

# Wayland Academy Pupil Premium Strategy Statement – June 2017

1. Summary information					
School	Wayland Academy				
Academic Year	2016-17	Total PP budget	£161,140.00	Date of most recent PP Review	June 2017
Total number of pupils	574	Number of pupils eligible for PP	176 LAC = 2 FSM = 153 Services = 20	Date for next internal review of this strategy	July 2017

2. Current attainment			
37 students in Year 11 for the academic year 2015-16	Pupils eligible for PP Wayland Academy	Pupils NOT eligible for PP Wayland Academy	Pupils not eligible for PP (national average)
% achieving A* - C in English and Maths	43%	59%	71%
% achieving A* - C in English	46%	62%	80%
% achieving A* - C in maths	62%	72%	75%
Progress 8 score average	-0.57	-0.06	+0.10
Attainment 8 score average	37.74	45.68	53.3

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Reading ages of students entering Year 7 are on average lower for students who are eligible for the PP compared to non-PP students which can prevent sustained progress at KS3/4 (PP – 28% of students are reading at or above their chronological age, compared to 58% non-PP students)
B.	Recent analysis of student's attitude to learning (ATL) shows that on average that students eligible for the PP have a lower ATL score than their non-PP peers. This is evident across all year groups, and is having a detrimental impact on their academic progress.
C.	Evidence from English and maths assessments indicates that on average students eligible for the PP are significantly behind their peers from a similar starting point
D.	On average students eligible for the PP are shown statistically to be less likely to hand in homework on time, compared with non-PP students. Analysis of a recent behaviour report showed that on average PP students received 1.3 negatives (lack of homework) per term compared to 0.5 for non-PP students.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Attendance rates for students eligible for the PP are on average lower than non-PP students (Autumn 2: PP-92% compared to non PP-94%)	
F.	Parental engagement for student's eligible for the PP, is on average lower than non-PP students as evidenced by parents' evenings/special events	
G.	The risk of social exclusion for students eligible for PP is higher than non PP students due to financial hardship.	
H.	The social and emotional wellbeing of students can impact student progress.	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Accelerated progress in reading ages for students eligible for the PP to be in line with non-PP students.	<ul style="list-style-type: none"> <li>Students eligible for the PP in Year 7 will make accelerated progress by the end of 2017 in order to be in line with their non-PP peers and their own chronological age. This will be monitored and evidenced using reading data from Accelerated Reader STAR tests twice a year and half termly English assessments.</li> </ul>
B.	Improvement in student's attitudes to learning, resulting in higher aspirations and improved self-esteem.	<ul style="list-style-type: none"> <li>Students eligible for the PP will have average attitudes to learning, as evidenced by yearly PASS surveys, ATL reports, and progress and behaviour reports.</li> </ul>
C.	Improved rates of progress in English and maths for students eligible for the PP so that they close the progress gap between themselves and their peers that have a similar starting point.	<ul style="list-style-type: none"> <li>In the outcomes gap tracker PP students will have closed the progress gap to their peers</li> <li>Students eligible for the PP make more progress by the end of the year than their non PP peers. This will be evidenced using half termly assessments and Accelerated Reader STAR tests in July 2017.</li> </ul>
D.	Students eligible for the PP complete homework ensuring improved Progress 8 scores and by narrowing of the gap between themselves and non PP students.	<ul style="list-style-type: none"> <li>Average behaviour points for homework submission will be in line with students not eligible for PP as evidenced in our Class charts reports (monitored twice per term).</li> </ul>
E.	Attendance rates of students eligible for the PP to be in line with non-PP peers and above the national average of 95%	<ul style="list-style-type: none"> <li>Reduce the number of persistent absentees (PA) among students eligible for the PP. Overall attendance among students eligible for the PP improves to above national average.</li> </ul>
F.	Improved parental engagement for students eligible for the PP.	<ul style="list-style-type: none"> <li>Parents of students eligible for the PP engage positively with the academy, as evidenced by attendance of parents' evening/special events and termly ATL reports.</li> </ul>
G.	Risk of social exclusion - all students are able to access the full curriculum and access educational visits and trips.	<ul style="list-style-type: none"> <li>Number of students being sanctioned due to a lack of uniform is significantly reduced.</li> <li>Increased number of students participating in educational visits/trips.</li> <li>More students will opt to take a DT GCSE option and be able to participate in practical lessons with all equipment available to them.</li> </ul>
H.	Students receive advice and support with their social and emotional wellbeing to ensure progress is made.	<ul style="list-style-type: none"> <li>Progress is made for students who are identified as requiring intervention in this area.</li> </ul>

**5. Planned expenditure**

**Academic year**

**2016-2017**

The three headings below enable schools to demonstrate how they are using the PP 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 and how will you review implementation?
Reading ages improve	<p><b>Accelerated Reader</b> – KS3 daily reading programme plus a range of texts.</p> <p><b>4% allocation of PP funding</b></p>	<p>The Education Endowment Fund (2015) researched the effectiveness of Accelerated Reader and found that higher rates of reading progress was obtained from students on the programme compared to a control group.</p> <p>Tracking data shows that in November 2015 nearly 50% of our school cohort were reading below their chronological age and required further intervention.</p>	<p>Intervention Coordinator will monitor Accelerated Reader daily, conduct and analyse termly STAR reading tests.</p>	<p>Intervention Coordinator (C Mihalop)</p>	<p>Termly data collections reported to SLT (December 2016, March 2017 and July 2017)</p>
Improvement in students attitude to learning	<p><b>ClassCharts</b> – behaviour management and seating chart software</p> <p><b>1% allocation of PP funding</b></p>	<p>Winners of the Bett Award 2017, ClassCharts is a well renowned programme that allows teaching staff to seat students in a position which will give the best possible outcome. Using artificial intelligence, the software analyses previous behaviour sanctions to advise teaching staff on relationships that may not work sitting together. The software also highlights students' special educational needs, reading ages, PP status and first language, allowing effective differentiation.</p>	<p>Behaviour reports Instant behaviour data Automated sanctions Principal report to governors</p>	<p>D Mckie (Inclusion Manager)</p>	<p>Half termly review discussed at SLT, Adjustments and new initiatives are launched following SLT agreement.</p>

Improved progress in English and maths	<p><b>PiXL Curve</b> – To use the diagnosis of weaknesses in the PPE to reshape teaching and deliver therapy.</p> <p><b>2% allocation of PP funding</b></p>	<p>The academy completed GCSE English exams based on the new specification. PiXL marked the scripts for all schools who took part in the PiXL Curve and one of the outcomes was an individual diagnosis for each student.</p> <p>The English faculty have had an extensive CPD sessions on the misconceptions and barriers this cohort had with a view to removing them during the next two terms.</p>	<p>Posters on how to tackle the exam have been placed in each English class room which can be referred to in practice sessions.</p> <p>Lessons observations</p> <p>Monitoring of student’s progress each half term from practice papers</p>	<p>D Sutton (English) B Payne (Maths)</p>	<p>November 2016 March 2017 EN and MA lead feedback to set trends and common misconceptions.</p>
Increase in homework submission	<p><b>Doddle Suite</b> – Software for students to complete interactive homework tasks</p> <p><b>3% allocation of PP funding</b></p> <p><b>Show My Homework</b> – Quality Assurance system put in place to track the setting and completing of homework.</p> <p><b>1% allocation of PP funding</b></p>	<p>The Sutton Trust and EEF suggests that homework “can have a positive impact on learning at a fairly low cost.”</p> <p>The school conducted its own analysis of homework and found that students eligible for the PP not only receive negative sanctions for this more often than their peers, but are less prepared for learning in class which has an impact on their learning and affects their ability to contribute to a lesson.</p> <p>The Sutton Trust and EEF suggest that “homework can have a positive impact on learning at a fairly low cost”</p> <p>The school monitored the homework submission rate for PP students which showed that not only do students eligible for PP receive (on average) more “lack of homework” behaviour sanctions that non-PP, but are less prepared for learning in class which has an impact on their learning and affects their ability to contribute to a lesson.</p>	<p>Behaviour reports analysed half termly from ClassCharts Show My Homework reports Doddle reports Staff concerns are addressed</p> <p>Behaviour reports analysed half termly from ClassCharts Show My Homework reports Doddle Reports Staff raising concerns.</p>	<p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	<p>Half termly – monitoring of homework shared with SLT.</p> <p>Half termly Monitoring of homework shared with SLT</p>
<b>Budgeted cost</b>					<b>£17,100.00</b>
<b>ii. Targeted support</b>					

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?
Reading ages improve.	<p><b>Wayland Academy Reading Programme (WARP)</b> - Peer to peer and small group work with students who are shown to require reading intervention according to STAR testing and feedback.</p> <p>Cost – no staffing cost through PP budget, however budget for books is given- £1000</p> <p><b>1% allocation of PP funding</b></p>	<p>The largest ever trial of peer tutoring conducted by Durham University in 2011 state that “The boost to school pupils’ attainment provided by peer tutoring was equivalent to about 3 months’ progress in maths and reading.”</p> <p>Data tracking from STAR reading tests in September 2016 show that 58% of year 7 are reading more than 1 year below their chronological age and require further intervention than is provided by Accelerated Reader.</p>	<p>Progress measured at start and end of intervention.</p> <p>Learning walks to observe and evaluate quality of intervention.</p>	A Barnett (Librarian)	<p>Termly (December 2016, March 2017, July 2017)</p> <p>C Mihalop (Intervention Coordinator) reviews programme at tests outcomes. Those that don’t make progress are referred to our SEND department lead by J Ricketts.</p>
Students’ attitudes to Learning improve	<p><b>PASS</b> - (pupil attitudes to self and school) survey and specific intervention ideas to improve the 9 factor areas, such as perceptions of school, attitude toward attendance and learner self-worth.</p> <p><b>2% allocation of PP funding</b></p> <p><b>1 x Cover Supervisor</b> (30% of salary)</p> <p><b>5% allocation of PP funding</b></p>	<p>A DfE Research Report (The impact of Behaviour and Wellbeing on Educational Outcomes) suggests that children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school. The PASS survey is a short self-evaluation survey that helps schools gain insight into attitudes that could hinder achievement, detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation.</p> <p>Recent school surveys indicate students eligible for PP on average have a slightly lower attitude to learning score than their peers.</p> <p>To ensure consistency and delivery of school’s policies and expectations to our students, a small contribution of 30% is made from the PP budget.</p>	<p>PASS surveys completed once a year during afternoon registration as part of the schools pastoral programme.</p> <p>Results analysed by Senior Leadership Team member and intervention identified and arranged.</p> <p>Behaviour reports</p> <p>Subject progress reports</p>	<p>C Mihalop (Intervention Coordinator)</p> <p>D Rosebert (Assistant Principal)</p>	<p>Annual tests for all students launched May 2017.</p> <p>Set planned interventions based on outcomes.</p> <p>Sanction issued and the quality of work produced by students in cover lessons is monitored daily</p>

<p>Higher progress in English and maths</p>	<p><b>Maths Collapsed Curriculum days</b> – delivered by an Outstanding maths teachers</p> <p><b>2% allocation of PP funding</b></p> <p><b>1 x Cover Instructor</b> – 30% contribution to salary to cover cost of providing an additional qualification (INGOTs) to PP students</p> <p><b>5% allocation of PP funding</b></p> <p><b>6 x Support Staff</b>- providing 1:1 and small group work with PP students in KS3 and 4 for English and maths</p> <p><b>34% allocation of PP funding</b></p>	<p>Collapsed Curriculum days build confidence, encourage students to work collaboratively and develop their practical and active learning skills. Maths collapsed curriculum days are organised to support year 11 PP students in preparing for their GCSE's. Outstanding teaching is delivered to students who are expected to achieve a level 4 or 5 in English but not maths. It enables students to make rapid progress and overcome barriers</p> <p>INGOTs combines the best aspects of academic learning with the practical applications associated with vocational training. The INGOT philosophy "is to provide clear progression routes for learners, from the most basic levels of competence, including supporting those with special needs."</p> <p>The EEF suggests that small group and 1:1 are one the most effective methods in raising the achievement of PP students. For example in August 2016, 74% of the students received targeted math's intervention with a specialist math's teacher achieved A-C.</p> <p>3 x Target Group Mentors (2 x p/t, 1 x f/t – 100% of salary)  1 x Teaching Assistant (f/t, 60% of salary)  1 X Specialist English Intervention lead (p/t, 70% of salary)  1 x Specialist math's Teacher (p/t, 100% of salary)</p>	<p>Progress reports from half termly maths assessments.  GCSE results</p> <p>Attendance to INGOTS lessons  Progress report  End of unit reviews</p> <p>Student behaviour records monitored termly  Half termly English and maths assessments  Attendance records  GCSE results</p>	<p>D Rosembert (Assistant Principal)</p> <p>D Rosembert (Assistant Principal)</p> <p>C Mihalop (Intervention Coordinator)</p>	<p>Termly data collection reported to SLT</p> <p>Termly data collections.</p> <p>Weekly reviews at SLT  All referrals are approved by SLT</p>
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<p>Student's social and emotional wellbeing.</p>	<p><b>Short Stay School</b> – including the Child Support Team.</p> <p><i>(75% of the students who have used this service this year are in receipt of PP)</i></p> <p><b>6% allocation of PP funding</b></p> <p><b>3 x Inclusion Support Officers</b> – to work with students in the schools Inclusion Unit on decreasing negative behaviours.</p> <p><i>(3 x 30% of salary)</i></p> <p><b>9% allocation of PP funding</b></p>	<p>The Child Support Team is a dedicated team constructed with the aim of providing a high level of support and intervention to the most challenging young people. With 10 years' experience, the support team can provide as much support as possible to reduce the number of external agencies involved. The support offered includes behaviour support mentoring, parent support, PSP support, staff training, educational and clinical psychologists and other mental health professionals.</p> <p>A higher number of exclusions, red cards and negative sanctions are given to PP students, compared to their non PP peers at the school. Therefore to support the reduction of negative behaviour sanctions and increase attitudes to learning for PP students, there is a 30% PP contribution to staff in the Inclusion Unit.</p> <p>Recent results from summer 2017 show a decrease of 54% in the number of Fixed Term Exclusions being issued to students eligible for PP, compared to a reduction of 33% for non PP.</p>	<p>Student behaviour reports PSPs and trackers Staff trawls SSfN Referrals</p> <p>Behaviour reports Instant behaviour data</p>	<p>J Thuell (Assistant Principal)</p> <p>D Mckie (Inclusion Manager)</p>	<p>On-going case by case basis linked to student discipline policy</p> <p>Half termly behaviour reports given to SLT to review progress.</p>
<b>Total budgeted cost</b>					<b>£112,800.00</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Increase in students' attendance.</p>	<p><b>Attendance Officer</b> – addition to the attendance team, focusing on PP attendance and PP PA.</p> <p><b>7% allocation of PP funding</b></p> <p><b>Rewards</b> – students are acknowledged for their hard work and effort both in the classroom and around the academy. The 4 main positive reward categories (Inspired, Driven, Exceeded and Achieved) are linked to the academies Big IDEA</p> <p><b>2% allocation of PP funding</b></p>	<p>It is very well documented that good attendance and achievement are linked, therefore we spend a portion of the PP supporting the attendance team with the addition of an attendance officer to monitor and where necessary work alongside families and students who are at risk of being persistent absentees (PA).</p> <p>Attendance recognises that “incentives and rewards (as long as used as part of a comprehensive approach) can significantly improve attendance rates”. Therefore rewards points are given to students who achieve a 100% attendance in 4 weeks. To support the improvement in persistent absentees, the attendance team work alongside families and students and also includes incentives and rewards.</p> <p>PP attendance is currently below the national average of 95% with a gap between non-PP.</p>	<p>Attendance reports of students eligible for the PP</p> <p>Report students who are at risk of PA.</p> <p>Student behaviour reports</p> <p>Attendance reports</p> <p>Class charts reports of rewards issued.</p> <p>Rewards display x 4</p>	<p>J Thuell (Assistant Principal)</p> <p>C Mihalop (Intervention Coordinator)</p> <p>J Thuell (Assistant Principal)</p>	<p>Weekly attendance meetings with AP</p> <p>Weekly attendance meetings.</p>
<p>Improved parental engagement</p>	<p><b>Achievement For All</b> - A national programme targeting students with a range of abilities in order to sustain achievement through KS4 by working with parents, staff and the student.</p> <p><i>22 students a year (50% PP)</i></p> <p><b>2% allocation of PP funding</b></p>	<p>The AFA programme was evaluated independently by Professor Neil Humphrey and Dr Garry Squires (2011), who concluded that it had a significant impact on English and maths as well as on attendance, behaviour and bullying.</p> <p>In 2016 85% of pupils on the AFA programme achieved A*-C in maths and 70% made A*-C in English. These students had been selected as they were a group who had traditionally under-achieved in maths and English in the past.</p>	<p>Tracking of AFA students each data collection. Termly meetings with parents to discuss their concerns and views. Feedback from students and parents/carers via parent and student group discussions.</p>	<p>C Mihalop (Intervention Coordinator)</p>	<p>Termly meeting with Achievement for All coach to review progress and successes.</p>

Students can access a full curriculum	<p><b>Financial Support where necessary</b> – in some situations financial support will be given toward uniform, school trips, school and educational resources.</p> <p><b>12% allocation of PP funding</b></p> <p><i>(PP students only)</i></p>	To ensure our students can play a full and inclusive role in our school we assign a small proportion of the PP grant to an inclusion fund. This allows us to provide uniform, deposits for trips, revision guides, DT equipment and travel to and from school, which would not have been available otherwise.	Through weekly pastoral meetings where the social, emotional and academic needs of our students are discussed. Case by case review of referrals for funding support	C Mihalop (intervention Coordinator)	<p>Reviewed at half termly finance meeting.</p> <p>Funds tracked in PP finance folder.</p>
Increase in student's attitude to learning.	<p><b>Bought in Services</b> - companies invited in to school to engage students in learning, such as Camouflaged Learning and Author visits</p> <p><b>7% allocation of PP funding</b></p>	Camouflaged Learning produces a "hidden" exciting educational experience that informs, invigorates and inspires students on matters of science, engineering, enterprise, technology, maths, teamwork, communication, design, and more. In the past, this company has successfully worked with students eligible for the PP and provided us with incredible results.	Student's progress Student's attitude to learning	G Allott (Principal)	Termly review of upcoming events and past sessions to discuss successes and best ways forward
<b>Total budgeted cost</b>					<b>£31,200.00</b>

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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

A1: To close the progress gap between disadvantaged pupils and other pupils nationally.	Introduction of the Accelerated Reader (AR) programme in Spring 2016.	In the first two months of the programme the average age increase was 5.48 months. A significant boundary was that in May 2017, 1816 books were borrowed from our library compared to 319 in 2015.	The success was dependent on implementation which was highly effective as all teachers were aware of the data collected regarding reading ages and recognised the impact this has on all subject areas. The academy made a decision to develop the reading ages further by extending AR to Year 9 and to use the intervention tool to identify areas of weakness and target individuals.	<b>£6000</b>
A2: To close the progress gap between disadvantaged pupils and other pupils nationally.	Faculty work scrutiny introduced to improve the quality of feedback.	Faculties conducted a joint work scrutiny each half-term to identify and share good practice. All departments were involved and the process helped to establish a culture of green pen marking and feedback. The outcomes of the work scrutiny created areas for improvement.	Clear guidance and expectations regarding how often a piece of work should be marked and how a pupil should respond were stated at the start of the new academic year and incorporated in the Teaching and Learning policy. A planned CPD event was built in to the calendar for 2016-17. A new faculty work scrutiny was designed to capture the areas which needed to be monitored and guidelines were re-written to reinforce high expectations.	No additional cost
B. To improve outcomes for disadvantaged students in English and maths.	Maths and English implementation of the PPE.	These practice exams led to a diagnosis of areas for development for each pupil (The Smith Proforma). They were used in conjunction with the 'Walking Talking Mock' and 'The Walking Talking Mark' by teachers in order to improve teaching and learning in key areas. Results of these helped to improve the accuracy of predictions for summer 2016 GCSE results. Accurate analysis led to highly effective and targeted intervention.	As a result the academy has extended the training programme to all foundation subjects. Lead professionals will take part in Pixl conferences with a view to implementing the key principles of Pixl such as diagnosis and therapy.	No additional cost
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. To close the progress gap between disadvantaged pupils and other students nationally.	Guided reading programme for Year 8 and 9 students whose reading age was below their chronological age on entry to the academy.	On average Year 8 student targeted for guided reading made 7 months progress over the 10 weeks. In Year 9 the targeted students made an average of 10 months progress. There were 9 students in each of these groups.	This was a successful intervention which improved reading ages. However for pupils to access the new challenging English specifications and other new GCSE specifications, we will be making adjustments to our reading intervention work to include a focus on inference and drawing conclusions. Reading results has indicated these are areas to work on (YARK). The results of the analysis of KS4 English tests shows the same areas for development.	<b>£17,000</b>

B. To improve outcomes for disadvantaged students in English and maths.	Small group Intervention for students across all year groups.	83% of pupils on the English intervention made at least half a grade progress over the 10 week period, 41% made 2 grades improvement. 25% of these were pupils eligible for the PP. 85% of pupils on the maths at tutor time intervention made at least one grade improvement over the 10 week period; 21% made 2 grades improvement. All the pupils eligible for the PP made at least one grade improvement with 1 making 2 grades.	The intervention was successful and was extended to other subjects as a result. Pupils were more likely to attend when issued with a laminated card with the time and date of intervention and when they recognised that it was part of a whole academy intervention programme coordinated by the Intervention Team.	<b>£5000</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
C. To increase the percentage attendance of pupils eligible for the PP.	Reward system linked to attendance including termly raffle.	Attendance for all pupils improved by 1% to 93%, narrowing the gap between pupils at the academy and the national average of 95%. Pupils eligible for the PP has increased by 1% at 91%.	Rewards were appreciated by pupils but did not always have an impact on the pupils whose attendance was poor. Some pupils eligible for PP had medical absences which were outside the control of the academy. The reward system is to continue in order to promote the importance the academy puts on attendance but, the academic needs are a focus this year, ensuring the PP students have opportunities to catch up and complete homework in APL.	<b>£3000</b>
<b>C. Additional detail</b>				

In **2015-16** the PP funding was allocated to the following areas in addition to the key desired outcomes listed above:

1. Financial support for disadvantaged students for trips, items of uniform and extra-curricular activities was given to some pupils where appropriate in order to enrich their experiences and promote wider outcomes.
2. Enrichment activities including reading and literacy workshops, Camouflaged Learning days and targeted intervention with external agencies.
3. Short Stay School placements were given to some pupils eligible for the PP to support the management of their behaviour and to address pastoral needs.
4. Educational support, for example GCSE revision guides for pupils in Year 11 eligible for the PP and lap-tops for pupils with dyslexia.
5. Specialist maths and English intervention leads, Intervention Coordinator and English and maths mentors, staff supporting pupils eligible for the PP who also have English as an additional language and/or who may have special educational needs.

**Total Cost: £159,660**

