the CPD programme.</p>

<p>3. Participation rates of pupil premium boys in leadership activities will increase to 100% including:</p> <ul style="list-style-type: none"> <li>● Prefect</li> <li>● Student council</li> <li>● Head council</li> <li>● Transition Leaders</li> <li>● News Interns</li> <li>● Anti-bullying mentors</li> <li>● Sports Captains</li> </ul>		<p>18 boys took part in the student leadership programme.</p> <p>Students had the opportunity to be student ambassadors, take part in anti-bullying training, contribute to our student voice and also support our local community by taking part in a charity bag pack for Framework and baking cakes for the Homeless.</p> <p>Over 60 pupil premium students are involved in the student leadership strands.</p> <p>12 pupil premium students are involved in DofE and are on-track for accreditation.</p> <p>30 PP students had instrumental / vocal lessons. Average attendance was 96.8% for this cohort (3.3% higher than for the whole-school PP cohort).</p> <p>The activities encouraged the students to develop their confidence and to work together as a team. All activities listed ran with the exception of new interns, which will be launched again in the new school year.</p>	<p>Evidence indicates that students who engage with wider Academy life have increased attendance.</p>
<p>4. Develop classroom strategies to encourage the critical thinking skills of higher attaining students and their ability to pose their own high level questions via whole-school training on questioning, self-regulation and meta-cognition.</p>		<p>Refer to impact on point 1.</p> <p><u>General higher ability headlines:</u></p> <p>Students achieving 5+ standard passes including English &amp; maths was 93.02%.</p> <p>Students achieving 5+ standard passes (excluding equivalences) including English &amp; maths was 90.70%.</p>	<p>Pupil premium is a key focus of CPD this year with particular attention to GMA students. The GMA programme has been refined with close partnership with universities and external organisations.</p> <p>All staff have been allocated to a particular CPD session and these are being close monitored and reviewed for impact on quality of teaching and learning.</p>

		<p>Students achieving 5+ standard passes was 94.19%.</p> <p>Students achieving 5+ passes was 97.67%.</p> <p>Students attaining at least one qualification was 100.00%</p> <p>Students attaining the English Baccalaureate with strong passes in English and Maths was 39.53%.</p> <p>Students attaining the English Baccalaureate with standard passes in English and Maths was 40.70%.</p> <p>Students achieving a pass in all EBacc subject areas was 56.98%.</p>	
<p>5. Ensure action-research based CPD training for staff is sharply focused on need as identified by quality assurance.</p>	<p>£6168</p>	<p>Refer to impact on point 1.</p> <p>The teaching and learning steering group had a focus on engaging boys in the Autumn Term. This group has led an INSET session for which the feedback was excellent. Strategies and updates were shared via Friday briefings.</p> <p>The teaching and learning steering group had a focus on collaborative learning structures in Spring term 1. Strategies, resources and updates were shared via Friday briefings.</p> <p>The teaching and learning steering group and RQTs have a focus on engaging learners with independent learning and revision' in Spring term</p>	<p>Delivery of CPD pathways to ensure that staff have the necessary skills to address learning gaps across all vulnerable groups including Questioning, Collaborative Learning and Assessment.</p>

		<p>2. Strategies, resources and updates were shared via Friday briefings and INSET.</p> <p>As part of the CPD programme, NQTs developed specific action-research based strategies that were shared within faculties and whole school via Friday briefings.</p>																																																																																															
<p>6. Identify appropriate reading recovery programme for each student via analysis of transition data (using NGRT2 reading age test) and gaps in learning via baseline assessments, implementing recovery programme as necessary.</p>	<p>£12,905</p>	<p>26 Year 7 students were targeted for Reading Pairs intervention.</p> <table border="1" data-bbox="882 496 1126 895"> <thead> <tr> <th>All Progress (Months)</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>13+</td> <td>54</td> </tr> <tr> <td>6 to 12</td> <td>12</td> </tr> <tr> <td>0 to 5</td> <td>12</td> </tr> <tr> <td>Negative</td> <td>22</td> </tr> </tbody> </table> <p>54% made accelerated progress in reading age. 78% made some progress.</p> <p>Context behind negative progress:</p> <table border="1" data-bbox="882 1075 1473 1251"> <thead> <tr> <th>Surname Forename</th> <th>Gender</th> <th>FSM</th> <th>SEN Status</th> <th>Looked After</th> <th>EAL</th> <th>Pupil Premium Indicator</th> <th>Reading Pairs (R) / Literacy Base (L)</th> <th>Reading Age Results 2016</th> <th>Reading Age Results Aut 2 2016</th> <th>Reading Age Variance (Months)</th> <th>Progress in English</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>F</td> <td>Y</td> <td></td> <td></td> <td>N</td> <td>Y</td> <td>R</td> <td>Average 11.06</td> <td>11</td> <td>-4</td> <td></td> </tr> <tr> <td>2</td> <td>M</td> <td>Y</td> <td>K</td> <td></td> <td>N</td> <td>Y</td> <td>R</td> <td>Average 11.06</td> <td>11</td> <td>-5</td> <td></td> </tr> <tr> <td>3</td> <td>M</td> <td>Y</td> <td>N</td> <td>Y</td> <td>N</td> <td>Y</td> <td>R</td> <td>Average 11.06</td> <td>10.3</td> <td>-3.5</td> <td></td> </tr> <tr> <td>4</td> <td>F</td> <td>N</td> <td>N</td> <td></td> <td>N</td> <td>Y</td> <td>R</td> <td>Average 10.09</td> <td>9.6</td> <td>-3.5</td> <td></td> </tr> <tr> <td>5</td> <td>M</td> <td>N</td> <td>N</td> <td></td> <td>N</td> <td>Y</td> <td>R</td> <td>Average 11.06</td> <td>8.9</td> <td>-2.1</td> <td></td> </tr> <tr> <td>6</td> <td>M</td> <td>N</td> <td></td> <td></td> <td>N</td> <td>Y</td> <td>R</td> <td>Average 11</td> <td>8.8</td> <td>-2.8</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>- Student 3 had behaviour and attendance issues.</li> <li>- Students 4 and 5 had attendance issues.</li> </ul>	All Progress (Months)	%	13+	54	6 to 12	12	0 to 5	12	Negative	22	Surname Forename	Gender	FSM	SEN Status	Looked After	EAL	Pupil Premium Indicator	Reading Pairs (R) / Literacy Base (L)	Reading Age Results 2016	Reading Age Results Aut 2 2016	Reading Age Variance (Months)	Progress in English	1	F	Y			N	Y	R	Average 11.06	11	-4		2	M	Y	K		N	Y	R	Average 11.06	11	-5		3	M	Y	N	Y	N	Y	R	Average 11.06	10.3	-3.5		4	F	N	N		N	Y	R	Average 10.09	9.6	-3.5		5	M	N	N		N	Y	R	Average 11.06	8.9	-2.1		6	M	N			N	Y	R	Average 11	8.8	-2.8		<p>PP students made 1 and 3% less progress than the full intervention cohort as a whole – therefore this intervention has been moderately successful in closing the gap.</p> <p>Continue to target ARE – more students make more progress.</p> <p>Where possible Booster Sessions need to be roomed somewhere other than the Base/Student Development Centre in order to negate some of the stigma around interventions. This worked well 2016/17 but we have not been able to secure alternative rooming for the current academic year.</p> <p>NGRTII tests may not be needed for the full cohort after this year if the results are in line with sats grading.</p>
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		<ul style="list-style-type: none"> <li>- Other students' entry results are not known and would surmise that these students entered with weaker ability than identified.</li> </ul>	
7. Identify key gaps in spelling pattern knowledge for each student, implementing recovery programme as necessary.	As part of the above.	<p>Intervention is low impact for resource used.</p> <p>8 Students had spelling provision over the year, of which one student was PP who made +10months progress from her start score.</p>	Research indicates that wider spelling strategies need to be embedded in a cross-curricular setting in order to have a greater impact.
8. Use Sandwell GL assessment tests to identify gaps in learning and provide bespoke small group intervention programmes to close gaps, implementing recovery programme as necessary.	£2,422	13% now working at age related expectations. Of the remaining students; 9% are making better than expected progress (moved up 2 TS levels). 75% are making expected progress. 16% are not making expected progress and further bespoke support has now been put in place.	There is a need to development of differentiated schemes and assessments to suit the learning needs of the students. Regular numeracy practise required.
9. Provide bespoke behaviour mentoring programmes using Academy staff or external providers as appropriate.	£3,443	<p>Behaviour remains good and rewards issued remain in a high ratio for achievement v behaviour - 13:1.</p> <p>The number of PP students excluded continued to decline with figures below national average.</p>	<p>A standalone rewards policy to be implemented in September 2017.</p> <p>The academy is working closely with The Trust to develop a turnaround provision, particularly those at risk of exclusion, in a modular build with internal exclusion facility.</p>
10. Provide small group intervention for Maths and English with subject specialists to close learning gaps identified via baseline assessments and on-going class work/assessments.	£44,665	<p>Year 8 progress:</p> <p>2LP in English – 89%</p> <p>2LP in maths – 71%</p>	Tracking to move to 1-9 system so that small step progress can be seen.

<p>11. Use additional teaching and additional adult capacity to close skills gaps in key subjects and classes in Years 9, 10 and 11 as identified by QLA.</p>	<p>£32,171</p>	<p>Year 11 2017 - see point 1.</p> <p>Current tracking for new Year 11:</p> <table border="1" data-bbox="882 229 1473 373"> <thead> <tr> <th rowspan="2">Name</th> <th rowspan="2">Pupils</th> <th colspan="3">Standard Pass</th> <th colspan="3">Strong Pass</th> <th rowspan="2">Progress 8</th> <th rowspan="2">Attainment 8</th> <th colspan="3">5 A* to C Grades</th> </tr> <tr> <th>Both</th> <th>English Only</th> <th>Maths Only</th> <th>Both</th> <th>English Only</th> <th>Maths Only</th> <th>Any</th> <th>Inc. En/Ma 4+</th> <th>Inc. En/Ma 5+</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td></td> </tr> <tr> <td>Pupil Premium</td> <td>60</td> <td>53.33</td> <td>16.67</td> <td>6.67</td> <td>30</td> <td>18.33</td> <td>8.33</td> <td>-0.07</td> <td>41.39</td> <td>65</td> <td>51.67</td> <td>30</td> </tr> <tr> <td>High Ability Pupil Premium</td> <td></td> </tr> <tr> <td>High Ability Pupil Premium</td> <td>18</td> <td>88.89</td> <td>0</td> <td>11.11</td> <td>66.67</td> <td>11.11</td> <td>22.22</td> <td>-0.21</td> <td>56.11</td> <td>94.44</td> <td>83.33</td> <td>66.67</td> </tr> </tbody> </table> <p>Current tracking for new Year 10:</p> <table border="1" data-bbox="882 475 1473 603"> <thead> <tr> <th rowspan="2">Name</th> <th rowspan="2">Pupils</th> <th colspan="3">Standard Pass</th> <th colspan="3">Strong Pass</th> <th rowspan="2">Progress 8</th> <th rowspan="2">Attainment 8</th> <th colspan="3">5 A* to C Grades</th> </tr> <tr> <th>Both</th> <th>English Only</th> <th>Maths Only</th> <th>Both</th> <th>English Only</th> <th>Maths Only</th> <th>Any</th> <th>Inc. En/Ma 4+</th> <th>Inc. En/Ma 5+</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td></td> </tr> <tr> <td>Pupil Premium</td> <td>60</td> <td>56.67</td> <td>21.67</td> <td>0</td> <td>30</td> <td>18.33</td> <td>8.33</td> <td>-0.35</td> <td>38.49</td> <td>70</td> <td>55</td> <td>43.33</td> </tr> <tr> <td>High Ability Pupil Premium</td> <td>18</td> <td>100</td> <td>0</td> <td>0</td> <td>88.89</td> <td>0</td> <td>11.11</td> <td>-0.16</td> <td>56.64</td> <td>100</td> <td>100</td> <td>88.89</td> </tr> </tbody> </table>	Name	Pupils	Standard Pass			Strong Pass			Progress 8	Attainment 8	5 A* to C Grades			Both	English Only	Maths Only	Both	English Only	Maths Only	Any	Inc. En/Ma 4+	Inc. En/Ma 5+	Pupil Premium													Pupil Premium	60	53.33	16.67	6.67	30	18.33	8.33	-0.07	41.39	65	51.67	30	High Ability Pupil Premium													High Ability Pupil Premium	18	88.89	0	11.11	66.67	11.11	22.22	-0.21	56.11	94.44	83.33	66.67	Name	Pupils	Standard Pass			Strong Pass			Progress 8	Attainment 8	5 A* to C Grades			Both	English Only	Maths Only	Both	English Only	Maths Only	Any	Inc. En/Ma 4+	Inc. En/Ma 5+	Pupil Premium													Pupil Premium	60	56.67	21.67	0	30	18.33	8.33	-0.35	38.49	70	55	43.33	High Ability Pupil Premium	18	100	0	0	88.89	0	11.11	-0.16	56.64	100	100	88.89	<p>Systems have been enhanced to ensure we have even more data on transition from primary. This now needs to be fully utilised to address gaps in learning.</p> <p>Recently delivered CPD in the teaching sequence for writing and reading strategies needs to impact further on outcomes.</p> <p>We need to ensure our work on raising levels of challenge in our KS3 curriculum impacts and pupil premium students are fully GCSE ready.</p> <p>We need to use intervention capacity to address gaps in coursework and examination skills with current Year 11, using tracking, internal data sets and mock exam QLA.</p>
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<p>12. Use PET XI programme to target specific areas for development using diagnostic marking and QLA analysis from mock exams.</p>	<p>£2,200</p>	<p>PET Xi conducted confidence tests at the beginning and end of the programme to determine the progress made by students. 67% of students achieved a score &gt; 80% in the 2<sup>nd</sup> confidence test and all students made a significant improvement from their starting point.</p>	<p>Students completed a PET Xi evaluation form; the results showed that the majority of students rated the course as excellent. The success of the programme can be attributed to PET Xi have a high staff ratio, with a motivational lead, a subject expert plus support staff, they focus sharply on confidence building, exam technique and on manipulation of essential exam material. The course is highly structured, the pace is fast and expectation is high.</p>																																																																																																																																							
<p>13. Provide targeted 1:2:1 tuition for the 19 LAC students in core subjects according to specific needs as identified by subject teachers.</p>	<p>£21,500</p>	<p>Year 11 progress: Progress 8 for PP is in line with our 2016 results and 0.52 above 2015.</p> <p>5A*-C including at least a standard pass for English and Maths is broadly in line with 2016 results.</p>	<p>The use of our own staff as opposed to external employees has resulted in better liaison between tutors and classroom teachers in the targeting of gaps in learning and clearer lines of accountability. This model needs to continue with focused impact reports on a week-to-week basis to ensure each student makes at least expected progress in core subjects.</p>																																																																																																																																							

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14. Provide bespoke support and intervention packages for 58 PP/ SEN students, utilising additional adults and small group interventions where appropriate. Monitor and adjust as appropriate.	£18,548	<p>For outcomes, please see point 1.</p> <p>Students were supported through a variety of packages including:</p> <ul style="list-style-type: none"> <li>- The Base with smaller group sizes</li> <li>- Targeted students were supported through the assertive mentoring programme.</li> <li>- Targeted students were supported through alternative provision organisations.</li> </ul>	<p>Internal provision has been refined through the development of the Student Development Centre and Autumn 2 launch of Baby Beacon – the latter providing holistic support for targeted students in an intensive 6-week programme.</p> <p>Regular review and monitoring of provision to be ongoing through SDC and Baby Beacon Managers and SLT links.</p>
15. Provide bespoke mentoring and small group support with Academy staff or if appropriate, counselling support via external provider.	£81,500	<p>26 students received professional counselling. Students were assessed on completion of support against a variety of mental health indicators. All made gains in all areas, with the most significant gains being in the friendship and well-being indicators.</p>	<p>The use of a highly in-demand external Counsellor resulted in a long waiting list and a delay in counselling support for students.</p> <p>The Academy have employed their own School Counsellor to ensure students requiring support have access to this service as quickly as possible.</p>
16. Ensure provision, whether part-time or full-time, short-term or long-term, on-site or off-site, is effective in meeting specific, identified needs and will result in outcomes for students.	£25,490	<p>All students left with qualifications and have secured future pathways.</p>	<p>We need to continue to develop on-site provision to ensure alternative education packages deliver outcomes for students across a range of indicators.</p> <p>The quality of off-site provision needs to continue to improve.</p>

<p>17. Ensure The Base provision is continued and meets the needs of the most vulnerable.</p>	<p>£1,500</p>	<p>30 PP students regularly accessed provision via the Base.</p> <p>Student voice indicates that this provision is providing the nurturing environment that meets the needs of the most vulnerable.</p> <p>Social skills and confidence are continually being developed.</p>	<p>Continue with this strategy.</p>
<p>18. Provide a bespoke 'returners' package to ensure any persistent absentees are supported on return to school and gaps in learning are recovered, including those students in Year 7 with historical attendance issues from primary.</p>	<p>£12,882</p>	<p>Highest PP attendance for 3 years. Effective strategies for supporting attendance acknowledged in recent OFSTED report.</p>	<p>The rising trend of pupil premium attendance needs to continue. New line management is now in place</p>
<p>19. Develop strategy to engage parents in academy life through adult education, enrichment and support programmes.</p>	<p>£4336</p>	<p>Attendance at parents' evening was improved particularly Years 8, 10 and 11, with all years groups' attendance at around 70%.</p> <p>Various adult education courses were delivered through partnership with Vision West Notts College.</p> <p>KS2 into KS3 transition support programme was implemented and attended by 5 new Year 7 students and their parent/carer. This was a very targeted programme with funding secured by Life Education. The project had successful impact and all students have made a positive start to Year 7.</p>	<p>Pupil premium attendance at parents' evenings is still a key area for development and strategies to increase attendance need to impact.</p> <p>Further develop adult education courses for parents/ carers including support around careers and employability.</p> <p>Funding has been secured for a further year of the KS2 into KS3 transition programme. Invited students and their parents/ carers to be determined via transition programme and liaison with intake's primary schools (both feeder and non-feeder).</p>
<p>20. Provide a range of bespoke safety and awareness programmes including internet safety, drugs awareness and self-harm. This</p>	<p>£13,827</p>	<p>This provision covered a wide range of subject areas, being delivered to ensure the progression of the learners into further learning and</p>	<p>Moving forward, students will be participating on themes of sexual maturity and relationships and awareness around drug and alcohol abuse.</p>

will include the AIMS life-skills programme for targeted group of Key Stage 4 students.		<p>employment. Our students are working towards AIMS awards Level 1 Extended Certificate in Skills for Employment and Future Learning, to achieve this certificate, they need to complete units to the value of 27 accreditations at Entry Level 1 .</p> <p>Learners have developed their skills in self-confidence, interactions, social skills, resilience, independence, collaborative learning.</p>	
21. Provide free breakfast in the Base each morning, with a variety of food options available.	£3,331	33 pupil premium students regularly attend breakfast club. An additional 6 targeted Year 11s attended in the run up to exams and during the examination period.	Ensure KS4 students continue to attend breakfast club after transition from KS3.
22. Ensure pupil premium students have the resources to participate in school life and complete homework.	£7,274	All PP students were provided with the equipment and uniform necessary to participate fully in school life. Parent voice was positive throughout the year.	Continue with this strategy.
23. Provide targeted careers advice and guidance for pupil premium students at risk of not being in education, employment or training on leaving the Academy.	£5078	<p>All students who left the Academy in 2016-17 were contacted; those who had fallen off their post-16 pathway were quickly helped to secure another place, resulting in 0 NEETS.</p> <p>65 Year 11 students were targeted for early intervention due to high NEET risk; all secured post-16 offers.</p>	<p>We need to target a new cohort of Year 11s for post-16 pathway intervention. This programme then needs to be extended into Years 7-10 to ensure all PP students understand all the pathways available.</p> <p>We need to continue to ensure all Year 11 leavers receive support to re-secure places should any issues arise.</p> <p>We need to further develop strategies to engage parents, carers and students in reading for pleasure.</p> <p>We need to continue to identify and address the</p>

			needs of those failing to make sufficient progress quickly and adjust intervention pathways accordingly.
24. Provide funds for field trips, music tuition and extra-curricular activities, such as Duke of Edinburgh Award.	£12,850	65.3% of our PP students took part in at least one club or activity during 2016/17.  The last cohort of DofE students included 8 Bronze and 3 Silver PP students.  7 pupil premium students gained the Sports Leaders accredited qualification.	13 pupil premium students have already committed to Duke of Edinburgh for the next academic year. Impact on attendance, engagement and progress closely monitored and more PP students to be involved.