



## PUPIL PREMIUM REVIEW - SECONDARY PHASE

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Research shows that students from low-income families perform less well at school than their peers, facing challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.

The **Pupil Premium** is an allocation of money that is given to schools each year to support us in raising the achievement level of Pupil Premium students and to narrow the gap between them and their peers. It is intended to specifically assist children who have been identified as being disadvantaged through economic hardship and who fall into at least one of the following groups:

- They are currently eligible for free school meals (FSM)
- They have been eligible within the last six years for free school meals (FFSM)
- They have been identified as a Looked after Child (LAC) and are in the care of the Local Authority
- They have been identified as a Previously Looked After Child (PLAC) so have left Local Authority care through adoption, a special guardianship order or a child arrangements order.

### **Service Premium**

We also receive a premium for students with a parent currently serving in HM Forces or who has retired on a pension from the Ministry of Defence. This money is specified to help with the pastoral support of these students.

Schools are able to spend the money as they believe is most appropriate to assist the groups of students and individual students in their care. 'Good teaching is the most important lever to improve outcomes for disadvantaged pupils' (The EEF Guide to the Pupil Premium, Education Endowment Foundation, 2019). However, for some students, who have additional barriers to learning, a more personalised program of support is required. It is understood that schools are best placed to identify the provision which will best support the students within their care, where different strategies might be more effective than others.

In reviewing and writing our Pupil Premium strategy, we take into consideration:

- Our own professional knowledge and understanding of the individual children
- Advice from outside agencies
- Findings and recommendations from recent research, including those from the Education Endowment Foundation.

We are accountable for planning how we will spend the additional funding. It is crucial that we also review the impact of any strategies or measure put in place for these groups of students. Our aim is to help them all to achieve well and become the best that they can be.

If you would like further information, then please visit: <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

## SUMMARY INFORMATION

<b>Date of most recent pupil premium review:</b>	01.1.2022		<b>2021/22</b>	<b>2020/21</b>
<b>Date of next pupil premium review:</b>	01.07.2022	<b>Total pupil premium budget:</b>	£ 240,312 (incl £16,072 carry over from 2020/21)	£ 231,625
<b>Total number of pupils:</b>	1,196 (Years 7-11) 347 (Sixth Form)	<b>Amount of pupil premium received per child:</b>	173 x £955 (FSM/FFSM) 22 x £2345 (PLACs/SGOs) 1x £310 (SC)	166 x £955 (FSM/FFSM) 21 x £2345 (PLACs/SGOs) 3 x £310 (SC)
<b>Number of pupils eligible for pupil premium:</b>	196			

2020 - 2021	Number	4+ 'Standard' (5 GCSEs incl. English & Maths)	ENGLISH	MATHS	5+ 'Strong' (5 GCSEs incl. English & Maths)	ENGLISH	MATHS	PROGRESS 8
PP students	48	64.58	18.75	2.08	54.17	8.33	0	0.19
NON - PP students	191	86.01	6.74	0	72.54	10.88	2.07	0.88
PP GAP	144	-21.43	+12.01	+2.08	-18.37	-2.55	-2.07	0.69
FSM	26	73.08	7.69	3.85	57.69	7.69	0	0.21
NON – FSM students	215	82.79	9.3	0	70.23	10.7	1.86	0.81
FSM GAP	189	-9.71	-1.61	+3.85	-12.54	-3.01	-1.86	0.6

## STRATEGY STATEMENT

Overall Aims	Core Approaches
To ensure that disadvantaged students have equal access to the curriculum.	Access to: Quality First Teaching, Nurture group, school uniform, PE kit, and equipment.
To ensure that disadvantaged students have equal access to curriculum enrichment.	Funding for opportunities to learn a musical instrument, to attend the full range of school visits and to access a range of after school activities.
To give our Pupil Premium students and their peers the opportunity to benefit from high quality learning beyond the classroom, enhancing their cultural capital.	To inspire students in the 3 As: Attendance, Attitude to Learning, Ambition. Full access to Pastoral care and ESW/PSW/Chaplaincy.
To reduce the attainment gap between the school's disadvantaged students and others.	Intervention in Maths and English, increased adult support in lessons. Offer support in subjects outside of the core subjects.
2020 - 2021 Strengths	Thing to consider...
Pre-Lockdown 1 the Year 11 PP students had engaged in the support programme, with attendance at catch up meetings, revision sessions and February Power revision Day.	Year 11 cohort for September 2021 is 43 students, which is the second highest we have had as a Year 11 group.
The Year 10 cohort during Lockdown 1 attended school on Wednesdays for 6 weeks to have intervention from our 'Team' in Maths and English.	Additional intervention will be required to make up for lost learning.
We have been able to recruit an additional member of the 'Intervention Team' to strengthen work with students in Year 10 and 11 on their English.	Ensure that the students have sufficient weeks on rotation with English and dovetailed with their Maths, periods 5/6 and after school (period 7)
Catch up funding has been used to good effect with students in Year 7 and into Year 8 for students that are below the expected levels for these subjects.	We are looking to revamp how KS3 intervention/catch up is organised using two strategic leads one for Literacy and one for Numeracy and utilise other adults to deliver within and beyond the taught. Helen Philips will oversee this programme for the secondary phase

## BARRIERS TO LEARNING

Academic Barriers	Additional Barriers
A number of KS3 and KS4 students have SEND needs and specific learning difficulties which will impinge on their academic progress.	A number of our PP children have experienced previous trauma in their life and some are experiencing anxiety, mental health and eating disorder difficulties. This is having a long-term impact on their attendance, relationships, self-esteem and ability to access the curriculum.
4 of our PP students are LAC and therefore will receive additional support to ensure they reach their personal targets.	A number of our PP children have been identified as being at risk and Children's Social Care have been involved to support these families.
Although Pupil Premium attendance is above the attendance nationally it is below other students nationally in some years and we need to make sure that this cohort is attending to the school target of 95%.	Home learning opportunities are missed in some cases due to environment, capacity and/or time.
A number of students were not secondary ready in English and Maths so will receive additional support to ensure they reach their personal targets.	A number of our PP children live in a single parent home. Some of whom have contact arrangements with the non-residing parent which can impact on attendance, consistency and economic well-being.

## PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR 2021 - 2022

Desired Outcome: To reduce the attainment gap between the school's disadvantaged pupils and others					
Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	Review Date	Cost
Specialist support for LAC/SEN	Employment of specialist worker for LAC students. This will be combined with other support that is offered for these students.	<ul style="list-style-type: none"> <li>➤ Regular meetings between the member of staff (KHM) and LAC students, their parents/carers</li> <li>➤ Close liaison with external agencies.</li> </ul>	Kevin Higham/Laura Harris	01.07.2022	£ 2,000
Revision materials and sessions for students in Years 9-11	To provide suitable revision materials including revision guides, flash cards and access to electronic revision platforms. Revision sessions for PP students after school and in the holidays.	<ul style="list-style-type: none"> <li>➤ Yr9 PP students are all given a Revision book for strategies to utilise</li> <li>➤ Yr 10 and 11 students are given revision guides for all subjects and specific materials for Maths and English as directed by the Subject Leaders for these subjects and or the students themselves.</li> </ul>	Mike Spackman Subject Leaders	01.07.2022	£15,000
Resources for Subject Departments to delivery their PP support	Metacognition is a key aspect identified by the EEF with a month impact of +8.	<ul style="list-style-type: none"> <li>➤ Each Department will have a key member of staff (Champion) identified to drive the PP agenda forward.</li> </ul>	Mike Spackman Subject PP Champions	01.07.2022	£13,000
Intervention staff for KS4 Maths and English	EEF research into 1 to 1 tuition and small group work are +5 and +4 respectively for months impact.	<ul style="list-style-type: none"> <li>➤ Experienced staff appointed through interview deliver these sessions with quality assurance from the PP manager.</li> <li>➤ Regular meetings are held to monitor progress and planning.</li> </ul>	Angie Wazejewski, Les Barry, Sandra Looker, Valerie French, Becca Bridger	01.07.2022	£40,000

Yr 11 Revision 'Power Day'	Fourth year of offering this very beneficial day with excellent feedback from students involved. (Research by Marc Rowland).	<ul style="list-style-type: none"> <li>➤ Use of traditional and more modern forms of revision techniques and strategies, using staff and 6<sup>th</sup> Form students who are ex PP.</li> </ul>	Mike Spackman	01.07.2022	£500
Yr 11 Focus	Motivational and aspirational incentives – EEF strategies personalised to St Peter's.	<ul style="list-style-type: none"> <li>➤ Club 95 incentives based around attendance for each term</li> <li>➤ Incentives for attainment</li> <li>➤ University visit</li> <li>➤ Pre -exam breakfasts/lunch</li> </ul>	Mike Spackman	01.07.2022	£ 5,000
Catch-Up Intervention/NTP	There is a strong evidence base showing the impact that high quality intervention can have on the outcomes of struggling students (EEF).	<ul style="list-style-type: none"> <li>➤ Clear targets identified by the class teacher</li> <li>➤ Focus is on specific gaps in learning or skills</li> <li>➤ Appoint a qualified teacher to the role</li> <li>➤ Careful planning to ensure that intervention feeds into class work</li> <li>➤ Close monitoring of books and data</li> </ul>	Helen Phillips Susan Sharrock Sonia Taylor Intervention staff	01.07.2022	£18,000
Specialist Literacy Teacher to support EAL PP students	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress (EEF).	<ul style="list-style-type: none"> <li>➤ Focus is on specific gaps in learning</li> <li>➤ Appoint a specialist teacher to the role</li> <li>➤ Intervention feeds back into class work</li> </ul>	Colin Macklin	01.07.2022	£5,000
<b>Sub Total:</b>					<b>£98,500</b>

**Desired Outcome:** Ensure that disadvantaged pupils have equal access to the curriculum

Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	Review Date	Cost
Uniform, Equipment, SIMS SMS Texting, mobile phone top up, and photocopying	Supporting our families to provide uniform and equipment for their son/daughter will reduce socioeconomic disparities and encourage students to focus on their studies rather than their clothes or belongings. (Research by Daniel Sobel)	<ul style="list-style-type: none"> <li>➤ SP/ABD to write/email all parents at the beginning of the academic year to notify them that they can access this additional funding.</li> <li>➤ All staff know that this funding is available so that we can identify and offer further support on a need basis throughout the academic year.</li> </ul>	Mike Spackman Angie Blanchard	01.07.2022	£6,500
Breakfast Club	To meet physiological needs ensuring that students can achieve their full learning potential.	<ul style="list-style-type: none"> <li>➤ Invite targeted students to Breakfast club to ensure that they have eaten a meal before the start of the school day.</li> </ul>	Colin Macklin	01.07.2022	£2,500
Home Learning Club	To enable some of our PP students access to technology and support to complete their home learning.	<ul style="list-style-type: none"> <li>➤ Students are asked if they require this support and parents are also made aware this is an option, one hour: Monday – Thursday.</li> </ul>	Colin Macklin	01.07.2022	£2,500
<b>Sub Total:</b>					<b>£11,500</b>

Desired Outcome: Ensure that disadvantaged pupils have equal access to curriculum enrichment					
Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	Review Date	Cost
School Trips	We believe that there should be equal opportunity for enrichment activities such as school trips. The school trip will link directly to the year group's curriculum theme and increase engagement in learning.	<ul style="list-style-type: none"> <li>➤ All PP students will receive funding to attend school trips.</li> <li>➤ Number of PP students attending will be closely monitored.</li> <li>➤ The planning of trips will ensure that there are no other barriers to PP students attending.</li> </ul>	Mike Spackman	01.07.2022	£5,000
Peripatetic Lessons (Including Instrument and resources)	We believe that there should be equal opportunity for enrichment activities such as peripatetic lessons. Learning to play an instrument will provide opportunities to perform in different contexts and improve self-esteem and school engagement.	<ul style="list-style-type: none"> <li>➤ All PP students who wish to learn to play a musical instrument will receive funding to facilitate this.</li> <li>➤ The attendance of these PP students will be closely monitored to ensure that there are no additional barriers.</li> </ul>	Mike Spackman Helen Philips	01.07.2022	£5,000
Music Therapy	Music Therapy is less invasive for many students with low self-esteem, because there's no requirement to talk about what's going on in their lives, just the opportunity to experience being together in a safe space and building trust through creative music making side by side. Some of the students start to open up and talk about their feelings surrounding their experiences of being taken into care.	<ul style="list-style-type: none"> <li>➤ Nordoff Robbins is the UK's largest music therapy charity and we have 50 years of expertise in the field, developed from the work of our founders Paul Nordoff and Clive Robbins.</li> <li>➤ Our music therapists are all trained at Master's degree level, DBS checked (certificate available) and carry professional indemnity insurance.</li> <li>➤ We provide mandatory training, CPD, line management and monthly supervision for all our music therapists.</li> </ul>	Helen Philips	01.07.2022	£5,000
After School Clubs	We believe that there should be equal opportunity for enrichment activities such as After School Clubs. Being a part of a club will provide opportunities to develop self-esteem, increase curriculum engagement and to build on and improve interpersonal skills.	<ul style="list-style-type: none"> <li>➤ All PP students who wish to access an After-School Club will receive part funding.</li> <li>➤ The attendance of these PP students will be closely monitored to ensure that there are no additional barriers.</li> </ul>	Mike Spackman Patrick Lucas	01.07.2022	£1,500
<b>Sub Total:</b>					<b>£16,500</b>

Desired Outcome: Give our Pupil Premium children and their peers the opportunity to benefit from high quality learning beyond the classroom, enhancing their cultural capital					
Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	Review Date	Cost
Nurture room (Mentoring)	The nurture room allows for students to develop their independence, self-esteem and a positive attitude towards learning.	<ul style="list-style-type: none"> <li>➤ Regular visits by SLT to the room to support students and the work of the adults in the room.</li> </ul>	Clare Joint/ Colin Macklin	01.07.2022	£1,000
Safeguarding	Develop their understanding of self and correct decision making ready for teenage and adult life.	<ul style="list-style-type: none"> <li>➤ Use of the Safer School Community Team for advice and guidance.</li> <li>➤ Develop resilience through the Shine project.</li> <li>➤ Motivational guest speakers.</li> <li>➤ Use of My Concern safeguarding database.</li> </ul>	Mike Spackman	01.07.2022	£3,000
<b>Sub Total:</b>					<b>£4,000</b>

Other Approaches/Costs					
Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	Review Date	Cost
Overall PP Manager	To ensure equity and progression from Primary to Secondary provision and value for money.	<ul style="list-style-type: none"> <li>➤ To oversee the work of Alison Malone at the Primary Phase.</li> <li>➤ To oversee the work of Helen Philips in KS3.</li> <li>➤ To run the KS4 programme.</li> <li>➤ To link with 6<sup>th</sup> Form Bursary lead for disadvantaged post 16 internal and external students.</li> </ul>	Mike Spackman	01.07.2022	£24,000
Admin and family support	A number of our families need extra support to access and complete documentation. (Research by Harris, Andrew-Power and Goodall) Daily monitoring of the attendance of PP students.	<ul style="list-style-type: none"> <li>➤ On a need basis, support will be provided to families to complete documentation.</li> <li>➤ Allocated time during the working week directed towards PP paperwork.</li> <li>➤ Attendance of PP students is monitored daily and barriers are monitored.</li> </ul>	Angie Blanchard Mimmi Kristic	01.07.2022	£12,000
Pastoral Support Worker	A number of our PP families need pastoral support in order to ensure the well-being of our PP student.	<ul style="list-style-type: none"> <li>➤ PSW to liaise with families in response to dips in attendance.</li> <li>➤ PSW to form strong relationships with vulnerable families in order to identify emerging needs and signpost parents/carers to appropriate services and agencies.</li> <li>➤ PSW to establish and grow parent support groups within the school community, involving our most vulnerable families.</li> </ul>	Jo Swanston	01.07.2022	£8,400
Educational Social Worker	A number of our PP families need educational support in order to ensure the well-being of our PP student.	<ul style="list-style-type: none"> <li>➤ The ESW will provide support and advice to students and parents in challenging positions. Effective signposting to outside agencies will be offered.</li> </ul>	Jane Magnien	01.07.2022	£14,400
Careers Advisor	Students to have clear and aspirational career paths.	<ul style="list-style-type: none"> <li>➤ All PP students to have meetings with careers advisor. A clear plan is identified to reach an aspirational career path. There is no limit to the number of meetings each PP student can have as their career paths may change during their time at St Peter's.</li> </ul>	Careers Advisor – Jonathan Downes	01.07.2022	£10,000
PP Research	To further understand via research, the most effective forms of support or PP students.	<ul style="list-style-type: none"> <li>➤ Networking with other schools to share best practice and develop our strategy further.</li> </ul>	Mike Spackman/ Helen Philips/ Angie Blanchard	01.07.2022	£1,000
Behaviour management support	To support certain students with their behaviour management.	<ul style="list-style-type: none"> <li>➤ Specialist support via referrals for certain students to enable them to continue with their education in an effective and ration manner.</li> </ul>	Ian Evans, Sue Cecchinato, (Sam Gould)	01.07.2022	£15,000
Educational Psychologist	To allow students to access specialist support.	<ul style="list-style-type: none"> <li>➤ Referral made to support students requiring specialist strategies.</li> </ul>	Various professionals	01.07.2022	£1,700

Hardship fund	To supports families who do not have enough money to send their child to school, and other ways to allow access and engagement in learning. (Research by Daniel Sobel)	➤ Continue to support on an individual basis, short term requests for transport and loaning of PP laptops etc.	Mike Spackman	01.07.2022	£3,000
FSM SLA	To allow access to this database and supportive network to enable FSM process.	➤ Work with BCP to ensure maximum coverage for FSM families.	Angie Blanchard	01.07.2022	£1,000
<b>Sub Total:</b>					<b>£90,500</b>
<b>Total Planned PP Expenditure 2021/2022:</b>					<b>£221,000</b>

## REVIEW OF EXPENDITURE 2020 – 2021

<b>Desired Outcome:</b> To reduce the attainment gap between the schools disadvantaged pupils and others					
Action/Approach	Impact	Evaluation	Staff Lead	Cost	
Specialist support for LAC/SEN	➤ 7 students supported directly via this method.	<ul style="list-style-type: none"> <li>➤ Regular meetings between the member of staff (FFE) and LAC students, their parents/carers will continue, along with the Research being undertaken by Kevin Higham.</li> <li>➤ Close liaison with external agencies.</li> </ul>	Fiona Fergie/Laura Harris	£2,000	
Revision materials and sessions for students in Years 9-11	➤ Materials purchased for students in the autumn and spring terms, with some revision sessions undertaken despite Covid -19 restrictions.	<ul style="list-style-type: none"> <li>➤ Yr9 PP students will be picked up as soon as possible as Year 10s.</li> <li>➤ Likewise, Year 10 students going into Year 11 will be worked with to ascertain gaps in their knowledge and understanding. Additional sessions will be organised. Collaboration between the students, staff and families will be key.</li> </ul>	Mike Spackman Subject Leaders	£10,000 spent	
				£5,000 remaining	
Resources for Subject Departments to delivery their PP support	➤ Subject Departments have purchased resources and materials to aid their Teaching and Learning.	➤ Funding for these resources and small department projects based around Teaching and Learning will, continue to be supported.	Mike Spackman Subject PP Champion	£13,000	
Catch-Up Intervention	➤ Two KS3 leads in place for Literacy and Numeracy.	➤ Various staff involved in the delivery of sessions, the appointment of staff who are able to work within the school day would be beneficial as a number of the students involved are very tired at the end of the day.	Helen Philips	£12,911 spent	
				£89 remaining	
Specialist Literacy Teacher to support EAL PP students	➤ 5 EAL PP students benefitted from this additional support, closing their gaps in English language.	➤ This will continue next academic year in a new room with a different teacher, due to retirement.	Colin Macklin As of 1/9/20	£5,000	

Desired Outcome: Ensure that disadvantaged pupils have equal access to the curriculum				
Action/Approach	Impact	Evaluation	Staff Lead	Cost
Uniform and Equipment	➤ 55 students have benefitted from this support.	<ul style="list-style-type: none"> <li>➤ Continue next year – increase the personal allowance due to increases in costs and impact of Covid on wages/employment.</li> <li>➤ Write/e-mail parents to remind them that this support is available.</li> <li>➤ Consider role of PTA in organising a used clothes/equipment swap.</li> </ul>	Angie Blanchard	£ 4,500

Desired Outcome: Ensure that disadvantaged pupils have equal access to curriculum enrichment				
Action/Approach	Impact	Evaluation	Staff Lead	Cost
School Trips	➤ A number of school trips and visits were experienced by PP students, along with Duke of Edinburgh Bronze awards. A number of school trips and visits were experienced by PP students, along with Duke of Edinburgh Bronze awards.	<ul style="list-style-type: none"> <li>➤ All other school trips did not take place due to school closure and COVID-19 restriction.</li> <li>➤ Continue in the next academic year.</li> <li>➤ Utilise virtual visits.</li> </ul>	Mike Spackman	£10,000 allocated
				£4,321 spent
				£5,769 remaining
Peripatetic Lessons (Including Instrument and resource purchases)	➤ 27 students have benefitted from tuition in one instrument/singing this academic year.	<ul style="list-style-type: none"> <li>➤ Consider a remote learning model should schools close again.</li> <li>➤ Increase allocated budget to reflect growing numbers on roll.</li> </ul>	Mike Spackman Helen Philips	£10,000 allocated
				£6,700 spent
				£ 3,300 remaining
After School Clubs	<ul style="list-style-type: none"> <li>➤ A number of children in receipt of PP attended an after-school clubs.</li> <li>➤ During the Summer term, more after school clubs were able to happen as restrictions lifted.</li> </ul>	➤ Reduce allocated budget to reflect more in house clubs being run by the PE department.	Patrick Lucas	£5,000 allocated
				£3,359 spent
				£1,641 remaining

Desired Outcome: Give our Pupil Premium children and their peers the opportunity to benefit from high quality learning beyond the classroom, enhancing their cultural capital				
Action/Approach	Impact	Evaluation	Staff Lead	Cost
Nurture room (Mentoring)	➤ The nurture room has allowed for a number of anxious students to return to part time schooling as a phased return.	➤ This will continue to be supported and possibly busier due to the issues around Covid 19 and schooling.	Clare Joint/ Colin Macklin	£1,000
Safeguarding	➤ Inputs by SSCT, Shine project and use of My Concern have all added to the Safeguarding agenda for PP students.	➤ All of these aspects will continue next year. My Concern has been particularly useful tracking Vulnerable PP students whilst not in school.	Mike Spackman	£3,000

Other approaches/costs				
Action/Approach	Impact	Evaluation	Staff Lead	Cost
Overall PP Manager	➤ Year 11 GCSE results have regressed four years due to the pandemic with a PP gap of – 18.37.	<ul style="list-style-type: none"> <li>➤ To oversee the work of Alison Malone at the Primary Phase.</li> <li>➤ To oversee the work of Helen Philips in KS3.</li> </ul>	Mike Spackman	£24,000



	<ul style="list-style-type: none"> <li>➤ There is a real need to improve this gap with quality first teaching and intervention, realistic target is a gap in single figures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To run the KS4 programme.</li> <li>➤ To link with 6<sup>th</sup> Form Bursary lead for disadvantaged post 16 internal and external students.</li> </ul>		
Admin and family support	<ul style="list-style-type: none"> <li>➤ 20 hours per week allocated to supporting our PP families.</li> <li>➤ Support has been provided to help families complete paperwork.</li> <li>➤ Attendance of PP students has been monitored daily and reported to the Educational Support Worker, Pastoral Support Worker and Year Leader.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year, more time required from Angie Blanchard = financial cost.</li> <li>➤ School counsellor would be a good addition to ease the work of the ESW and PSW.</li> <li>➤ More input with the Attendance manger to reduce the incidences of non-attendance from PP students.</li> </ul>	Angie Blanchard Mimmi Krstic	£12,000
Pastoral Support Worker	<p>Our Pastoral Support Worker has supported the families of PP students by:</p> <ul style="list-style-type: none"> <li>➤ Monitoring attendance.</li> <li>➤ Offering support to those who are struggling to implement routine and boundaries in the home.</li> <li>➤ Signposting parents to parenting courses.</li> <li>➤ Organising counselling for PP students who are suffering from anxieties.</li> <li>➤ Organising foodbank vouchers on a need's basis.</li> <li>➤ Arranging and contributing towards TAF meetings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year.</li> <li>➤ Grow parent support groups within the school community, involving our most vulnerable families.</li> </ul>	Jo Swanston	£8,400
Educational Social Worker	<ul style="list-style-type: none"> <li>➤ Involvement in high level Social Care cases</li> <li>➤ Attending CiN and CP conferences.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase in case- loads partly due to the pandemic and family dynamics. Number and severity have both increased along with CSC and CAMHS raising their thresholds resulting in more being expected by Schools. Additional support and funding will be required.</li> </ul>	Jane Magnien	£4,400
Careers Advisor	<ul style="list-style-type: none"> <li>➤ Students to have clear and aspirational career paths.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All PP students to have meetings with careers advisor. Students to have a clear plan for their futures. Meeting with careers advisor and a clear plan is identified to reach an aspirational career path.</li> </ul>	Careers Advisor	£10,000
Behaviour management support	<ul style="list-style-type: none"> <li>➤ To support certain students with their behaviour management.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Specialist support via referrals for certain students to enable them to continue with their education in an effective and ration manner.</li> </ul>	Ian Evans Sue Cecchinato. Sam Gould	£15,000
Educational Psychologist	<ul style="list-style-type: none"> <li>➤ To allow students to access specialist support.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Referrals made to support students requiring specialist strategies.</li> </ul>	Various professionals	£2,300
Hardship fund	<ul style="list-style-type: none"> <li>➤ Financial support to a number of families who do not have enough money to send their child to school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to support on an individual basis, short term requests for transport and loaning of PP laptops.</li> </ul>	Mike Spackman	£3,000 allocated
				£2,727 spent
				£273 remaining

FSM SLA	➤ To allow access to this database and supportive network to enable FSM process.	➤ Work with BCP to ensure maximum coverage for FSM families.	Angie Blanchard	£1,000
Total underspend for Secondary Expenditure – which will be carried over for 2021-2022				£16,072 Carry over
<b>Total PP Expenditure 2020/2021:</b>				<b>£ 212,100 (£196,028)</b>