

King Charles I School

Use of the Pupil Premium in 2019/20

| 1. Summary information | | | | | |
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| School | KING CHARLES I SCHOOL | | | | |
| Academic Year | 2019/20 | Total PP budget | £263,470.00 | Date of most recent PP Review | n/a |
| Total number of pupils | 1061 | Number of disadvantaged students | 284 | Date for next internal review of this strategy | Jan 2020 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (2019 national average)</i> |
| Progress 8 score average (from 2018/19) | -0.31 | -0.45 |
| Attainment 8 score average (from 2018/19) | 37.2 | 36.7 |
| % of students achieving a good pass (9-5) in English and maths | 16 | 25 |
| % of students achieving a standard pass (9-4) in English and maths | 39 | 45 |
| Reading age data (% of students on at least their chronological reading age) | 76 | |

| 3. Barriers to future attainment | |
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| In-school barriers | |
| A. | Literacy skills (reading ages) entering Year 7 are lower for disadvantaged students. |
| B. | Rates of progress at KS4, in particular the English and open elements (Progress 8 for the disadvantaged students in English was -0.85 and in the Open element was -0.28 in 2018/19). Specific focus subjects are English language, English literature, French, geography, German, history and art. Progress 8 for the male disadvantaged students (-0.51) was worse than the females (0.00). Specific focus subjects are English language, English literature, French, RE, history and art. |
| C. | The number of behaviour sanctions received by the disadvantaged students are disproportionate compared to the non-disadvantaged students in particular in Year 10 and Year 11. |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |

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| D. | Attendance rates for the Ever 6 FSM students are 92.0%. This reduces their school hours and is a contributing factor to their underachievement. | |
| 4. Outcomes | | |
| | Desired outcomes: | Success criteria |
| A. | High levels of progress in literacy for disadvantaged students. | Disadvantaged students, in all year groups, make substantial progress by the end of the year. A greater percentage of students to reach their chronological reading age. This will be evidenced using NGRT reading tests in November, March and June. |
| B. | Improved attainment and rates of progress (progress 8) in KS4. In particular, the attainment and rates of progress on disadvantaged male students | <ul style="list-style-type: none"> ▪ Disadvantaged students in Year 11 make substantial progress by the end of KS4 so that they achieve a positive progress 8 result. ▪ There's no difference in the attainment and progress of the male and female disadvantaged students |
| C. | The number of sanctions issued to disadvantaged students proportional to those of the non-disadvantaged students. | <ul style="list-style-type: none"> ▪ Fewer behaviour incidents recorded for these pupils on the school system (without changing standards). ▪ Sustained low levels of fixed term exclusions ▪ Proportion of sanctions being issued to disadvantaged students in line (or less) than the distribution in cohort. ▪ Reduce number of internal exclusions with FSM |
| D. | Increased attendance rates for disadvantaged students. | Reduce the number of persistent absentees (PA) among disadvantaged students to below 10%. Overall attendance among disadvantaged students improves from to 95% in line with 'other' pupils. |

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| 5. Planned expenditure | | | | | |
| Academic year | | 2019/20 | | | |
| 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 | Education Endowment Fund Average impact rating | How will you measure the impact? | Provisional budget: | When will you review implementation? |

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| A. Improved levels of literacy | Accelerated Reader software and programme to help all students make progress with their reading. | +6 months (reading comprehension strategies) | Reading ages tested three times a year using NGRT. | £2000.00 | December 2019 March 2020 July 2020 |
| | Additional timetabled oral language intervention (reading lesson) for Years 7 and 8. | +5 months (oral language intervention) | | £0 | December 2019 March 2020 July 2020 |
| | Tutor reading programme (reading aloud) | +5 months (oral language intervention) | | £0 | December 2019 March 2020 July 2020 |
| | Literacy workshops for all year 7 and Year 8 students to attend. Inspiring students to read for pleasure. | +0 months (aspiration intervention) | | £1500 | December 2019 March 2020 July 2020 |
| B. Improved attainment and rates of progress (progress 8) in KS4. | Temporarily employ two additional English teachers to allow for additional teaching groups and to improve provision in small group tuition sessions. The English teachers are to lead the literacy direct instruction intervention sessions. | +3 months (reducing class sizes) +4 months (small intervention group tuition) | <ul style="list-style-type: none"> ▪ Through the quality assurance and monitoring systems. ▪ Internal assessment information ▪ Year 11 progress and attainment in English language, literature and English “best” GCSE results | £61000.00 | Jan 2020 August 2020 |
| | Hegarty maths – allocate all students appropriate catch-up work aimed to improve homework and independent study, | +5 months (homework – secondary) | | <ul style="list-style-type: none"> ▪ Through the quality assurance and monitoring systems (behaviour data) ▪ Internal assessment information ▪ Year 11 progress and attainment in English language, literature and English “best” GCSE results | £1500 |

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| | Embed assessment and feedback strategy to diagnostically monitor progress of students. Students receive group feedback sessions following assessed tasks. | +8 months (feedback) | Year 11 progress and attainment in English language, literature and English "best" GCSE results | £0 | Jan 2020 August 2020 |
| | Curriculum review and evaluation to ensure instructional programmes of study meet the needs of those most constrained by their cognitive function | No evidence available | <ul style="list-style-type: none"> ▪ Through curriculum review in line management ▪ Through the quality assurance and monitoring systems | £0 | Jan 2020 August 2020 |
| | Re-enforce homework systems. More regular monitoring of quality of task set and student completion. | +5 months (homework – secondary) | <ul style="list-style-type: none"> ▪ Through the quality assurance and monitoring systems. ▪ Weekly behaviour tracking | £0 | Jan 2020 August 2020 |
| | Study skills revision sessions aimed to improve students understanding meta-cognition and self-regulation <ul style="list-style-type: none"> ▪ Tutors to deliver study skill workshops ▪ "Stepping up" day ▪ Generic study skills revision programme (instead of subject specific intervention) | +7 months (meta-cognition and self-regulation) | Year 11 progress and attainment in all subjects. | £1500 | August 2020 |
| | SISRA subscription to aid with identification of underperforming students in order to allocate effective intervention | No evidence available | Used to monitor attainment and progress of all students in Years 9-11. | £2000 | |
| C. Improved behaviour for learning. | Maintain focus on behaviour systems to tackle low-level disruption in classrooms. Students benefit from having silent working environments. | No evidence available | Behaviour tracking data – reviewed weekly and following assessment points | £0 | December 2019 March 2020 July 2020 |

| | Homework club to be compulsory for repeat offending no-homework disadvantaged students | +5 months (homework – secondary) | Behaviour tracking data (homework) – reviewed weekly and following assessment points | £8500 | December 2019 March 2020 July 2020 |
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| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | Education Endowment Fund Average impact rating | How will you measure the impact? | Provisional budget: | When will you review implementation? |
| A. Improved levels of literacy | Year 7-11 bespoke literacy focus group withdrawn from MFL curriculum until reading ages are appropriate to better access the curriculum. | +4 months (phonics programme) +4 months (small group tuition) | Years 7 reading ages using NGRT | £0 | December 2019 March 2020 July 2020 |
| | Lexia reading and phonics intervention programme. | +4 months (phonics programme) | | £2000 | |
| | Stride ahead - Toe By Toe reading programme – teaches students to read more fluently by focussing on decoding skills. | +5 months (oral language intervention) | | £500 | |
| | Word wasp phonics based reading and spelling programme. | +4 months (phonics programme) | | £0 | |
| | Rapid readers word comprehension and recognition programme | +5 months (oral language intervention) | | £0 | |
| | Reading between the lines inference and deduction intervention | +6 months (reading comprehension programme) | | £0 | |
| | Fresh start reading and writing comprehension intervention | +6 months (reading comprehension programme) | | £2500 | |

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| | Paired/group reading oral language intervention | +5 months (oral language intervention) | | £0 | |
| | Expressive writing – direct instruction package used in all reading intervention programmes | +4 months (small intervention group tuition) | | £2000 | |
| | Rosetta stone accounts for students with reading ages under 9. | +5 months (oral language intervention) | | £2000 | |
| | Parent evenings to support reading at home | | | £0 | |
| B. Improved attainment and rates of progress (progress 8) in KS4. | Employ an English specific academic mentor to oversee small group withdrawal intervention in Years 9-11. Year 11 students follow literacy programme 5 lessons/fortnight. | +4 months (small intervention group tuition) | GCSE: progress and attainment in English language, literature and English “best” GCSE results | £27000 | December 2019 March 2020 July 2020 |
| | Small group tuition: Low attaining disadvantaged students withdrawn from MFL option groups and taught by English teachers. | +4 months (small intervention group tuition) | GCSE: progress and attainment in French | £0 | |
| | SISRA subscription to aid with identification of underperforming students in order to allocate effective intervention | No evidence available | GCSE: progress and attainment in science | £1500 | |
| | French – small group of Y11 withdrawal sessions to improve speaking assessment confidence | +4 months (small intervention group tuition) | | £0 | |
| | French – creation of additional group to allow “soft-setting” forming foundation tier group | +3 months (reducing class sizes) | | £0 | |
| | Science - creation of additional group to allow further support to targeted students | +3 months (reducing class sizes) | | £0 | |

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| C. Improved behaviour for learning. | Student counsellor behaviour intervention | +4 months (social and emotional) | Behaviour tracking data – reviewed weekly and following assessment points | £12000 | Weekly monitoring December 2019 March 2020 July 2020 |
| | SLT monitoring of key disadvantaged male and high attaining students including regular parental meetings. | +3 months (parental involvement) | | £0 | |
| | Hardship fund to ensure students have equipment (reduce sanctions for equipment) | +3 months (behaviour interventions) | Destinations data in line with non-disadvantaged students | £7000 | |
| | Looked After Children Pupil Premium Plus. Students assigned the following strategies depending on need: <ul style="list-style-type: none"> Private tuition Group Intervention Achievement leader focus on looked after students Laptops assigned Funding towards extra-curricular activities | +5 months (one to one tuition) | | £19000 | |
| | Continue to employ three 'Achievement Leader's to cover Years 7-11. <ul style="list-style-type: none"> To be assigned a focus group of disadvantaged male learners – to monitor the number of sanctions closely. To frequently meet their disadvantaged target group parents | +1 month (mentoring) +3 months (parental involvement) | £90000 | | |
| | Career advisor to prioritise disadvantaged male students | +0 months (aspiration) | £0 | | |
| | Alternative curriculum – a personalised curriculum is provided either on or off site to support students to achieve their post 16 progression requirements | +3 months (behaviour interventions) | £8000 | | |
| iii. Other approaches | | | | | |

| Desired outcome | Chosen action/approach | Education Endowment Fund Average impact rating | How will you measure the impact? | Provisional budget: | When will you review implementation? |
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| Disadvantaged student attendance improves | Attendance home liaison officer employed to work with targeted students in all year groups. Increase frequency of home visits and proactive strategies. | No evidence available | <ul style="list-style-type: none"> Average attendance increases in all year groups. Persist absentees reduced in all year groups | £15000 | December 2019 March 2020 July 2020 |
| Progress of catch-up students (maths) accelerated so that attainment is in line with peers. | <ul style="list-style-type: none"> Connecting maths concepts – direct instruction package to be used in small groups Times tables Rockstars – additional homework set for disadvantaged students to help their mastery of their timestables | +4 months (small group tuition) | Achievement in maths in Year 7. | £2500 | December 2019 March 2020 July 2020 |
| Increase rates of progress in maths and science so that attainment is in line with their peers | Brilliant club: Students undertake a STEM research project with a PhD student working alongside local University. | No evidence available | Achievement in science and maths in Year7-10. | £4000 | December 2019 March 2020 July 2020 |
| Total budgeted cost | | | | | £273000 |

| 6. Review of expenditure | | | | | |
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| Previous Academic Year | | 2018/19 | | | |
| iv. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | Education Endowment Fund Average impact rating | 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: |
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| A. Improved levels of literacy | Accelerated Reader software and programme to help all students make progress with their reading. | +6 months (reading comprehension strategies) | <ul style="list-style-type: none"> ▪ Disadvantaged students' reading ages of Year 7 and Year 8 improved at a much greater rate than their peers. ▪ Average reading age for Year 7 and Year 8 above their chronological age ▪ The weakest readers did not make sufficient progress to close the gap with their peers. | Continue in 2019/20: To further improve the direction of book choices | £2000.00 |
| | Additional timetabled oral language intervention (reading lesson) for Years 7 and 8. | +5 months (oral language intervention) | | Continue in 2019/20: To further improve the book selection and teaching of vocabulary and context. | £0 |
| | Tutor reading programme (reading aloud) | +5 months (oral language intervention) | | | £0 |
| | Literacy workshops for all year 7 and Year 8 students to attend. Inspiring students to read for | +0 months (aspiration intervention) | | Continue in 2019/20 | £1500 |
| B. Improved attainment and rates of progress (progress 8) in KS4. | Employ temporary additional English teacher to allow for additional teaching groups and to improve provision in small group tuition sessions. | +3 months (reducing class sizes) +4 months (small intervention group tuition) | <ul style="list-style-type: none"> ▪ Year 11 progress was disappointing in English ▪ The % of Year 11 students achieving grades 9-4 and 9-5 in English was disappointing. | Continue to employ an English teacher in 2019/20 but to deploy them to additional reading intervention rather than additional English teaching groups and reducing class size. | £35000.00 |

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| | Hegarty maths – allocate all students appropriate catch-up work aimed to improve homework and independent study, | +5 months (homework – secondary) | <ul style="list-style-type: none"> ▪ Progress at KS4 Maths pretty much in line with expectation (-0.09). ▪ Progress results much higher than the national average ▪ Maths progress in Years 9 and 10 in line with non-disadvantaged students. ▪ Homework completion was lower than non-disadvantaged students. | Continue to use in 2019/20. Further support disadvantaged students with the completion of homework tasks in homework support and maths club. | £1500 |
| | Embed assessment and feedback strategy to diagnostically monitor progress of students. Students receive group feedback sessions following assessed tasks. | +8 months (feedback) | <ul style="list-style-type: none"> ▪ Overall progress 8 was excellent (+0.30). ▪ Disadvantaged students' progress 8 was above the national average | Continue to use in 2019/20. Improve the quality of monitoring feedback and internal tracking of progress. | £0 |
| | Science – employ additional science teacher to allow for additional teaching groups and to improve the provision in small group tuition sessions. | +3 months (reducing class sizes) +4 months (small intervention group tuition) | <ul style="list-style-type: none"> ▪ Separate science results show a big improvement on 2017/18. Disadvantaged students made excellent progress in biology, chemistry and physics. ▪ Progress in combined science improved on 2017/18 and in line with expectations | Continue to use in 2019/20 | £35000.00 |

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| | Curriculum review and evaluation in English, science, biology, chemistry, physics, French and business to ensure instructional programmes of study meet the needs of those most constrained by their cognitive function | No evidence available | <ul style="list-style-type: none"> Progress of disadvantaged students in Year 7-10 in line with their peers (in English and maths). Disadvantaged students' progress in KS4 was better than national average | Continue to develop the curriculum in 2019/20 | £0 |
| | Re-enforce homework systems. More regular monitoring of quality of task set and student completion. | +5 months (homework – secondary) | Disadvantaged students' homework completion rates still disproportionate to their peers. | Continue to develop tasks in 2019/20 but improve on homework support for the disadvantaged students to improve their completion rates. | £0 |
| | Study skills revision sessions aimed to improve students understanding meta-cognition and self-regulation <ul style="list-style-type: none"> Tutors to deliver study skill workshops “Stepping up” day Generic study skills revision programme (instead of subject specific intervention) | +7 months (meta-cognition and self-regulation) | Disadvantaged students' progress in KS4 was better than national average | 2019/20: <ul style="list-style-type: none"> Use internal staff to deliver revision study programme and workshops. Schedule Year 11 PSHE so that the Year group can attend workshops at the same time thus not being withdrawn from subject curriculum time. | £1500 |
| | SISRA subscription to aid with identification of underperforming students in order to allocate effective intervention | No evidence available | Successfully identified underachieving students in Years 9-11. | Continue to use in 2019/20 but review use for all staff. | £2000 |
| C. Improved behaviour for learning. | Maintain focus on behaviour systems to tackle low-level disruption in classrooms. Students benefit from having silent working environments. | No evidence available | Disadvantaged students' behaviour improved in all years from 2017/18 but still disproportionate to their peers. | Introduce improved behaviour intervention strategies for persistent offenders. | £0 |

| | Homework club to be compulsory for repeat offending no-homework disadvantaged students | +5 months (homework – secondary) | Disadvantaged students' homework completion rates improved from 2017/18 however still disproportionate to their peers. | Increase the amount of students in compulsory homework club | £8500 |
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| v. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | Education Endowment Fund Average impact rating | 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) | Costs |
| A. Improved levels of literacy | Year 7-11 bespoke literacy focus group withdrawn from MFL curriculum until reading ages are appropriate to better access the curriculum. | +4 months (phonics programme) +4 months (small group tuition) | <ul style="list-style-type: none"> ▪ Disadvantaged students' reading ages of Year 7 and Year 8 improved at a much greater rate than their peers. ▪ Average reading age for Year 7 and Year 8 above their chronological age ▪ Year 11 disadvantaged students' reading ages were below non-disadvantaged with too great of a proportion well below their chronological age therefore unable to sufficiently access their examination scripts. ▪ The weakest readers did not make sufficient progress to close the gap with their peers. | <p>Conitnue all strategies in 2019/20.</p> <p>Improve literacy provision so that:</p> <ul style="list-style-type: none"> ▪ Sessions are delivered by English teachers ▪ Sessions use direct instruction packages. ▪ There is an improved allocation of resource to need ▪ Improve programme for students that have a reading age below 9 years old. | £8500 |
| | Lexia reading and phonics intervention programme. | +4 months (phonics programme) | | | |
| | Stride ahead - Toe By Toe reading programme – teaches students to read more fluently by focussing on decoding skills. | +5 months (oral language intervention) | | | |
| | Word wasp phonics based reading and spelling programme. | +4 months (phonics programme) | | | |
| | Rapid readers word comprehension and recognition programme | +5 months (oral language intervention) | | | |
| | Reading between the lines inference and deduction intervention | +6 months (reading comprehension programme) | | | |
| | Fresh start reading and writing comprehension intervention | +6 months (reading comprehension programme) | | | |

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| | Paired/group reading oral language intervention | +5 months (oral language intervention) | | | |
| | Expressive writing – direct instruction package used in all reading intervention programmes | +4 months (small intervention group tuition) | | | |
| | Rosetta stone accounts for students with reading ages under 9. | +5 months (oral language intervention) | | | |
| | Parent evenings to support reading at home | | | | |
| B. Improved attainment and rates of progress (progress 8) in KS4. | Employ an English specific academic mentor to oversee small group withdrawal intervention in Years 9-11. Year 11 students withdrawn from RE | +4 months (small intervention group tuition) | <ul style="list-style-type: none"> ▪ Year 11 progress was disappointing in English ▪ The % of Year 11 students achieving grades 9-4 and 9-5 in English was disappointing. ▪ Progress and attainment in French improved from 2017/18 but still are disappointing ▪ Speaking assessments results improved on 2017/18 ▪ Separate science results show a big improvement on 2017/18. Disadvantaged students made excellent progress in biology, chemistry and physics. ▪ Progress in combined science improved on 2017/18 and in line with expectations | <ul style="list-style-type: none"> ▪ Not to withdraw students from PE and RE for literacy intervention ▪ Improve the quality of small group tuition through the use of specialist staff and direct instruction programmes. ▪ Develop French foundation tier curriculum to further support low ability learners ▪ Continue with the provision in science. ▪ Purchase disadvantaged students science flash card revision resources in Y11. | £28500 |
| | Small group tuition: Low attaining disadvantaged students withdrawn from MFL option taught by English staff. | +4 months (small intervention group tuition) | | | |
| | French – small group of Y11 withdrawal sessions to improve speaking assessment confidence | +4 months (small intervention group tuition) | | | |
| | French – creation of additional group to allow “soft-setting” forming foundation tier group | +3 months (reducing class sizes) | | | |
| | Science - creation of additional group to allow further support to targeted students | +3 months (reducing class sizes) | | | |

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| C. Improved behaviour for learning. | Student counsellor behaviour intervention | +4 months (social and emotional learning) | Disadvantaged students' behaviour improved in all years from 2017/18 but still disproportionate to their peers. | Continue to use in 2019/20 but with a smaller number of students. | £12000 |
| | SLT monitoring of key disadvantaged male and high attaining students including regular parental meetings. | +3 months (parental involvement) | Male disadvantaged students' progress much lower than females | Improve communication and direction for the HOY (particularly HOY 11) in the intervention of the male disadvantaged students. | £0 |
| | Hardship fund to ensure students have equipment (reduce sanctions for equipment) | +3 months (behaviour interventions) | Rates of sanctions for equipment have improved since 2017/18 however are still not good enough | Continue in 2019/20 – purchase disadvantaged students' equipment at beginning of the year and subsidise throughout the year. | £7000 |
| | Looked After Children Pupil Premium Plus. Students assigned the following strategies depending on need: <ul style="list-style-type: none"> ▪ Private tuition ▪ Group Intervention ▪ Achievement leader focus on looked after students ▪ Laptops assigned ▪ Funding towards extra curricular activities | +5 months (one to one tuition) | <ul style="list-style-type: none"> ▪ Progress of Year 7-10 LAC students very good and in line with their peers. ▪ Progress of Year 11 LAC students was disappointing. | <ul style="list-style-type: none"> ▪ Continue to use subject tutors for 1:1 and small group intervention. ▪ Develop strategy to improve student and parent engagement | £19000 |

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| | <p>Continue to employ three 'Achievement Leader's to cover Years 7-11.</p> <ul style="list-style-type: none"> To be assigned a focus group of disadvantaged male learners – to monitor the number of sanctions closely. To frequently meet their disadvantaged target group parents | <p>+1 month (mentoring) +3 months (parental involvement)</p> | <p>Successful in improving rates of attainment:</p> <ul style="list-style-type: none"> Year 7 -10: Good proportion of students making at least expected progress in maths and English. <p>Successful in improving rates of attendance:</p> <ul style="list-style-type: none"> Attendance improved on 2017/18 and is above national average <p>Successful in improving behaviour:</p> <ul style="list-style-type: none"> Exclusions improved on 2017/18 and are better than the national average | <p>Continue to employ staff in 2019/20. Improve their focussed work on disadvantaged students.</p> | <p>£90000</p> |
| | <p>Career advisor to prioritise disadvantaged male students</p> | <p>+0 months (aspiration)</p> | <ul style="list-style-type: none"> No NEET students Destinations data in line with non-disadvantaged students. | <p>Continue to use in 2019/20</p> | <p>£0</p> |
| | <p>Alternative curriculum – a personalised curriculum is provided either on or off site to support students to achieve their post 16 progression requirements</p> | <p>+3 months (behaviour interventions)</p> | <p>All students achieved grades in the subjects the took at alternate providers.</p> | <p>Continue to use in 2019/20</p> | <p>£10000</p> |

vi. Other approaches

| Desired outcome | Chosen action/approach | Education Endowment Fund Average impact rating | 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) | Costs |
|--|--------------------------------|---|---|--|--------------|
| <p>Progress of catch-up students (maths) accelerated so that attainment is in line with peers.</p> | <p>Numicon maths programme</p> | <p>+4 months (small group tuition)</p> | <p>Not sufficient improvements made with the Year 7 catch-up maths students</p> | <p>Change the programme to use a direct instruction package for Year 7 catch-up students and subsequent year groups intervention programmes.</p> | <p>£1000</p> |

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| Increase rates of progress in maths and science so that attainment is in line with their peers | Brilliant club: Students undertake a STEM research project with a PhD student working alongside local University. | No evidence available | Achievement in science and maths in Years 7-10 in line with non-disadvantaged peers. | Continue to use in 2019/20 | £4000 |
| Total cost | | | | | £267000 |