



# Bromley Trust Academy

HAYES CAMPUS

The Pupil Premium Review (2015-2016).

## **Bromley Trust Academy Hayes Campus Pupil Premium 2015-2016**

Pupil Premium is additional funding for schools to address underlying inequalities between children eligible for Free School Meals (FSM) and looked after children and their peers, by ensuring that the funding to tackle disadvantage reaches the children who need it most. The Government is seeking to 'close the gap' in achievement, therefore reducing the barriers to success.

The Pupil Premium funding is allocated to pupils who are either currently eligible for free school meals or who have been eligible in the last 6 years (known as Ever 6 FSM).

### **Accountability**

Schools are held responsible for the decisions they make through the performance data of disadvantaged pupils compared with their peers. If a school is performing well then the gaps between the disadvantaged and Non disadvantaged will be closing or closed.

### **Pupil Premium spending at Hayes Campus**

The School recognises that all pupils should be supported to achieve to the best of their ability and that Pupil Premium funding should be used to overcome any barriers to learning that any individual pupil may face.

Pupil Premium funding at Bromley Trust Academy (Hayes Campus) is spent on a range of support and additional intervention, which ensures that every child succeeds. Supporting documents about our spending and review of our impact are attached:

1. **Pupil Premium spending plans 2015-16**
2. **How is the impact monitored**

Assessment procedures at the Bromley Trust Academy (Hayes Campus) are extremely robust and we are relentless in monitoring and evaluating the progress of all children. This is achieved by identifying any pupil who has not made adequate progress, and requires targeted support. Students eligible for Pupil Premium funding are identified through this process and support mapped to the range of resources the school has to offer.

### **Pupil Premium grant Expenditure and Impact Report 2015-2016**

The Pupil Premium allocation for the academic year 2015-2016 was **£39,270**. Below is a summary of how the funding was allocated.

## Pupil Premium Analysis for Hayes Campus (Secondary).

| Financial year | Amount of Pupil Premium funding |
|----------------|---------------------------------|
| 2013-14        | <b>£58,905</b>                  |
| 2014-15        | <b>£62,705</b>                  |
| 2015-16        | <b>£39,270</b>                  |
| 2016-17        | <b>£35,530</b>                  |

|  | 2015-16       |                 | Projected figure for 2016-17 |                 |
|--|---------------|-----------------|------------------------------|-----------------|
| Percentage of FSM pupils                                     | (42/85) = 49% |                 | (38/54) = 70%                |                 |
| Number of FSM pupils eligible for the Pupil Premium          | 42@£935       | <b>=£39,270</b> | 38@£935                      | <b>=£35,530</b> |
| Number of looked after pupils eligible for the Pupil Premium | @£1900        | <b>=0</b>       | @£1900                       | <b>=0</b>       |
| Number of service children eligible for the Pupil Premium    | @£250         | <b>=0</b>       | @£250                        | <b>=0</b>       |
| <b>Total</b>   |               | <b>£39,270</b>  |                              | <b>£35,530</b>  |

## Bromley Trust Academy (Hayes Campus) PP funding Report 2015-16 Review

| Pupil Premium used for:                    | Cost (£) | Brief summary of the intervention or action.  | Specific intended outcomes.                                 | Monitored, when and by whom? | Actual impact/Outcome   |
|--|----------|---|---|------------------------------|---|
| Development of Literacy across the school. | £200     | Development of literacy skills at KS3 using Lexia to identify the remedial needs of each pupil in order to accelerate reading skills development. | 60% of KS3 pupils to improve in their reading by July 2016. | Dec 2015. SK/GG              | We moved away from using Lexia as pupils were not engaging with the programme and was difficult to identify measurable progress.  |
|  | £2300    | To purchase C-pens to support progress in literacy developing appropriate reading resources for all pupils.                                       | Student engagement and no barriers to learning.             | Dec 2015 (MB)                | <p>Increased exam attendance and completion by more than 80%.</p> <ul style="list-style-type: none"> <li>A year 11 pupil (<b>PP</b>), very late arrival from another country with UK equivalent of EHC and dyslexia made progress from an unclassified grade U on arrival to a <b>GCSE grade E</b> in English exam. The use C-pen contributed to this success.</li> <li>A year 11 pupil (<b>PP and EAL</b>), initially struggled with reading as an EAL pupil. His attainment at the end of KS4 was an <b>F grade</b> from a starting point of a G grade.</li> <li>A year 11 pupil (<b>PP and dyslexia</b>) had major anxiety about attending GCSE exams; she attended the English exam with the support of the use of C-pen to read the exam paper. Progress was made from an unclassified grade <b>U to F</b>.</li> </ul> |

|                      |                                 |  |   |             | The overall GCSE results in English improved from <b>13%</b> in 2015 to <b>44%</b> in 2016 with reference to pupils making an equivalent of <b>3Levels of progress</b> .  |                      |                                 |  |      |      |            |            |             |    |            |            |        |             |              |
|----------------------|---------------------------------|--|---|-------------|---|----------------------|---------------------------------|--|------|------|------------|------------|-------------|----|------------|------------|--------|-------------|--------------|
|                      | £500                            | To develop a reading record for all pupils and subject based literacy resources for staff. | To boost pupils' confidence in reading. | Jan 2016 SK | <p>Students have increased confidence and understanding of literacy, this enabled our KS3 and Ks4 students to access more complex reading materials. Students were able to accelerate their reading level which enabled our KS3 and KS4 students to access more complex reading materials. This year students were reading the following books: 'Private Peaceful', 'Macbeth' and 'An Inspector Calls'. These resources encouraged students to appreciate the importance of literacy across subjects.</p> <p>The end of KS4 outcomes in English (GCSE) show that 3 out of 8 Non-pp pupils attained 4levels of progress in English against 2 out of 8 PP pupils, the difference is one PP student.</p> <table border="1"> <thead> <tr> <th rowspan="2">GCSE English results</th> <th colspan="2">4 Levels of Progress in English</th> </tr> <tr> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>2/31<br/>7%</td> <td>5/16<br/>31%</td> </tr> <tr> <td>PP</td> <td>0/19<br/>0%</td> <td>2/8<br/>25%</td> </tr> <tr> <td>Non-PP</td> <td>2/12<br/>17%</td> <td>3/8<br/>37.5%</td> </tr> </tbody> </table> <p>There has been a significant improvement of 25% PP students achieving 4 Levels of progress in English in 2016 compared with 2015 .</p> | GCSE English results | 4 Levels of Progress in English |  | 2015 | 2016 | All pupils | 2/31<br>7% | 5/16<br>31% | PP | 0/19<br>0% | 2/8<br>25% | Non-PP | 2/12<br>17% | 3/8<br>37.5% |
| GCSE English results | 4 Levels of Progress in English |  |   |             |   |                      |                                 |  |      |      |            |            |             |    |            |            |        |             |              |
|                      | 2015                            | 2016   |   |             |   |                      |                                 |  |      |      |            |            |             |    |            |            |        |             |              |
| All pupils           | 2/31<br>7%                      | 5/16<br>31%  |   |             |   |                      |                                 |  |      |      |            |            |             |    |            |            |        |             |              |
| PP                   | 0/19<br>0%                      | 2/8<br>25%   |   |             |   |                      |                                 |  |      |      |            |            |             |    |            |            |        |             |              |
| Non-PP               | 2/12<br>17%                     | 3/8<br>37.5%   |   |             |   |                      |                                 |  |      |      |            |            |             |    |            |            |        |             |              |
|                      | £5000                           | To develop the Library by encouraging reading as a positive                                |   |             | Development of a Library did not take place, but Kindles and downloadable books purchased in order for all students to have access to 'interactive library' across Hayes campus. World  |                      |                                 |  |      |      |            |            |             |    |            |            |        |             |              |

|                             |       | activity, therefore enhancing achievement. Books and furniture will be purchased.  |   |          | Book Day celebrations including games, quizzes and assembly. A staff led Reading Wall was erected to promote reading for pleasure. Out of the allocated £5000, £3500 will be carried over to 2016/17 to re-develop the Library.   |             |      |      |                             |    |     |
|-----------------------------|-------|--|---|----------|---|-------------|------|------|-----------------------------|----|-----|
|                             | £7000 | To appoint a Teacher in charge of English with responsibility for developing Literacy across the school – funding to support the TLR.<br><br>To appoint a <b>temporary</b> Teaching Assistant to support the Literacy coordinator. | Academic support that improve both the NC levels and GCSE grades. | Oct 2015 | <p>A Lead Teacher for English was appointed and this has led to a massive improvement in progress in English with an increase of 24% from last year in pupils making <b>4 Levels progress</b> in English at the end of KS4 from their starting points.</p> <table border="1"> <thead> <tr> <th>Descriptors</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>English<br/>4Levels Progress</td> <td>7%</td> <td>31%</td> </tr> </tbody> </table> <p>Literacy strategy and action plan put in place across the Trust to encourage and implement a literacy focus across all subjects with English Lead playing a key part in writing the strategy.</p> <p>TA was appointed to support literacy through one-to-one support in classroom and after school homework detention. The focus was on <b>PP underperforming</b> pupils. This helped pupils that struggle in class to re-visit the task for a better understanding.</p> <p>A <b>PP</b> student in year 10 last year improved from a starting point (baseline) grade G to an E in three months.</p> | Descriptors | 2015 | 2016 | English<br>4Levels Progress | 7% | 31% |
| Descriptors                 | 2015  | 2016   |   |          |   |             |      |      |                             |    |     |
| English<br>4Levels Progress | 7%    | 31%  |   |          |   |             |      |      |                             |    |     |
| <b>To develop Numeracy</b>  | £4405 | To appoint a member of staff to develop  | To coordinate numeracy  | Jan 2016 | The teacher's performance was deemed to be inadequate and he was not appointed as a permanent member of staff.  |             |      |      |                             |    |     |

| across the school. |                   | numeracy strategies across the school.                                    | skills for the whole school. |                   | <p>Trust Numeracy Strategy Plan was developed and a numeracy week on 27<sup>th</sup> June 2016 across the Trust schools was created with very encouraging positive impact. The Numeracy week was an opportunity to showcase the fine work the Trust Schools were undertaking to demonstrate and promote improved numeracy learning and student outcomes. For example, KS3 pupils were seen to be using a measuring scale to measure the ingredients in the right amount (ratio and percentages) during a cooking lesson to make a pancake.</p> <p>Overall, students enthused and really engaged with numeracy.</p>   |         |                   |   |         |  |  |                   |                   |                                |            |    |       |       |       |     |
|--------------------|-------------------|---|------------------------------|-------------------|--|---------|-------------------|---|---------|--|--|-------------------|-------------------|--------------------------------|------------|----|-------|-------|-------|-----|
|                    | £1500             | Staff training to be organised to ensure consistency of teaching methods. |                              | Nov 2015          | <p>Staff CPD on Pupil Premium has helped to create strategies and intervention for the identified PP students and established which students are under-performing in order to address the issues.</p> <p>Some of the intervention strategies are :</p> <ul style="list-style-type: none"> <li>• Homework catch up</li> <li>• Praise/ reward phone calls home.</li> <li>• One-to-one support during lesson with a teaching assistant.</li> <li>• Parental / student agreement for mentor.</li> <li>• Behaviour support via PEG/ Extension modelling tasks.</li> </ul> <p>Impact:<br/>Progress data in English and Maths from KS4 outcomes show that:</p> <table border="1" data-bbox="1178 1086 1895 1302"> <thead> <tr> <th rowspan="2">Cohorts</th> <th rowspan="2">Total (16 pupils)</th> <th rowspan="2">%</th> <th colspan="3">English</th> </tr> <tr> <th>4 Levels Progress</th> <th>3 Levels Progress</th> <th>One or more levels of Progress</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>16</td> <td>100 %</td> <td>31.3%</td> <td>43.8%</td> <td>81%</td> </tr> </tbody> </table> | Cohorts | Total (16 pupils) | % | English |  |  | 4 Levels Progress | 3 Levels Progress | One or more levels of Progress | All pupils | 16 | 100 % | 31.3% | 43.8% | 81% |
| Cohorts            | Total (16 pupils) | %   | English                      |                   |  |         |                   |   |         |  |  |                   |                   |                                |            |    |       |       |       |     |
|                    |                   |   | 4 Levels Progress            | 3 Levels Progress | One or more levels of Progress   |         |                   |   |         |  |  |                   |                   |                                |            |    |       |       |       |     |
| All pupils         | 16                | 100 %   | 31.3%                        | 43.8%             | 81%  |         |                   |   |         |  |  |                   |                   |                                |            |    |       |       |       |     |

|        |   |     |       |       |       |
|--------|---|-----|-------|-------|-------|
| PP     | 8 | 50% | 28.6% | 57.1% | 85.7% |
| Non PP | 8 | 50% | 37.5% | 87.5% | 100%  |

| Cohorts    | Total (16 pupils) | %    | Maths             |                   |                                |
|------------|-------------------|------|-------------------|-------------------|--------------------------------|
|            |                   |      | 4 Levels Progress | 3 Levels Progress | One or more levels of Progress |
| All pupils | 16                | 100% | 25%               | 31.3%             | 63%                            |
| PP         | 8                 | 50%  | 37.5%             | 37.5%             | 50%                            |
| Non PP     | 8                 | 50%  | 12.5%             | 50%               | 75%                            |

Overall, the GCSE result (2016) show the gap between PP and non-PP to be closing up from 2015.

|                                 | 2015 | 2016 |
|---------------------------------|------|------|
| <b>PP %5A*-G Passes(inc EM)</b> | 50%  | 57%  |
| <b>Non PP %5A*-G Passes</b>     | 69%  | 67%  |

£500

To purchase resources to implement the new strategies such as My maths software.

My maths was not purchased, but other software, i.e (Numeracy and Maths workout) were

Dec 2015 (YK)

Helped to raise the standards of numeracy for more than 50% of students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and beyond. The GCSE result (2016) show an improvement from previous year.

| Descriptors | 2015 | 2016 |
|-------------|------|------|
|             |      |      |



|  |                             |  |   |             |  |                                     |                             |                   |                                     |           |            |
|--|-----------------------------|--|---|-------------|--|-------------------------------------|-----------------------------|-------------------|-------------------------------------|-----------|------------|
|  |                             |  | subscribed to because My maths software focuses mainly on maths online homework activities. |             | <table border="1"> <tr> <td><b>Mathematics 3Levels Progress</b></td> <td><b>7%</b></td> <td><b>31%</b></td> </tr> <tr> <td><b>Mathematics 4Levels Progress</b></td> <td><b>3%</b></td> <td><b>25%</b></td> </tr> </table>  | <b>Mathematics 3Levels Progress</b> | <b>7%</b>                   | <b>31%</b>        | <b>Mathematics 4Levels Progress</b> | <b>3%</b> | <b>25%</b> |
| <b>Mathematics 3Levels Progress</b>            | <b>7%</b>                   | <b>31%</b>   |   |             |  |                                     |                             |                   |                                     |           |            |
| <b>Mathematics 4Levels Progress</b>            | <b>3%</b>                   | <b>25%</b>   |   |             |  |                                     |                             |                   |                                     |           |            |
| <b>To develop ICT skills across the school</b> | £2500                       | To introduce , develop and deliver the European Computer Driving Licence,(ECDL)  |   | Dec 2015    | <p>Outstanding results from students in KS4 (Yrs 10 and 11), achieving GCSE equivalent grades of a B grade, an A grade and an A* distinction in EDCL.</p> <ul style="list-style-type: none"> <li>• 10 pupils were entered in year 11 for EDCL and <b>70%</b> of them attained <b>A* to B grades</b>.</li> <li>• <b>100% (3/3) of PP</b> students attained <b>A to B</b> grades in KS4 year 11.</li> <li>• <b>A* distinction</b> was also attained by a PP student in year 10.</li> </ul> |                                     |                             |                   |                                     |           |            |
| <b>Behaviour Support</b>                       | £5,000                      | To appoint a part-time family worker to provide additional support for new pupils and their families. This role will involve the implementation of intervention strategies and multi-agency support. |   | Nov 2015 MV | <p>There is evidence to show the following improvements:</p> <ul style="list-style-type: none"> <li>• Reduction in the whole school fixed term exclusions.</li> <li>• Reduction in the number of behaviour detentions.</li> <li>• Number of positive handling incidents were reduced by more than 80%.</li> <li>• Reduced number of parents' meetings (behavioural).</li> <li>•</li> </ul> <p>See the Behaviour data below, comparing 2014/15 with 2015/16 cohorts.</p>                  |                                     |                             |                   |                                     |           |            |
|  | £5,000                      | To provide facilities and additional staffing to promote good  | Well managed pastoral   |             | <p><b>KS3 Behaviour data 2014/15 compared with 2015/16</b><br/>KS3 Behaviour 2014/15</p> <table border="1"> <tr> <td></td> <td><b>Behaviour Detentions</b></td> <td><b>Restraints</b></td> <td><b>Parent Meetings</b></td> </tr> </table>  |                                     | <b>Behaviour Detentions</b> | <b>Restraints</b> | <b>Parent Meetings</b>              |           |            |
|  | <b>Behaviour Detentions</b> | <b>Restraints</b>  | <b>Parent Meetings</b>  |             |  |                                     |                             |                   |                                     |           |            |

behaviour through a variety of strategies

support programme that alters behaviour patterns and encourage academic progress.

|      |    |    |    |
|------|----|----|----|
| Nov  | 34 | 22 | 24 |
| Dec  | 25 | 21 | 23 |
| Jan  | X  | X  | X  |
| Feb  | 10 | 2  | 0  |
| Mar  | 23 | 8  | 1  |
| Apr  | 14 | 0  | 0  |
| May  | 7  | 0  | 0  |
| Jun  | 7  | 2  | 2  |
| July | 2  | 0  | 0  |

KS3 Behaviour 2015/16

|      | Behaviour Detentions | Restraints | Parent Meetings | Fixed Term Exclusions |
|------|----------------------|------------|-----------------|-----------------------|
| Sept | 0                    | 2          | 2               | 0                     |
| Oct  | 0                    | 3          | 3               | 0                     |
| Nov  | 0                    | 1          | 1               | 1                     |
| Dec  | 3                    | 1          | 1               | 1                     |
| Jan  | 7                    | 0          | 0               | 0                     |
| Feb  | 2                    | 0          | 0               | 0                     |
| Mar  | 1                    | 1          | 1               | 0                     |
| Apr  | 2                    | 1          | 1               | 0                     |
| May  | 0                    | 1          | 1               | 1                     |
| Jun  | 0                    | 0          | 0               | 1                     |
| July | 0                    | 0          | 0               | 1                     |

KS4 Behaviour data 2014/15 compared with 2015/16

KS4 Behaviour 2014/15

|      | Behaviour Detentions | Restraints | Parent Meetings |
|------|----------------------|------------|-----------------|
| Nov  | 32                   | 30         | 30              |
| Dec  | 19                   | 12         | 12              |
| Jan  | X                    | X          | X               |
| Feb  | 8                    | 5          | 1               |
| Mar  | 21                   | 13         | 0               |
| Apr  | 12                   | 2          | 0               |
| May  | 8                    | 0          | 0               |
| Jun  | 4                    | 0          | 0               |
| July | 2                    | 1          | 1               |

|                           |                      |   |                 |  | <p>KS4 Behaviour 2015/16</p> <table border="1"> <thead> <tr> <th></th> <th>Behaviour Detentions</th> <th>Restraints</th> <th>Parent Meetings</th> <th>Fixed Term Exclusions</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>3</td> <td>2</td> <td>3</td> <td>0</td> </tr> <tr> <td>Oct</td> <td>4</td> <td>3</td> <td>3</td> <td>0</td> </tr> <tr> <td>Nov</td> <td>4</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Dec</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Jan</td> <td>3</td> <td>2</td> <td>2</td> <td>1</td> </tr> <tr> <td>Feb</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> </tr> <tr> <td>Mar</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Apr</td> <td>1</td> <td>2</td> <td>2</td> <td>0</td> </tr> <tr> <td>May</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Jun</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>July</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> |  | Behaviour Detentions | Restraints        | Parent Meetings   | Fixed Term Exclusions          | Sept  | 3     | 2   | 3     | 0 | Oct | 4                 | 3                 | 3                              | 0   | Nov   | 4   | 0 | 0 | 0 | Dec | 0 | 0 | 0 | 0 | Jan | 3 | 2 | 2 | 1 | Feb | 2 | 2 | 2 | 1 | Mar | 3 | 0 | 0 | 0 | Apr | 1 | 2 | 2 | 0 | May | 0 | 0 | 0 | 0 | Jun | 0 | 1 | 1 | 1 | July | 0 | 0 | 0 | 0 |
|---------------------------|----------------------|---|-----------------|--|---|--|----------------------|-------------------|-------------------|--------------------------------|-------|-------|-----|-------|---|-----|-------------------|-------------------|--------------------------------|-----|-------|-----|---|---|---|-----|---|---|---|---|-----|---|---|---|---|-----|---|---|---|---|-----|---|---|---|---|-----|---|---|---|---|-----|---|---|---|---|-----|---|---|---|---|------|---|---|---|---|
|                           | Behaviour Detentions | Restraints  | Parent Meetings | Fixed Term Exclusions  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| Sept                      | 3                    | 2   | 3               | 0  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| Oct                       | 4                    | 3   | 3               | 0  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| Nov                       | 4                    | 0   | 0               | 0  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| Dec                       | 0                    | 0   | 0               | 0  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| Jan                       | 3                    | 2   | 2               | 1  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| Feb                       | 2                    | 2   | 2               | 1  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| Mar                       | 3                    | 0   | 0               | 0  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| Apr                       | 1                    | 2   | 2               | 0  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| May                       | 0                    | 0   | 0               | 0  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| Jun                       | 0                    | 1   | 1               | 1  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| July                      | 0                    | 0   | 0               | 0  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| <b>Year 11 Mentoring.</b> | £5000                | <p>To provide one-to-one support for year 11 pupils in the core subjects, outside school hours and to organize Easter revision classes for them.</p> <p>Trips, careers convention, London skills, and outside speakers to be organised.</p> |                 | <p>Nov 2015</p> <p>MB</p> <table border="1"> <thead> <tr> <th colspan="3">ENGLISH</th> </tr> <tr> <th>4 levels Progress</th> <th>3 Levels Progress</th> <th>One or more levels of Progress</th> </tr> </thead> <tbody> <tr> <td>31.3%</td> <td>43.8%</td> <td>81%</td> </tr> </tbody> </table><br><table border="1"> <thead> <tr> <th colspan="3">MATHS</th> </tr> <tr> <th>4 levels Progress</th> <th>3 Levels Progress</th> <th>One or more levels of Progress</th> </tr> </thead> <tbody> <tr> <td>25%</td> <td>31.3%</td> <td>69%</td> </tr> </tbody> </table> <p>From the tables above, provision of one-to-one has increased the pupil's progress in the core subjects and supported GCSE revision sessions.</p> | ENGLISH   |  |                      | 4 levels Progress | 3 Levels Progress | One or more levels of Progress | 31.3% | 43.8% | 81% | MATHS |   |     | 4 levels Progress | 3 Levels Progress | One or more levels of Progress | 25% | 31.3% | 69% |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| ENGLISH                   |                      |   |                 |  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| 4 levels Progress         | 3 Levels Progress    | One or more levels of Progress  |                 |  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| 31.3%                     | 43.8%                | 81%   |                 |  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| MATHS                     |                      |   |                 |  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| 4 levels Progress         | 3 Levels Progress    | One or more levels of Progress  |                 |  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |
| 25%                       | 31.3%                | 69%   |                 |  |   |  |                      |                   |                   |                                |       |       |     |       |   |     |                   |                   |                                |     |       |     |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |

|                   |                |  |  |  |   |
|-------------------|----------------|--|--|--|---|
|                   |                |  |  |  | This has resulted into a <b>0% NEET</b> figure this year. |
| <b>Total cost</b> | <b>£36,405</b> |  |  |  |   |