



Pupil premium strategy statement - The Birkenhead Park School

| 1. Summary information | | | | | |
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| School | The Birkenhead Park School | | | | |
| Academic Year | 2016-17 | Total PP budget | £359,040 | Date of most recent PP Review | - |
| Total number of pupils | 533 | Number of pupils eligible for PP | 391 | Date for next internal review of this strategy | March 2017 |

| 2. Current attainment | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving 5A* - C incl. EM (2015-16 only) | 45.5% | 64.7% |
| % achieving expected progress in English / Maths (2015-16 only) | 69.0% / 40.0% | 75.8% / 73.4% |
| Progress 8 score average | -0.4 | 0.12 |
| Attainment 8 score average | 41 | 52 |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | Reading ages are significantly below chronological age for large number of Year 7 PP students on entry to the school, preventing them from making consistently good progress across subjects |
| B. | Writing skills are under-developed for some PP students, resulting in a lack of ability to structure effective writing |
| C. | Numeracy skills are under-developed for some Year 7 students on entry to the school, impeding progress across KS3 and KS4 maths |
| D. | Higher ability PP students are not making good progress across all subjects |
| E. | Many PP students lack resilience, self esteem and aspiration which is a barrier to them securing the best possible grades |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| F. | Long-standing history of poor attendance for some students, tracked back to primary school |
| G. | Parental engagement with school is lacking for some students |
| H. | Other wide-ranging, external factors affecting many families e.g. mental health issues, social care involvement |

| 4. Desired outcomes <i>(desired outcomes and how they will be measured)</i> | | Success criteria |
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| A. | Improved attendance for disadvantaged students across all year groups | <ul style="list-style-type: none"> Attendance rates for PP students are in line with non-PP students within the school and closer to national attendance rates for other pupils Number of Persistent Absentees amongst PP cohort is reduced |
| B. | Improved rates of progress for disadvantaged students across all year groups | <ul style="list-style-type: none"> PP students achieve rates of progress that are closer to “other” students nationally % of PP students achieving expected rates of progress increases Work scrutiny confirms that PP students are making good/outstanding progress over time in acquiring the relevant skills, knowledge and understanding PP students can articulate how well they are doing and what they need to do to improve in order to acquire the relevant skills, knowledge and understanding |
| C. | Improved reading ages in KS3 | <ul style="list-style-type: none"> Gap between reading age and chronological age of PP students closes PP students make accelerated rates of progress in reading by the end of Y7 |
| D. | Improved writing skills in all year groups | <ul style="list-style-type: none"> PP students in Y11 achieve standards of writing that are closer to “other” students nationally Work scrutiny confirms that PP students are making good/outstanding progress over time in acquiring effective writing skills Progress data confirms that PP students are making good/outstanding progress in writing over time |
| E. | Improved numeracy skills in KS3 | <ul style="list-style-type: none"> PP students make accelerated rates of progress |

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| | | <p>in numeracy by the end of Y7</p> <ul style="list-style-type: none"> • Work scrutiny confirms that PP students are making good/outstanding progress over time in acquiring effective numeracy skills • Progress data confirms that PP students are making good/outstanding progress in numeracy over time |
| F. | Students develop greater resilience, self esteem and aspiration | <ul style="list-style-type: none"> • Feedback from PP students confirms that the school is helping them to become more resilient, confident and ambitious • Internal QA and staff feedback confirm a positive difference to PP students' ability and aspiration to achieve in school • External inspection comments positively on the school's development of PP students' resilience, self esteem and aspiration • Progress data confirms that PP students are making good/outstanding progress over time • Reduction in the number of PP students who become NEET • Increase the number of PP students who access Level 3 post-16 courses |
| G. | Greater proportion of higher ability students achieve high grades | <ul style="list-style-type: none"> • An increasing proportion of the most able PP students in Year 11 achieve the highest GCSE grades (A/A* or 7-9) • The most able PP students in each year group are on track to achieve/exceed their target grade • Internal QA and external inspection confirms that teaching is appropriately challenging for the most able PP students • There is a wide offer of enrichment opportunities designed to raise the aspirations of the most able students PP across all year groups |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2016-17: Pupil Premium Allocation £359,040.00 | | | |
| 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? |
| Improved rates of progress for disadvantaged students across all year groups | Intervention in Y11 to secure effective preparation for final exams in English, Maths and Science | <p>Focused intervention prior to final exams to complement KS4 lessons will provide students with the final boost necessary to ensure that they are well prepared in SKU and exam technique.</p> <p>(EEF Small Group Tuition + 4 months)</p> | <ul style="list-style-type: none"> DHT to implement full intervention timetable in line with exam schedule DHT/HOF line management meetings Pastoral support for attendance Parent communication | MEE | <ul style="list-style-type: none"> Daily to monitor attendance and engagement (May/June 2017) |
| | Effective Learning Programmes in place for all subjects to ensure successful development of skills, knowledge and understanding | <p>Effective medium term planning will support the development of SKU over time and will ensure effective differentiation for students of all abilities. LPs will ensure clarity of purpose for all teaching and will allow middle leaders to track the impact of teaching on student progress.</p> | <ul style="list-style-type: none"> DHT/HOF line management meetings Work scrutiny to monitor LPs and progress in student books LP review meetings | HOFs | <ul style="list-style-type: none"> Half termly – QA schedule and LP reviews |
| | Support from WTSA to improve T&L in Maths, focussing on Questioning, AfL and mastery | <p>WTSA is an outstanding Teaching School and can provide high quality support. Maths outcomes will improve with consistently effective teaching. Questioning and AfL have been identified as areas for development that can have high impact on student progress.</p> | <ul style="list-style-type: none"> Regular communication between schools DHT/HOF line management meetings LP review meetings | JOH | <ul style="list-style-type: none"> Ongoing throughout 2016-17 |

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| | Implementation of Maths Trajectory Project in conjunction with BSFC to improve attainment and progress in GCSE Maths. | The guiding principles of the curriculum that has led to BSFC's strong maths outcomes are being applied at BPS to improve progress and attainment in KS4. This will be to long-term, sustainable curriculum approach. (EEF Mastery Learning + 5 months) | <ul style="list-style-type: none"> • DHT/HOF line management meetings • BPS/WAT progress meetings • LP review meetings • Work scrutiny to monitor impact | MEE/CLA/PB | <ul style="list-style-type: none"> • Half termly – QA schedule and LP reviews |
| | Reduced class sizes in Y11 English and Maths to enable more focused teaching. | Smaller class sizes will allow teachers to focus more effectively on foundation or higher topics in Y11 to prepare students effectively for exams. (EEF Reducing Class Size + 3 months) | <ul style="list-style-type: none"> • LP review meetings to monitor progress of each class • Work scrutiny to monitor impact | MEE | <ul style="list-style-type: none"> • Half termly LP reviews |
| | Whole-school drive to develop and implement regular and effective marking and feedback to students in books. | Evidence from a wide range of sources including John Hattie and EEF confirms that high quality teacher feedback is effective in maximising student progress. (EEF Feedback + 8 months) | <ul style="list-style-type: none"> • Work scrutiny to monitor quality and impact • LP review meetings to monitor student progress | JOH/MEE | <ul style="list-style-type: none"> • Half termly LP reviews • Ongoing as per QA schedule |
| | Half termly assessment and review of student progress across all subjects in KS4 (4 times per year in KS3). | Robust assessment and reliable data will result in students at risk of underperformance being identified immediately so that appropriate intervention can be implemented. | <ul style="list-style-type: none"> • DHT/HOF line management meetings • Faculty moderation • LP review meetings – data and actions | MEE | <ul style="list-style-type: none"> • Half termly (KS4) and 4 times per year (KS3) |
| | Whole-school drive to improve T&L and ensure effective Questioning and AfL in lessons. | Student outcomes will improve with consistently effective teaching. Questioning and AfL have been identified as areas for development and improving these will have a high impact on student progress. (EEF Teaching Assistants + 1 month) | <ul style="list-style-type: none"> • DHT/HOF line management meetings • HOFs meetings to share good practice/ideas • CPD programme • Open Door strategy/7 Key Features strategy • Student surveys | HON | <ul style="list-style-type: none"> • T&L half termly plan reviewed weekly at SLT meetings and at HOFs meetings • SDP priorities reviewed half termly |

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| | Appropriate pastoral staffing to ensure that all students are ready to learn and that potential barriers to learning are removed. | Students cannot learn effectively if there are social and/or emotional barriers to learning. Pastoral staff will address these proactively to ensure a conducive learning environment in lessons. (EEF Social & Emotional learning + 4 months) (EEF Behaviour interventions + 4 months) | <ul style="list-style-type: none"> Pastoral line management meetings FTs to address daily in tutor time and refer to pastoral staff Staff briefings to regularly re-visit key messages Regular contact with families to promote parental engagement in student progress | MEE/WEK | <ul style="list-style-type: none"> Half-termly pastoral reviews |
| Improved reading ages in KS3 | Accelerated Reader embedded in English curriculum and accessed by all students in KS3. | AR has been successful in previous years in improving reading ages for students and it is critical that all students are confident readers to be able to access the curriculum. (EEF Reading Comprehension Strategies + 5 months) | <ul style="list-style-type: none"> Led and managed by HOF Regular QA by HOF DHT/HOF line management meetings | FRA | <ul style="list-style-type: none"> LP reviews (4 per year) to track progress Twice yearly review of reading age data Work scrutiny as per the QA schedule |
| Greater proportion of higher ability students achieve high grades | Half termly review of progress of most able students across all subjects in KS4 and 4 times per year in KS3. | It is important that higher ability PP students achieve the highest grades in order to progress to appropriate post-16 provision. Regular reviews of progress will ensure that the spotlight is always on the performance this cohort. | <ul style="list-style-type: none"> DHT/HOF line management meetings Work scrutiny to monitor LPs and progress in student books LP review meetings Student focus groups/surveys | MEE | <ul style="list-style-type: none"> Work scrutiny as per the QA schedule Half termly reviews of data Half termly student focus groups |
| | CPD for teaching staff to share effective strategies to stretch and challenge most able students across all subjects. | In order to ensure good provision for the most able students, teachers need to be aware of the most effective teaching strategies. | <ul style="list-style-type: none"> Associate Assistant Headteacher leads this strategy CPD programme to share good practice HOFs meetings to share ideas Feedback from students on their learning experience | HON | <ul style="list-style-type: none"> Half-termly review of CPD and SDP |

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| Improved writing skills in all year groups | Development and implementation of 5-year spiral English curriculum to ensure successful acquisition of effective writing skills | In order to develop effective writing skills, students need to build on the KS2 curriculum. Effective planning, resources and provision should be in place from Y7 so that skills can be built upon successfully each year. | <ul style="list-style-type: none"> • 5-year plan informed by National Curriculum requirements and exam board demands • PiXL membership to add external expertise • LP review meetings to check progress • Links with other schools for external validation | FRA | <ul style="list-style-type: none"> • Half termly LP reviews to track progress • Annual review of GCSE outcomes |
| Improved numeracy skills in KS3 | Development and implementation of 5-year spiral Maths curriculum to ensure successful acquisition of effective numeracy skills in KS3 | In order to develop effective numeracy skills, students need to build on the KS2 curriculum. Effective planning, resources and provision should be in place from Y7 so that skills can be built upon successfully each year in KS3. | <ul style="list-style-type: none"> • 5-year plan informed by National Curriculum requirements • BSFC Director of Maths to oversee development • PiXL membership to add external expertise • LP review meetings to check progress • Links with other schools for external validation | CLA/PB | <ul style="list-style-type: none"> • Half termly LP reviews to track progress |
| Total budgeted cost | | | | | £ 211,200.00 |
| 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 rates of progress for disadvantaged students across all year groups | Holiday classes and Saturday school for identified students at risk of underperforming in GCSE/BTEC subjects. | Masterclasses for small groups of students with expert subject teachers has improved progress in recent years. Research also suggests that this strategy is successful. (EEF Small Group Tuition + 4 months) | <ul style="list-style-type: none"> • DHT/HOF line management meetings • LP review meetings to check progress | MEE | <ul style="list-style-type: none"> • Half termly LP reviews • Annual review of GCSE outcomes |

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| | Intervention sessions at lunchtime and after school for students at risk of underperforming in GCSE/BTEC subjects. | Masterclasses for small groups of students with expert subject teachers has improved progress in recent years. Research also suggests that this strategy is successful. (EEF Small Group Tuition + 4 months) | <ul style="list-style-type: none"> DHT/HOF line management meetings LP review meetings to check progress | MEE | <ul style="list-style-type: none"> Half termly LP reviews Annual review of GCSE outcomes |
| | Deployment of TAs to support SEN students in making maximum progress. | Although costly, the deployment of TAs to support specific students and small groups has been successful in recent years. (EEF Teaching Assistants + 1 month) | <ul style="list-style-type: none"> SENCO/TA line management and deployment plan LP review meetings to track progress of SEN students | WEK | <ul style="list-style-type: none"> Half termly LP reviews Annual review of GCSE outcomes |
| Improved reading ages in KS3 | Phonics provision in place for weakest readers in Y7 and Y8 | A small number of students in KS3 cannot make progress across the curriculum due to a failure to grasp the basics of learning to read at primary school. (EEF Phonics + 4 months) | <ul style="list-style-type: none"> Led and managed by Head of English Recognised phonics provision, proven to have impact LP reviews to track progress | FRA | <ul style="list-style-type: none"> Half termly LP reviews |
| | TA support in English for lower ability readers | Although costly, the deployment of TAs to support specific students and small groups has been successful in recent years. (EEF Teaching Assistants + 1 month) | <ul style="list-style-type: none"> SENCO/TA line management and deployment plan LP review meetings to track progress of SEN students in reading | WEK | <ul style="list-style-type: none"> Half termly LP reviews Termly RA data |
| Greater proportion of higher ability students achieve high grades | Targeted intervention in all subjects where underperformance is identified – e.g. small group tuition, after-school classes, Raise a Grade challenge | Masterclasses for small groups of students with expert subject teachers has improved progress in recent years. Research also suggests that this strategy is successful. Previously this intervention has focused on D-C students but is now required to stretch and challenge the most able. (EEF Small Group Tuition + 4 months) | <ul style="list-style-type: none"> DHT/HOF line management meetings LP review meetings to check progress | HOFs | <ul style="list-style-type: none"> Half termly LP reviews |

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| Improved writing skills in all year groups | Targeted intervention in English where underperformance in writing is identified e.g. small group tuition, after-school classes | Masterclasses for small groups of students with expert subject teachers has improved progress in recent years. Research also suggests that this strategy is successful. (EEF Small Group Tuition + 4 months) | <ul style="list-style-type: none"> DHT/HOF line management meetings LP review meetings to check progress | FRA | <ul style="list-style-type: none"> Half termly LP reviews |
| Total budgeted cost | | | | | £ 46,000.00 |

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? |
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| Improved attendance for disadvantaged students across all year groups | Team of dedicated pastoral staff focused on improving attendance. | A daily focus on monitoring attendance is required in order to ensure that students attend school regularly. | <ul style="list-style-type: none"> Associate Assistant Headteacher leads this strategy Pastoral line management meetings to monitor impact Reviews of daily attendance data to ensure immediate school response | MEE/WEK | <ul style="list-style-type: none"> Half termly attendance reviews |
| | Implementation of "cohort" approach to monitoring and improving attendance across all year groups. | Enabling key staff to focus on a specific cohort of students within their year group(s) has proven to be an effective strategy in raising attendance. | <ul style="list-style-type: none"> Pastoral line management meetings | MEE | <ul style="list-style-type: none"> Half termly attendance reviews |
| | Dedicated safeguarding officer and ESW to focus on improving attendance for hard to reach and vulnerable students. | Due to the school's context, dedicated staffing is required to ensure that the most vulnerable students are supported to attend school regularly. | <ul style="list-style-type: none"> Pastoral line management meetings to direct caseload effectively | MEE | <ul style="list-style-type: none"> Half termly attendance reviews |
| | Daily breakfast club to encourage punctuality and improve attendance. | This provides a safe haven for many students at the start of each day and enables them to access breakfast. | <ul style="list-style-type: none"> Pastoral line management meetings | MEE | <ul style="list-style-type: none"> Half termly attendance reviews |

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| | Free transport for vulnerable Y7 students. | This provision ensures that the most vulnerable students arrive at school safely and on time each day. | <ul style="list-style-type: none"> Pastoral line management meetings | MEE | <ul style="list-style-type: none"> Half termly attendance reviews Annual review of transport service |
| Students develop greater resilience, self esteem and aspiration | Implementation of BePART programme in conjunction with BSFC to develop personal skills and attributes. | This programme has been successful at BSFC and a version for secondary age students is now being rolled out at BPS. These skills are lacking in a large number of our students and impeding their ability to make good progress. (EEF Small Group Tuition + 4 months) | <ul style="list-style-type: none"> BPS staff to assist in delivery of programme Regular communication between BPS and BSFC to monitor programme and student response | MEE | <ul style="list-style-type: none"> Half termly evaluation and student surveys Annual review of BePART programme |
| | Enrichment programme to develop students' self confidence and wider skills. | BPS students have limited opportunities to access activities that broaden their skills and build confidence. The enrichment programme enables them to take part in extra-curricular activities and events. | <ul style="list-style-type: none"> Enrichment co-ordinator to oversee the programme | GAU | <ul style="list-style-type: none"> Half termly evaluation of enrichment activities Annual review of programme |
| | Y7 residential to Colomendy to build confidence and develop wider personal skills | Y7 students come from a large number of primary schools and this residential enables the students to bond as a year team. Activities build confidence and resilience and provide leadership opportunities. (Outdoor Adventure Learning + 3 months) | <ul style="list-style-type: none"> Experienced pastoral staff with experience of running the trip plan and lead the visit Student and feedback used to improve the trip each year | PKi | <ul style="list-style-type: none"> Annual review/evaluation of trip |
| | Summer school for Y6-7 to build confidence and ease transition. | Summer school activities are specifically designed to improve literacy/numeracy skills and also build confidence and ease transition from primary to secondary. (EEF Summer schools + 2 months) | <ul style="list-style-type: none"> Experienced staff oversee and deliver the sessions | MEE | <ul style="list-style-type: none"> Annual review/evaluation of summer school |
| | Free uniform, bag and equipment provided for Y7 students. | Students will be ready and equipped to learn. Positive routines and expectations are established, linked to life skills and future employability. | <ul style="list-style-type: none"> Pastoral staff to oversee All staff to monitor daily | MEE/WEK | <ul style="list-style-type: none"> Annual review |
| Total budgeted cost | | | | | £ 104,000.00 |

6. Review of expenditure

Previous Academic Year

2015-16 Pupil Premium Allocation £384,285.00

| 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 |
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| Improve outcomes for disadvantaged students in English and Maths | Curriculum support in English and Maths, which included additional teaching staff, small group tuition, dedicated TA support, reduced class sizes, intensive intervention programmes, additional lessons and specific learning resources. | 47% of PP students achieved A*-C in English and Maths (School figure 49%, National figure for non-PP 70%) Progress 8 for PP students -0.44 (National figure for non-PP students 0.10) | <ul style="list-style-type: none"> Improving Teaching & Learning in Maths through long-term, sustainable approaches (see above) is now more of a focus and there will be less short-term intervention as a result. Some English intervention will continue (see above) but again the focus will be on securing improved progress over 5 years. | £47,500 |
| | Intervention strategies across a range of GCSE/BTEC subjects, including residential trips, Saturday schools, Easter and Whit master classes, focussed revision days and after-school sessions. | Progress 8 for PP students EBacc: -0.27 Open: -0.58 Science: -0.05 Languages: 1.08 Humanities: -0.52 | <ul style="list-style-type: none"> Some intervention will continue (see above) but the focus will be on securing progress over 5 years via effective long and medium term planning and resources. | £12,000 |
| Raise achievement in KS4 | Key pastoral staff mentored individual pupils and supported intervention across a range of subjects in Key Stage 4. Half termly progress reviews across all year groups led to further targeted intervention. Other strategies included the development of homework resources and improving the quality of teacher feedback. | See above. | <ul style="list-style-type: none"> The drive to ensure effective marking and feedback will continue. Half termly assessment and tracking will continue in KS4 as this allows immediate intervention to take place. | £29,000 |

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| Boost literacy skills and ensure that pupils are improving their reading and comprehension skills | The Accelerated Reader programme was implemented across Years 7-9. For pupils with a reading age significantly below their chronological age in Years 7 and 8, bespoke phonics provision was in place and this was led by a member of staff trained in reading recovery. A whole-academy literacy strategy was developed, with staff training and resources to support the development of literacy skills across all subject areas. | Rapid gains made by weak readers in Y7 Gains made in reading ages across KS3 | <ul style="list-style-type: none"> AR is successful in improving reading skills and will continue. Phonics provision has proved effective for the weakest readers and will continue. | £26,000 |
| Improve the attendance and punctuality of pupils | Dedicated team of staff focused on attendance, including full-time ESW and Safeguarding Officer. Heads of Year and Assistant Heads of Year worked closely with the ESW and attendance team to identify precise cohorts of pupils at risk from poor attendance and lead initiatives to ensure that improvements are made, particularly amongst the persistent absentee cohort. | Whole school attendance 93.3% (National 95.0%) Whole school attendance without red cohort 94.3% Whole school PA <90% 18.0% (National 12.4%) FSM attendance 92.5% (National FSM attendance 92.8%) | <ul style="list-style-type: none"> Cohort approach is successful based on attendance data since 2012 and will therefore continue but staffing capacity is essential in order to maintain the approach successfully. Red cohort attendance patterns are often engrained and involve other agencies/LA/social care with minimal impact. | £76,500 |
| Engage pupils and offer a wealth of opportunities for pupils to develop new skills, confidence and self-esteem | A comprehensive, weekly enrichment programme was put in place. An enrichment co-ordinator led this programme to ensure that all activities on offer were high quality and sustainable. | Full enrichment programme in place throughout the year Attendance at enrichment activities strong throughout the year Student feedback positive on range of activities and enjoyment | <ul style="list-style-type: none"> Programme has positive impact on building staff/student relationships. Students access a range of wider activities to enhance school experience. Enrichment programme to continue. | £15,500 |
| Pupils are “ready to learn” and any pastoral issues that may otherwise be barriers to learning are addressed | The Student Services team comprises dedicated year teams of teaching and support staff who focused upon the well-being and progress of pupils across all year groups. | Reduction in number of fixed term exclusions for third year running Reduction in the number of lessons disrupted due to poor behaviour SIMS showed reduction in number of negative behaviour incidents recorded | <ul style="list-style-type: none"> Approaches to ensuring good behaviour are increasingly successful and will continue. Staffing capacity is essential in order to maintain a consistently effective climate for learning. | £153,000 |

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| <p>Improve the achievement of disadvantaged pupils across all year groups</p> | <p>A number of other strategies have been implemented, including additional educational resources and equipment. Alternative provision placements have also been established for a small number of pupils.</p> | <p>A number of short term, fixed-length AP placements, commissioned to address behaviour concerns, resulted in a reduction in fixed term exclusions and improved outcomes for the students concerned.</p> | <ul style="list-style-type: none"> • Long term AP curriculum placements to be phased out in line with school's curriculum plan. • Short term fixed-length AP placements, commissioned to address behaviour concerns, can be successful and will continue. | <p>£32,500</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.
The overwhelming majority (78%) of the school's NOR are/have been eligible for free school meals at any time during the past six years. Many of the strategies above are therefore whole-school approaches which are identified to ensure long-term, sustainable support for disadvantaged students.

