

Pupil premium strategy statement: St Ivo School, Cambs (11-18 non-selective comprehensive)

version10Nov2018

- The grid document below is the template of the National College for Teaching and leadership; Teaching Schools Council.
- Appendixes A and B in the additional information section provide detailed information about the past and current year at St Ivo School.
- A key purpose of St Ivo is to ensure the best possible experience, quality of education and outcomes for each student. We aim to ensure that all students, including those who are eligible for Pupil Premium funding benefit from a tailored educational experience which takes into account their strengths, areas for development and interests.

1. Summary information					
School	St Ivo School, Cambridgeshire				
Academic Year	18/19	Total PP budget	£235000 approx	Date of most recent PP Review	July 18
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	July 19

2. Current attainment: Year 11 exam results Summer 2018		
Note: results data below is Y11 cohort who sat exams Summer 2018 (Section 6 reviews the expenditure 2017/18 relevant to this cohort)	Pupils eligible for PP (in school)	All Pupils (school)
English and Maths Grade 4+	39.5%	65% (Non PP school: 71%)
English and Maths 5+	29%	44.5% (Non-PP school: 47.3%)
Progress 8 score average	-0.67	-0.03
Attainment 8 score average	38	49

3. Barriers to future attainment (for pupils eligible for PP): as partly revealed in the Ivo 1 to 1 form tutor/PP interviews using standardised question sheets	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Academic: English/literacy and maths/numeracy weaknesses inhibit progress and ability to access the curriculum. In addition, limited study skills can act as a barrier.
B.	Resources: Having only some, little or none of essential key equipment and resources.
C.	Transport: Restricted transport reduces the ability to access after-school extra lessons, catch up and revision sessions.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Pastoral issues regarding: attendance, personal and family issues, inclusion, aspiration, motivation, confidence and self-esteem.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> Improvements in literacy and numeracy skills, thereby equipping Pupil Premium students with a strong foundation to access the curriculum and achieve success. Raising achievement (attainment and progress) in the crucial subjects of English and Maths; Facilitating improved achievement through effective mentoring, but also promoting independent learning. 	Data shows improved numeracy and literacy progress and attainment; Data tracking of mentored students.
B.	Removing obstacles to achievement by ensuring access to resources (including independent learning tools), and mentoring support.	Bespoke provision of resources & mentoring
C.	Raising PP attendance.	Attendance manager meets PP target; measures in place (as outlined in section 5).
D.	A positive culture to 'inspire beyond measure' our Pupil Premium students, thereby achieving inclusion, engagement, aspiration and ambition in our comprehensive, non-selective state school.	Range of measure put in places: e.g. educational visits, uniform support.

5. Planned expenditure					
Academic year		September 2018 – July 2019			
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?
Y6 into Y7: Improve literacy and numeracy for low achievers.	'7 Jump' shelter groups (2x12), similar to a primary experience.	Group identified during Y6/7 primary transition. 1 teacher and 2 TAs delivered an intensive Y7 programme of literacy/numeracy support, and pastoral care enabling them to 'Jump' into mainstream once achievement rises to expected levels during latter part of Y7.	<ul style="list-style-type: none"> SLT line management. Progress data on system - G4S. 	1 teacher. 2 TAs (1 TA for each group)	<ul style="list-style-type: none"> 7 Jump Review due Autumn 2018 as part of the Department Review process. May - June 2019: routine review of student progress.
Total budgeted cost					£52,000 approx
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?
Improved English/literacy outcomes	Additional English / literacy support e.g. Y8/9 support; Additional Y10/11 teaching, plus 1 to 1 and small group regular reading/writing programmes.	PP and All students are making below expected progress in English compared to national data.	English Dept has been restructured to help ensure the new English Leaders at KS3/KS4 more effectively target students and more closely direct intervention staff.	KS3/KS4 English leaders	<ul style="list-style-type: none"> Regular SLT line management meetings with English Leaders. English Dept Review Spring 2019
Improved Maths/numeracy	Additional Maths / numeracy support e.g. 1 to 1 specialist tuition ranged from 1	Effective impact during previous years e.g. helping the Maths Dept to be in line with national average progress figures.	<ul style="list-style-type: none"> Regular progress updates on the G4S data system. Report from the specialist tutor. 		<ul style="list-style-type: none"> Regular SLT line management meetings with Maths Leaders. Maths Dept Review

	to 6 hours per students to meet/exceed targets				Spring 2019
Total budgeted cost					£104,000 approx
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?
Removing obstacles to achievement	PP learning mentor / coordinator & resources provision	Effective impact last year e.g. revision support	Overseen by SLT line management	MF/Va/Cg	Dec 2018 June 2019
Improve PP attendance e.g. reduce Persistent Absence (PA is defined nationally as below 90%)	Targeted by SLT i/c attendance and attendance manager; Trial some reward trips	PP attendance is below 'All Pupils'; Higher attendance increases learning time and aids achievement.	Regular scheduled meetings; SLT (i/c attendance), Attendance Manager, Asst Heads of Year (e.g. extend the individualised targeted attendance programme for PPs causing concern).	CW/Sw	Reporting schedule linked to the Staff and Student Governors Committee
Raising PP aspiration	Continue outside the classroom opportunities; trial the 'Brilliant Club' with Y9 (encourages state students to consider elite universities).	Effective actions last year to encourage inclusion, engagement, and aspiration through uniform support, educational visits, including to universities.	Standard process overseen by Cg; Brilliant Club: Cg/Y9 HoY to organise Nottingham Univ trip, plus regular visits from Cambridge University academic to complete a research project with 12 Y9 students on English literature.	Cg/DI	Dec 2018
Total budgeted cost					£79,000 approx

6. Review of expenditure				
Previous Academic Year		2017-2018 (school spending on PP exceeded the PP funding allocation for 2017-2018)		
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
Y6 into Y7: Improve literacy and numeracy for low achievers.	'7 Jump' shelter group, including 6/22 PP, similar to a primary experience.	Group identified during Y6/7 primary transition. 1 teacher and 2 TAs delivered an intensive Y7 prog of literacy/numeracy support, and pastoral care enabling them to 'Jump' into mainstream once achievement was raised to expected levels during the latter part of Y7.	<ul style="list-style-type: none"> Potential suitable students far exceeded capacity. Further literacy/numeracy support is required after Y7 to maintain progress after jumping into mainstream. PP funding & 'Catch-up Premium' used. 	51413
ii. Targeted support				
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
Improved English/literacy outcomes	Additional English / literacy support	Additional Y10/11 teaching, plus 1 to 1 and small group regular reading/writing programmes.	English Dept re-structured to ensure clearer Leadership direction of both teaching, and direction of intervention staff.	49647
Improved Maths/numeracy	Additional Maths / numeracy support	1 to 1 specialist tuition ranged from 1 to 6 hours per students to meet/exceed targets	Largely effective, although it is a challenge to ensure the needs of all PP are met.	53998
iii. Other approaches				
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

Removing obstacles to achievement	PP learning mentor / coordinator	Organised 1 to 1 tutor/PP interviews, and met requests for support to remove progress barriers e.g. mentored catch-up across subjects, provision of resources. (see additional details section).	<ul style="list-style-type: none"> Valued by students. July 2018 survey: 16/16 Y11 PP rated mentor as good to excellent, and all felt more confident about sitting their exams. Demand far exceeded capacity. 	See section 7 below
Improve PP attendance	Targeted by SLT i/c attendance and attendance officer	PP attendance improved, achieving: Terms 1-5 2017\18: Gap: 2.9% All Pupils: 95.23%; PP: 92.33	<ul style="list-style-type: none"> Provide even further incentives e.g. reward trips Extend the use of individualised attendance programmes (e.g. more students and staff, not just AHoYs but also Directors of KS3/4 and Student Support staff team members e.g. learning mentors, AP mentor. 	See section 7 below
Raising PP aspiration	Outside the classroom opportunities	Inclusion, engagement, and aspiration were encouraged through uniform support, educational visits, including to universities.	Further opportunities to be explored for the next school year for the most able PP students e.g. Brilliant Club.	See section 7 below

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Appendix A: The previous academic year (2017-2018)

1.Schools must publish, in relation to the previous academic year, details of how the Pupil Premium allocation was spent.

- Pupil Premium funding received by St Ivo for 2017-2018: £232,234
- St Ivo spent the Pupil Premium allocation for last academic year 2017-2018 in a range of ways as follows:

2017-2018: How Pupil Premium was spent

How PP funding was spent	Approximate Cost (£)	Details, outcomes, impacts
Staffing: 7 Jump intervention	51413	A 'shelter group' (similar to a Primary School experience), including Pupil Premium/Disadvantaged Pupils (6/22), received an intensive support programme in Year 7. It was for a targeted group of students identified during primary liaison work for Y6 into Y7 transition. Students received bespoke literacy and numeracy support, and pastoral care enabling them to 'Jump' into mainstream once achievement had been raised to expected levels during the latter part of Year 7.
Staffing: Literacy intervention	28447	KS3 1 to 1 and small group regular reading & writing programmes. Students were identified through CAT scores or teacher referrals.
Staffing: Additional Y10/11 English teaching	21200	Students were targeted to address issues with their technical accuracy, & strategies to develop their analysis, thereby improving achievement to meet or exceed Minimum Target Grades
Staffing: Additional numeracy / Maths teaching	53998	In class support and 1 to 1 specialist tuition ranged from 1 to 6 hours per student to raise achievement to meet or exceed Minimum Target Grades.
Staffing: The Bridge	29945	A dedicated team of inclusion workers ensured inclusion, counselling, support, and alternative provision when needed by DP/PP, and raised their aspirations, confidence and self esteem.
Staffing: Pupil Premium coordinator; mentor	49070	Operating the PP system to ensure 1to 1 tutor/DP interviews and consequent rapid bespoke support linked directly to needs and requests; 1 to 1 mentoring of Year 11 Pupil

<p>and administrator; attendance role.</p>		<p>Premium students ensured a space to catch up in subjects and encouraged inclusion, engagement, and achievement.</p> <p>Mentor support – impact analysis: 16 Year 11 DP students responded in the July 2018 survey As a result of having mentor support:</p> <ul style="list-style-type: none"> • 2 rated mentor support as good, 4 v.good, 10 excellent. • 16/16 felt confident about sitting their exams. • 13/16 felt more confident about revision. • 14/16 felt they learnt how to revise due to mentor support. • 8/16 revised at lunchtimes as a result of mentor support. • 13/16 felt their grades/performance had improved. • 16/16 would recommend the mentor support to others. <p>Attendance Manager ensures part of the role is dedicated to raising PP attendance, particularly persistent absence.</p>	
<ul style="list-style-type: none"> • Educational Visits; • Resources for subject intervention, study materials, motivation and well-being; • Study skills and workshops; • Uniform; • Transport 	<p>36986 for all items below</p>	<p>Educational Visits: It was decided to prioritise PPG money for other costs (not educational visits) which might have a more direct impact on raising assessment/exam performance. However, an additional school hardship fund was used where appropriate for educational visits to promote inclusion, self-esteem, social development and learning outside the classroom</p> <p>Where PPG was spent on visits/trips, it was on the following:</p> <ul style="list-style-type: none"> • University of Reading visit (17 students): To raise aspiration. • 7Jump trip to London to promote active learning across the subjects and widen horizons for this ‘shelter’ group. • CRC College (13 students) <ul style="list-style-type: none"> ○ 85% of students felt visiting the college had a positive impact on their post 16 destination ○ 100% of students felt confident to very confident about the applications they made as a result of being 	

		<p>able to attend a visit to CRC</p> <ul style="list-style-type: none"> ○ 41% of students felt that having a post 16 goal in mind helped them to improve their grades and performance at school ○ 100% of students would recommend visiting the college to other students 	
<p>Resources for subject intervention, study materials, motivation and well-being</p>		<p>Form tutors interviewed every DP/PP student in the school (typically around 250 Y7-11) using a standard question sheet to identify barriers to learning and requests for support including: revision guides, revision and homework clubs, Sixth Form buddies, transport support, stress management support, mentor support, calculators, stationary, food technology cooking ingredients, canteen breakfasts, Gym or swimming membership, Breakfast Club, Duke of Edinburgh support.</p> <p>From the total number of DP/PP students, 103 were surveyed about the interview process and how much progress they made as a result of the support received:</p> <p>22% major progress 52% some progress 26% Don't know</p> <p>The most positive year group was Y11 stated:</p> <p>11 (46%) major progress 12 (50%) some progress 1 Don't know</p> <ul style="list-style-type: none"> • Apps and online resources: Y11 DP and mentored students were surveyed about the provision of revision apps and online resources, for example: <ul style="list-style-type: none"> ○ GCSEpod: 88% good to excellent ○ PiXL Maths: 63% good to excellent ○ Tassomai Science: 79% good to excellent ○ Also provided were PiXL English; PiXL History; PiXL Geography; Doodle Learn; Schoology; MathsWatch. ○ 75% students felt more confident about revising 	

		<p>as a result of having access to these apps and online tools.</p> <ul style="list-style-type: none"> ○ 56% of students felt their grade had improved due to these apps/online resources being provided. <ul style="list-style-type: none"> ● Science internal peer mentor intervention impact analysis <ul style="list-style-type: none"> ○ 58% students surveyed rated it good, very good, excellent. ○ 66% felt more confident about revising. ○ 42% felt their science grades improved as a result. ○ 92% would recommend the scheme to other students ● Maths internal intervention impact analysis: <ul style="list-style-type: none"> ○ 38% rated the support as good ○ 50% rated the support as very good ○ 12% rated the support as excellent ○ 74% felt more confident about sitting Maths exams after the support. ○ 88% felt more confident about revising for Maths exams after the support. ○ 50% felt their Maths grade had improved due to support. ○ 100% would recommend the Maths intervention to others. 	
Study skills workshops		Learning Performance: Provision of workshop speakers by an external company 'Learning Performance' on study skills, revision techniques and motivation. Students were grouped according to need into three target groups - high ability, mixed and worriers, low and able but lacking motivation.	
Uniform		Financial assistance for purchasing uniform items ensured DP students had a sense of equality and self-esteem.	
Transport		Funding of individual transport needs ensured students from outlying areas were able to attend and benefit from intervention support in English and Maths, and revision boosters across subjects, after the usual school day, thereby helping to raise achievement.	

Total school spending on Disadvantaged / Pupil Premium exceeded the Pupil Premium funding allocation for 2017-2018.

2. Schools must publish, in relation to the previous academic year, information on the impact of that expenditure on eligible and other pupils

- Information on how the Pupil Premium Funding made an impact on eligible disadvantaged pupils and other pupils (attainment and progress). Note, some reference to impact is also in the table above.
- The overview of measures, outlined above, taken by St Ivo School signals a relentless commitment to close the gap in achievement between disadvantaged pupils (DP) and non-disadvantaged students. The school regards it as a strategic priority to tackle the range of factors causing underachievement for DP. In addition, it will close the gap by bringing up the base rather than lowering our expectations of the most able students.

Performance measure	2018 result	2017 Result	2016 result	Notes
P8 All pupils	-0.03	-0.21	-0.14	
P8 DP	-0.67	-0.7	-0.62	DP 2018 slightly improved from 2017. Awaiting national DP data.
A8 All pupils	49	45	51	
A8 DP	38	35	42	DP 2018 increase on 2017

Note: 2018 draft figures; based on A8/P8 conversion table for 2017, so currently not accurate.

Appendix B: The current academic year (2018-2019)

In relation to the current academic year, schools must publish:

- The amount of the school's pupil premium allocation
- A summary of the main barriers to educational achievement faced by eligible pupils at the school
- How the pupil premium allocation is to be spent to overcome those barriers and the reasons for that approach
- How the school is to measure the impact and effect of its expenditure of the pupil premium allocation
- The date of the school's next review of its pupil premium strategy

1. Pupil Premium allocation received by St Ivo for 2018-2019

For the current academic year ahead St Ivo is likely to receive instalments to the total sum of £235,000 approx.

2. A summary of the main barriers to educational achievement faced by eligible pupils at the school

Pastoral and academic information, mentor sessions, plus the interviews of every Pupil Premium student in the school (1 to 1 form tutor/Pupil Premium student interviews using standardised question sheets) have revealed the following **main barriers to educational achievement**:

- Academic: literacy and numeracy weaknesses inhibit progress and ability to access the curriculum. In addition, limited study skills can act as a barrier.
- Resources: Having only some, little or none of essential key equipment and resources; Restricted transport reduces the ability to access after-school extra lessons, catch up and revision sessions.

- Attendance: PP attendance could be improved.
- Pastoral: personal and family issues, inclusion, aspiration, motivation, confidence and self-esteem.

2. How the pupil premium allocation is to be spent to overcome those barriers and the reasons for that approach

St Ivo intends to spend the Pupil Premium allocation in key areas to overcome the barriers:

- Academic support e.g. funding the delivery of academic intervention in English and Mathematics (using the employment of school staff, and the use of external intervention companies); providing intervention in literacy and numeracy in Year 7 and Year 8, including an intensive support programme in Year 7 ('7 Jump'); funding revision support; providing resources and equipment for PP learning and exam preparation, including online packages.
- Raising attendance, inclusion, aspirations, motivation and self esteem e.g. funding a PP mentoring programme; inclusion workers at The Bridge inclusion unit; subsidising the cost of Educational Visits; uniform support; programmes to improve behaviour, including the use of Youth Workers; funding individual PP transport needs; motivational workshops (company - Learning Performance); bespoke PP skills sessions with external businesses and training organisations; music tutoring.

What are the reasons for this approach to those barriers for Pupil Premium students?

- We should see improvements over time in literacy and numeracy skills, thereby equipping Pupil Premium students with a strong foundation to access the curriculum and achieve success.
- Raising achievement (attainment and progress) in the crucial subjects of English and Maths;
- Removing obstacles to achievement by ensuring access to equipment and resources.
- Facilitating improved achievement through effective mentoring, but also promoting independent learning.
- Raised PP attendance will increase learning time.
- A culture amongst Pupil Premium students of inclusion, engagement, aspiration and ambition in our comprehensive, non-selective state school.

What evidence will there be that these areas will help to close the gap in achievement?

- Evidence of successful past intervention actions
- Collaboration with partner schools on Pupil Premium systems.
- Evidence of spending intentions is outlined in a financial summary document by the Finance Director, updated during the academic year at monitoring checkpoints.
- Continuous monitoring and evaluation processes for Key Stage 3, 4 and 5 (school data analysis systems, and the PP school tracker), will track pupil attainment against identified cohorts and helps us judge the effectiveness of implemented interventions.

3. How the school is to measure the impact and effect of its expenditure of the pupil premium allocation

The impact and effect of school pupil premium spending will be measured in the following key ways (although a full outline of the strategy with measures is listed further below):

- 'DP gap' figure for all Departments: On subject results summary pages using MTG against actual result.
- School data on 'Closing the Gap/Diminishing the difference' after exam results to be reported to Governors.
- Governor visit every half term to monitor and challenge the DP/PP system, and require a formal written record of the visit, and a summary presented by SLT to the Full Governors Meeting each term.
- Use of tests to identify PP/DP needs: Cognitive Abilities Tests (CATS).
- Analysis of exam results data for the impact of actions on 'Closing the Gap/ Diminishing the difference' (see above, and the School website)
- Monitoring the DP/PP school tracker: lists all DP/PPs (Y7-Y11; Y12/13 ex-DP/PPs); type; individual actions, reasoning, costs, impact.

- Financial checkpoints.

4. The next review date, and overall school pupil premium strategy

The date of the school's next review of its PP strategy is July 2019. However, interim reviews and financial checkpoints occur at October and February half terms.

The current planned overall school pupil premium strategy is outlined below.

The Pupil Premium is not distributed to each family but pooled as a resource to support school services. However, we plan that Pupil Premium students will benefit from a combination of approaches:

- Ensuring individual Pupil Premium needs are known through school data and support systems, individual Pupil Premium mentoring, and 1 to 1 Pupil Premium interviews with form tutors using standardised question sheets submitted to the PP administrator and Deputy Head. As a result, bespoke actions are put in place for their individual achievement needs.
- Benefiting from student support services across the school which itself has an integral awareness of Pupil Premium needs. Examples involving both strategies include:

Leadership and management of DP/PP (Disadvantaged Pupils/Pupil Premium)

- **High profile DP/PP coordinator** (Deputy Head), and **designated DP/PP mentor and administrator; DP/PP school tracker:** lists all DP/PPs (Y7-Y11; Y12/13 ex-DP/PPs); type; individual actions, reasoning, costs, impact.
- **Ofsted and HMI report comments on DP/PP:** Implement actions to ensure improvements.

Teaching and learning (T&L)

- **Teaching staff Appraisal system:** All teachers must name at least 5 DP/PP students, and provide details of measures taken for to raise achievement for those particular students, thus making 'PP personal'. Evidence is submitted at the 3 annual checkpoints.
- **Intervention to raise achievement:** numeracy; literacy; 7 Jump.
- **Underachievement updates for staff:** updated by Y11 Head of Year according to those most at risk of underachieving.
- **Compulsory seating plans marked with DP/PP:** encourage teachers to closely monitor, support & challenge.
- **T&L '5 Strand' Strategy:** designed to raise achievement of all students, including DP/PPs.
- **MAF (Marking, Assessment, Feedback) checkpoints (3):** involve compulsory random sampling of DP/PP books.
- **Lesson observations:** closely note the use of Challenge for All / Differentiation for DP/PP progress.
- **Inclusive approach on Educational Visits:** Using PP funding to aid learning and gain social inclusion.
- **Internal departmental strategies** (exemplar lists of DP/PP actions and impact shared by HoDs).
- **Provision and access to equipment, revision materials and resources:** Remove obstacles to achievement and encourage achievement through peer and independent learning. e.g. calculators, revision books.
- **Online resources:** Packages purchased by the school to facilitate individualised independent learning.
- **Exam technique and motivation:** e.g. Learning Performance external workshop with tutor follow-up sessions

Data systems and Outcomes for pupils

- **'DP gap' figure for all Departments:** On subject results summary pages using MTG against actual result.
- **School data on 'Closing the Gap/Diminishing the difference':** After exam results and tracking points; Presented by SLT to Governors.
- **Use of tests to identify PP/DP needs:** e.g. these have included Cognitive Abilities Tests (CATS).
- **Analysis of exam results data for the impact of actions on 'Closing the Gap'** (see below, and School website)

Personal development, behaviour and welfare

- **Attendance:** DP/PP weekly focus by Assistant Heads of Year (AHOY) accountable to SLT; Punctuality 'Late Gate' note DP/PP and investigated by Heads of Year (HoYs).
- **DP/PP Behaviour:** Reflection Room referrals analysed by SLT.
- **Bespoke mentoring and support to modify behaviour:** DP/PP mentor; The Bridge (counselling/AP); SEN Dept.
- **Form tutors:** 1 to 1 interviews of all DP/PPs on standard forms to identify needed actions, and check if met.
- **Responding to DP/PP 'student voice'** e.g. 'Learning Performance' external revision workshop; exam stress and anxiety assembly.
- **Music tuition funding:** To encourage 'whole child' enrichment opportunities
- **Parental engagement** using Information evenings; liaison with ethnic/multicultural parents and communities; translators; coffee mornings.
- **Uniform:** Financial assistance provided

The roles of support staff

- **Administrator/mentor of DP/PP:** Fills the school DP/PP tracker, & mentors DP/PP to raise achievement.
- **Attendance Officer:** Routinely & vigilantly contacts DP/PP parent/carers to challenge absence & lateness.
- **Canteen:** Routinely provides Free School Meals, enabling energy for inside and outside classroom achievement.
- **Cover Supervisors:** Expect DP/PP labelled seating plans & quality cover work to enable checks on DP/PP lesson progress.
- **Exam officer:** Provides spare exam equipment for DP/PP to remove barriers to achievement in exams.
- **Finance team:** Vitally identify spending on individual DP/PPs, allowing collation in a school tracker; annual statement of DP/PP spending e.g. staff, literacy and numeracy intervention, educational visits, counselling, mentoring, study materials, transport.
- **Reception:** Collate 'Late Gate' punctuality checks, including identification of DP/PP and so alerting pastoral teams.
- **Reflection Room:** Notes DP/PP students, & applies corrective actions, to alter attitudes to learning.
- **SEN & The Bridge:** Ensure inclusion, counselling, support, alternative provision when needed by DP/PP.
- **Site Team:** Organise event facilities & flexibly lock up to allow for booster sessions, including DP/PP targeting.
- **TAs:** Liaise with teachers to see labelled seating plans, aiding targeted DP/PP support in lessons when possible
- **'Trips' office:** Processes requests to enable DP/PP access to trips, boosting motivation & learning.

