

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	All Saints' Catholic Voluntary Academy				
Academic Year	2019-20	Total PP budget	£184 000	Date of most recent PP Review	Post Aug 19' Results
Total number of pupils	TBC	Number of pupils eligible for PP	TBC	Date for next internal review of this strategy	Jan 2020

2. Current attainment (2019 summer results)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-5 incl. EM	22.5%	46.9%
% achieving 9-4 in English / Maths	40%	76.2%
Progress 8 score average	-0.4	+0.3
Attainment 8 score average	3.7	5.2

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
<div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff/ pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance. </div>	
A.	Pupils identified as 'Pupil Premium' do not make the same progress as those identified as 'Non-Pupil Premium'
B.	Some students have behavioural, emotional, social and mental difficulties
C.	Some students lack knowledge of knowing what and how to revise and have a lack of equipment and resources to engage in learning
D.	Some students' have low aspirations and do not access in school opportunities to develop their cultural capital
E.	Some staff lack knowledge of disadvantaged students and T&L strategies used to ensure progress is made
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils identified as 'Pupil Premium' are lower than those identified as 'Non-Pupil Premium'
E.	Lack of opportunities for enrichment to raise aspirations and develop cultural capital outside of school
F.	Poor parental engagement from some parents of pupils identified as 'Pupil Premium'

G.		
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Reduce the All Saints' PP gap vs National to no more than 15% in relation to students achieving a Grade 4 in English and Maths	Year 11 GCSE results in 2020 demonstrate no more than a 15% gap between PP and non-pp students for: - Grade 4 in English and Maths In relation to FFT20 Targets
B.	Ensure key stage 3 students are examination ready, through the development of literacy, numeracy and 'absolute' knowledge to enable them to access the KS4 curriculum	44% PP students entering All Saints with Reading below National average of 104; those students increase reading age to 11 years, indicating secondary readiness, using accelerated reader and internal provision. 54% of PP students entering All Saints with numeracy below national average of 105 increase numeracy competency using Direct instruction. Y7-8 PP students achieve in line with Non-PP students in assessments used to inform the calendared data collections
C.	Support all students to retain and re-activate knowledge, through using, the knowledge organisers (AS absolutes) and low stakes quizzing to be revision ready for all subjects	Y7-11 PP students achieve in line with Non-PP students in assessments, year group examinations and mock examinations and overall calendared data collections
D.	Increased attendance for PP students, in comparison to non-PP students.	PP student attendance- 96%
E.	Increase the number of PP students developing their personal development and raising aspirations and develop their cultural capital)	PP attendance Personal development / Cultural capital opportunities register there is no significant gap in comparison to Non-PP students Personal development monitoring
F.	Develop staff knowledge of disadvantaged students and T&L strategies to ensure progress is made	Effective T&L in all lesson s- shown through QA outcomes (learning visits, student voice and work scrutiny's)
G.	Provide suitable provision to support students with behavioural, emotional, social and mental difficulties	Reduction in behaviour points Increase in conduct points Increased number of PP students shown on the Tracking from academic mentor and well-0being officer

5. Planned expenditure		You may have more than one action/approach for each desired			
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reduce the All Saints' PP gap vs National to no more than 15% in relation to students achieving a Grade 4 in English and Maths £5800	DSEF used by CLs to identify under-achieving students and action Staff use of the strategy sheets and the ACHIEVE concept (Know Your Cohorts) to support PP students within lessons Intervention with students that require additional numeracy / literacy support within the curriculum (Zorba) Staff CPD to share strategies that can be used to support all students	The gap between PP and Non-PP is too large and is a school priority to reduce	Line Management Meetings Establish mock mentoring with suitable 6 th formers based on those who have achieved poorly in Nov. Zorba reports Spring term: Marginal Gain Assemblies fortnightly Revision countdown published on VLE Year 11- Two additional hours of English and two additional hours of Maths.	HFT YPL ACS CHN	Termly: Staff voice after-each CPD session and of the Know Your Cohorts information supporting folder Data collection – as per whole school calendar Lesson visits feedback

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?
<p>Support all students to retain and re-activate knowledge, through using, the knowledge organisers (AS absolutes) and low stakes quizzing to be revision ready for all subjects</p> <p>£1000 – already allocated in point above</p>	<p>Tutor and classroom teacher support to ensure the effective use of the All Saints' absolutes</p> <p>Staff CPD using Twilight and TLC group to SGP</p>	<p>Student voice has highlighted that students want to know what to revise and how to revise</p> <p>The curriculum has been adapted in line with the new Ofsted framework and the knowledge curriculum is vital for all students' progress</p>	<p>Departments draw up lists for crucial topics for 4/5- available in all subjects.</p> <p>January 2020: First week of lessons about revision in the subject- modelled and active.</p> <p>Twilight planned topics:</p> <p>November: Twilight on Effective Use of formative and summative assessment</p> <p>January: effective strategies to promote learning (questioning, modelling and scaffolding)</p>	<p>CHN HFT YPL</p>	<p>Termly: Student voice Learning visits Data collection – as per whole school calendar</p>
<p>Develop staff knowledge of disadvantaged students and T&L strategies to ensure progress is made</p> <p>£1500</p>	<p>Staff use of the strategy sheets and the ACHIEVE concept (Know Your Cohorts) to support PP students within lessons</p> <p>Staff CPD using Twilight and TLC group to SGP</p>	<p>Evidence would suggest that the quality of teaching and learning is of paramount importance in supporting PP students learning.</p>	<p>Twilight planned topics:</p> <p>November: Twilight on Effective Use of formative and summative assessment</p> <p>January: effective strategies to promote learning (questioning, modelling and scaffolding)</p>	<p>CHN HFT</p>	<p>Termly: Student voice Learning visits Data collection – as per whole school calendar</p>
Total budgeted cost					£7300

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure key stage 3 students are examination ready, through the development of literacy, numeracy and 'absolute' knowledge to enable them to access the KS4 curriculum</p> <p>£5206</p>	<p>Intervention groups in Y7 to 8</p> <p>Student meetings to evaluate learning needs</p>	<p>The gap between PP and Non-PP is too high and some students entering All Saints' have below average literacy and numeracy scores and in developing these we will allow students to be KS4 ready</p>	<p>Year 8 - Two additional hours of Reading, one hour of Maths and one hour of English</p> <p>Accelerated reader</p>	<p>CLs CHN HFT</p>	<p>Termly: Intervention reports Work scrutiny Learning walks/visits Data collection – as per whole school calendar</p>
<p>Increased attendance for PP students, in comparison to non-PP students.</p> <p>Staffing: £7700</p>	<p>Attendance monitoring by YPLs</p> <p>Individual students' meetings for students with concerning attendance</p> <p>Use of work 'catch-up' sheets</p> <p>Work with the well-being/mental health co-ordinator to support appropriate students</p>	<p>Attendance is not on or above the school target of 96% for all students and many students fall under the PA criteria</p> <p>With increased attendance, will come increased learning outcomes</p>	<p>1 student with poor attendance is PP is receiving 9 hours of 1:1 from teachers</p> <p>AHT and attendance officer to meet regularly and track actions for all students</p> <p>YPLs to analyse attendance and use attached staff to each year group to monitor and then mentor students with poor attendance</p>	<p>HFT YPLS ANO PGA</p>	<p>Termly: Weekly attendance reports and actions</p> <p>Student voice</p>

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?
<p>Reduce the All Saints' PP gap vs National to no more than 15% in relation to students achieving a Grade 4 in English and Maths</p> <p>£42 000</p>	<p>KS4 academic mentor to support PP students</p> <p>Intervention cycles to support PP students</p> <p>DSEF to incorporate strategies to support PP students</p> <p>Y9-10 Entry level English and Maths: 3 hours of Maths and English, taught by a specialist</p>	<p>The gap between PP and Non-PP students is too high and is a school priority to close</p> <p>Pupils who are behind in their learning benefit from small group learning. This closer support from trained staff enables rapid catch-up for pupils who have additional needs.</p>	<p>Mentoring x number of students and tracking weekly</p> <p>Mock results issued and assembly about marginal gains, including Year 12 students who did not achieve well in Nov mocks</p> <p>Curriculum intervention for underachieving students using data to inform students</p> <p>February: Exam Analysis with SLM</p> <p>Additional sessions around exam season to be timetabled.</p> <p>!</p>	<p>ACS CHN SLM</p>	<p>Termly: Students voice</p> <p>Intervention registers with impact column</p> <p>Data collection – as per whole school calendar</p>

Provide suitable provision to support students with behavioural, emotional, social and mental difficulties £90198	Monitor behaviour points for PP students and provide pastoral support Provide additional support for students facing any B, E, S or M difficulties Peer mentoring	Targeted high-profile students with behavioural needs, receive mentoring from pastoral staff.	Weekly behaviour report monitors conduct points of students Weekly updates from supporting staff to all staff regarding students that need specific support and for teaching staff to be aware of, to ensure the students stay and progress within lesson	YPL CWR SPL SRY SCR NKY ACS	Weekly behaviour report Staff weekly briefing sheet Student voice from mentoring Staff voice
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Total budgeted cost

£145 104

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reduce the All Saints' PP gap vs National to no more than 15% in relation to students achieving a Grade 4 in English and Maths £1000	Parental and student communication through Insight to attend whole school events (ASPIRE, Parents evening) and know how to support students	Parental support is key to ensuring students are supported at home, to improve independent study	Revision countdown published on VLE Parent meetings – ACS to meet Y11 critical P8 students' parents/carers' termly	ACS HFT YPL LJN	Attendance rates at specific events e.g. ASPIRE PARENTS EVENING Parent voice
Ensure key stage 3 students are examination ready, through the development of literacy, numeracy and 'absolute' knowledge to enable them to access the KS4 curriculum £7000	Homework club	Some students do not have the space or support to work at home and homework club provides a supportive environment to complete homework	YPLs will invite students to the club and this is operated by the Behaviour support assistant	SRY YPL	Attendance register Staff, students and parent voice

Support all students to retain and re-activate knowledge, through using, the knowledge organisers (AS absolutes) and low stakes quizzing to be revision ready for all subjects £3000	Revision guide support / provision	Some students do not have the parental support to purchase revision guides and these are vital in students having the resources to use within lessons and at home	Purchase revision guides for Y10 students and monitor use through the classroom teacher	HFT CLs	Termly: Student and staff voice Communication with parents and staff Data collections Lesson visits and work scrutiny
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?
Increase the number of PP students developing their personal development and raising aspirations Trip subsidy £3696 Resources £5304	Personal development programme set up termly Rewards days set for each term Trip allocation (1/3 paid toward educational trips for PP students)	Research would suggest that 1 of the most important areas in developing the progress of PP students, is through raising aspirations	Personal development opportunities 6 TH Form Taster sessions Careers meetings for Y10 and 11 students and NTU sessions for all years	HFT YPL JWY CHA SGT CCE Trip leaders	Termly: PP attendance to extra-curricular clubs and trips recorded and there is no significant gap in comparison to Non-PP students Tutor observations Student voice
Total budgeted cost					£20 000

6. Review of expenditure		
Previous Academic Year	Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.	Lessons learned may be about impact or implementation.



Action and Cost	Description	Intended Outcomes and Monitoring
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<p>Increased Literacy and Numeracy outcomes in 11.</p> <p>£7920</p>	<p>Intervention with students that require additional numeracy / literacy support within the curriculum (Zorba)</p> <p>Year 11 low achieving disadvantaged students get 1 or 2 hours of extra English and / or Maths to ensure that underachieving students' progress well in English and Maths. This is created by altering the curriculum for disadvantaged students to create time for smaller group support with specialist English and Maths teachers to enable controlled assessment to be completed and exam skills to be honed.</p>	<p>Y11 Data for PP students to show impact</p> <p><u>Winter Y11 projections</u> % achieving Grade 4 in Eng/Ma: <u>46.2%</u> - increase from summer 2018 projections below FFT20 67.5% and above National 44% % achieving Grade 5 in Eng/Ma: <u>23.1%</u> - increase from summer 2018 projections below FFT20 34% and National 25</p> <p><u>Easter Y11 Projections</u> % achieving Grade 4 in Eng/Ma: <u>47.5%</u> below FFT20 67.5% and above National 44% % achieving Grade 5 in Eng/Ma: <u>25%</u> below FFT20 47.5% but level with National 25</p> <p><u>Summer 2018 results</u> * data correct August 2019 but may be subject to changes P8: -0.5 (national -0.45) 2018 results <u>-0.18</u> A8: 3.6 (national 3.67) 2018 results <u>4.28</u> % achieving Grade 4 in Eng/Ma: <u>40%</u> - below FFT20 67.5% and National 45% 2018 results <u>52.3%</u> % achieving Grade 5 in Eng/Ma: <u>22.5%</u> - below FFT20 34% and National 25% 2018 results <u>40.9%</u> % grade 5+ EBACC: <u>17.5</u> (above national 7%) 2018 results <u>13.6</u> % grade 4+ EBACC: <u>20</u> (above national 12%) 2018 results <u>31.8</u></p> <p><u>In school gap v National gap:</u> Progress8: -0.2 (better than national: - 0.58) 2018: -0.2 Attainment8: -0.3 (better than national: -1.34) 2018: 0.5</p> <p>% achieving Grade 5 in Eng/Ma: 0.6 (better than national: -25) 2018: <u>11.2</u> % achieving Grade 4 in Eng/Ma: -10.2 (national -26) 2018: <u>4.6</u> % EBACC Grade 5+: 2.3 (better than national: -13) 2018: <u>-5.2</u> % EBACC – Grade 4+: -12.1 (national -16)</p> <p>☐ _ ☐ ▶▶▶ _ ■◀◀</p>
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<p>Increased Literacy and Numeracy outcomes in 7-10.</p>	<p>Y7/8: Apollo (tier 1) (14 hours per week)</p> <p>Damascus (tier 2) (16 hours per week)</p> <p>Rising Stars (tier 3) (7 hours per week)</p>	<p>Data:</p> <p>Y7 from 14/6/19 PP % grade 4+ in English and Maths = 58.5% (National 45 / FFT20 62) above NATIONAL PP % grade 5+ in English and Maths = 24.4 (25 national / 40 FFT20)</p>
<p>£58798</p>	<p>Y10 and 7 Peer Mentoring for Maths</p> <p>Y9: Rising Stars (tier 3) (3 hours per week) and FLT</p> <p>Y10: Rising Stars (tier 3) (3 hours per week)</p> <p>Purchase of direct instruction and accelerated reader licence to assist in the intervention groups above</p> <p>Curriculum restructuring has taken place for a targeted number of Year 8 and 7 students to be involved in the Damascus Programme which offers additional Maths and English in place of MFL and humanities; this is to support children who entered KS3 working towards the expected level and thus not secondary ready. Y7 -8 students that have below average SATS and higher ability students have 1 hour out of PE to develop literacy or numeracy.</p>	<p>Y8 from 4/7/19 PP % grade 4+ in English and Maths = 57.7% (National 45 / FFT20 66) above NATIONAL PP % grade 5+ in English and Maths = 36.5 (25 national / 40 FFT20) above NATIONAL</p> <p>Y9 from 13/5/19: PP % grade 4+ in English and Maths = 48.6% (National 45 / FFT20 69) above NATIONAL PP % grade 5+ in English and Maths = 28.6 (25 national / 43 FFT20) above NATIONAL</p> <p>Y10 from 10/6/19 % grade 4+ in English and Maths = 60.6% (National 45 / FFT20 63) above NATIONAL PP % grade 5+ in English and Maths = 42.4 (25 national / 41 FFT20) above FFT20 AND NATIONAL</p>

<p>Improved outcomes for English and Maths, Ebacc and Open subject slots</p> <p>As above</p>	<p>Year 11 intervention support programme:</p> <p>Each subject provides targeted support either during lunch time and/or after school where disadvantaged students are supported with homework, development of theoretical knowledge and controlled assessment by subject staff.</p> <p>Mentoring links in with intervention support to ensure that students who are having difficulties completing homework and independent learning activities can have a quiet place with ICT access and internet. Teaching staff are on hand to provide support and have learning conversations with students.</p> <p>Any other mentoring or strategy support systems developed throughout the academic year</p>	<p>Cycle 2 and 3 intervention: each subject offered at least 1 session during lunchtime or after-school – attended by the majority of PP students</p> <p>Y11 SUMMER 2019 RESULTS PP data</p> <table border="1" data-bbox="1189 454 1767 788"> <tr> <td>% Grade 5+ in En & Ma</td> <td>22.5%</td> </tr> <tr> <td>% Grade 4+ in En & Ma</td> <td>40%</td> </tr> <tr> <td>% EBacc - Grade 5+</td> <td>17.5%</td> </tr> <tr> <td>% EBacc - Grade 4+</td> <td>20%</td> </tr> </table> <p>MAY HALF TERM SCHOOL:</p> <p>28 HOURS of support to cover a variety of subjects, offering 3 hour revision sessions – impact shown in results</p>	% Grade 5+ in En & Ma	22.5%	% Grade 4+ in En & Ma	40%	% EBacc - Grade 5+	17.5%	% EBacc - Grade 4+	20%
% Grade 5+ in En & Ma	22.5%									
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% EBacc - Grade 4+	20%									
<p>Homework club</p> <p>£2070</p>	<p>Homework club / Monitoring behaviour and achievement points</p> <p>Based on cost of 2 staff members supporting students in homework club. This is an opt-in session where PP students can get support with homework, classwork and can use ICT or printers if they do not have access to this at home.</p> <p>Any other appropriate interventions to engage students in learning in and out of lessons.</p>	<p>Homework club register</p> <p>Homework club is offered to students everyday</p> <p>On average 7 PP students have been attending homework club across 2 days per week</p>								

<p>Raise profile of PPG students with staff to ensure appropriate strategies within the classroom</p> <p>£150 – plus staffing</p>	<p>Using whole staff briefing to highlight 1 or 2 key PPG students and strategies to use in the classroom – leading to the whole school learning walk for vulnerable students</p> <p>Praise postcards delivered weekly for top achieving PPG students from Y7-11</p>	<p>Meeting Y7/9/10 PP students to complete questions about the support that they have from school, strategies they think work well within lessons – then summarised and saved under the 'Know your Cohorts' desktop icon for staff to use: Impact will be shown through the May 2019 staff voice results:</p> <p><u>Main question:</u> Do you make use of the resources provided to help with the teaching of vulnerable students (e.g. 'ACHIEVE' strategy and SEND/PPG strategy sheets') Responses: Sometimes x 12 = 39%, Never x 1 = 3%, Usually x 14 = 45%, Always x 4 = 13% and rarely x 1 = 3%</p> <p>Revision guides purchased for all PP / SED students in Year 10 – staff and parent/carers have been informed.</p>
<p>Parental Engagement</p> <p>£360</p>	<p>Parent support programme</p> <p>Parents of PP students will be provided with a support booklet to help support students at home, this will include key dates for school events, such as parent evenings, revision techniques, dates for homework club and enrichment opportunities.</p> <p>Parents of PP students will be invited to all events by phone to develop school/home communications and relations.</p>	<p>Attendance figures and feedback for</p> <p>Parents evenings:</p> <p>Y11 parents evening, Y8 options evening, Y10 parents evening, Y8 parents evening</p> <p>Over 72% attendance for all events, all PP students were invited via phone prior to each event. Feedback from parents was positive, praising staff and the support offered.</p>

<p>Alternative provision</p> <p>£15 595</p>	<p>This funding will also help fund the alternative provision courses for disadvantaged students with emotional, behavioural or attendance issues. The money will help fund vocational courses and small group English and Maths support to ensure that these students get access to a curriculum that meets their individual needs</p>	<p>Alternative provision update</p> <p>1 student has been on alternative provision – they are now attending full time and are spending 3 days working towards their GCSE exams subjects.</p> <p>SUMMER RESULTS: GRADE 3s ACHIEVED IN ENGLISH AND MATHS</p> <p>1 student comes into school for English, Maths and Science and then are educated at home – attended 66 periods in term 2 – SUMMER RESULTS: STANDARD GRADE ACHIEVED IN ENGLISH LANGUAGE</p> <p>1 student is a school refuser and has had circumstances that have not allowed the student to come into school</p> <p>SUMMER RESULTS: GRADE 2 ACHIEVED IN ENGLISH LANGUAGE</p>
<p>Enrichment and aspirations programme</p> <p>£4997.40</p>	<p>Offer enrichment opportunities for all PP students, either during lunch time, after-school or during a day/residential trip.</p> <p>Invite PP students to the Nottingham Trent University (NTU) aspirational programme sessions.</p> <p>Take PP students to ‘ENGLISH – RAISING THE GRADE’ conference run by NTU</p> <p>Other appropriate enrichment activities offered pastorally and academically.</p>	<p>Extra-curricular sessions programme</p> <p>In school enrichment programmes includes PP during tutor time, lunchtime and after-school</p> <p>Year group opportunities</p> <p>Y10-11: Careers meetings</p> <p>NTU Y10 Raising the grade in English</p> <p>NTU Y9 University visit</p> <p>Y9/10 the Lovely Bones theatre trip</p> <p>POSTIVE COMMENTS FROM STUDENTS AND STAFF ABOUT EACH TRIP – STUDENT VOICE AVAILABLE</p>

<p>Mentoring</p> <p>Staffing</p>	<p>Mentoring time will be provided by the pastoral teams and academic mentor, to monitor and support the progress of PP students. This will involve regular liaison with teachers and parents to ensure that students are acting on targets set to raise their achievement.</p> <p>Targeted PP students will have weekly meetings to set and monitor subject-based targets and parents will be contacted regularly to make sure they know how they can support student progress.</p> <p>Strategy sheets will be set up for all PP students and regularly reviewed through student voice and student/teacher meetings.</p> <p>Any other mentoring or strategy support systems developed throughout the academic year.</p>	<p>16 PP students are mentored weekly by the intervention manager:</p> <p>AUGUST 2019 DATA:</p> <ul style="list-style-type: none"> • 20 targeted 5+ for En/Ma: 10 achieved (50%) • 28 targeted 4+ for En/Ma: 16 achieved (57%) • English language: 41% on/above target • 50% achieved grade 4+ • English literature: 34% on/above target / 25% achieved G4+ • Math: 6% on/above target / 70% achieved G4+ • Science: 37% on/above target <p>From Autumn 2018 projections to August 2019 results:</p> <ul style="list-style-type: none"> • 32% of students improved on the number of subjects on/above target • 43% improved English language grade (20% stayed the same) • 48% improved English literature grade (28% stayed the same) • 20% improved maths grade (45% stayed the same) <p>Assistant Head Teacher – responsible for vulnerable groups meets with students following data collections to offer support during tutor time – the focus has been Y11 in the Spring term – impact to be shown in August results</p> <p>Strategy sheets – the AHT and KS4 mentor have updated the strategy sheets for Y7-10 and are updating Y8 in June 2019. Feedback sent to teaching staff to apply into lessons and impact shown in date (see above)</p>
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7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
- Additional support with costings is available – as staffing costs are not allocated to specific targets

