

Expenditure Items	Estimated Value	Focus	Projected impact	Review
Staffing				
Attendance Officer monitoring – Obj 1	£4600	To reduce the number of disadvantaged students who have persistent absence(less than 90%).	Improved rates of attendance to amend the dip in attendance figures last year to continue our trend of improvement.	Persistent absence increased again due to a number of students with significant physical and mental health needs resulting in students unable to attend school. This remains an area for development.
Pupil Premium Champion – Obj 1, 2 and 3	£6565	Advocate to embed existing inspirational opportunities and interventions for disadvantaged students whilst continuing to develop new opportunities.	A continuation of higher rates of engagement in activities across the college A higher percentage of disadvantaged students holding leadership positions across the college.	Students continue to be engaged in activities across the school. Students in Years 8-12 have taken part in a coachbright program of coaching which also included a visit to Exeter University. Bikeability continues to be offered as well as NCS. PP champion and PP intervention coordinator need to meet regularly to ensure that impact is made.
Pupil Premium Intervention coordinator Obj 1 and 6	£3030	Develop more effective tracking systems across the College to coordinate intervention strategies across the College	Higher rate of engagement with intervention sessions across the College, leading to a narrowing of the gap between disadvantaged and non-disadvantaged.	Students had a negative P8 score overall which was disappointing. This is still an area for development. All disadvantaged students in Year 11 will be assigned an SLT mentor for this year.
RAP meetings- Obj 1 and 6	£8,000	HoH, HofD and SLT to adapt the format of RAP to ensure that that they are maximising impact.	Monitoring to ensure students make consistently good or better progress. College Disadvantaged Target Gap should reduce.	These did not provide the expected outcomes as students underperformed. These will be replaced this year by SLT data meetings and discussions in line management meetings and department meetings.
QA of Quality First Teaching, Learning	£4545	SLT and H of D continue to work in scrutinising robustly the standards in	Effective written feedback to students, student voice,	Lesson observations continue to show high QFT for all students. PP intervention

Habits, AfL and differentiation including student voice and work sampling – Obj 1 and 5		lessons and learning over time to ensure disadvantaged students benefit from this work.	Learning Walks and other processes to ensure that students are able to make the best progress through QFT teaching	Coordinator will now use learning walks to ensure that students are engaged in learning, know how to make progress and are correctly equipped for their learning. They will also ensure that planned strategies are being used within lessons. SLT providing high level of presence in all lessons.
Quality First Teaching and staff development – teaching pedagogy – Obj 1 and 5	£7575	Enabling all staff to deliver high Quality First Teaching strategies to enable disadvantaged students to benefit from the best teaching and progress. All students to have regular feedback and time to reflect on their learning.	The use of the key disadvantaged student booklet will ensure that all staff are fully aware of their disadvantaged students and how best to support them. This will be seen by over 70% of disadvantaged students to make at least expected progress.	The disadvantaged student booklet is now embedded and have been updated for this academic year. The Coordinator will now look at the effectiveness of these strategies and that they are being used within lessons. The target for progress has not yet been met and will continue to be an area for development.
Learning Champion Training and development for Heads of Department – Obj 5	£2525	Learning Champion consolidation for H of D and all staff, in particular new staff, to enable best practice and progress of meta learning techniques within the department	Departmental staff embedding effective Meta cognition techniques and disadvantaged gaps in each subject below 10% for all years	Metacognition is still being embedded in to lessons and is a key focus for staff CPD this year. The gap remains higher than 10% across the school highlighting that this needs to be reconsidered.
Learning Walks – Obj 1 and 4	No Extra Cost	To support staff in delivering high quality teaching which benefits progress.	All students continue to receive high quality teaching and feedback allowing them to make good progress.	Feedback from departmental learning walks identifies staff strengths and also areas for development. Disadvantaged students are not being disadvantaged within the classroom. Despite this the majority are not making expected progress so greater emphasis needs to be put on supporting their revision and work outside the classroom.
Intervention				

Literacy- Obj 4	£15804	Literacy Coordinator now established providing additional Literacy provision and effective tracking.	Continue gap closing in Literacy for disadvantaged students who require additional support as new students enter the College.	The literacy gap is closing with some students making fantastic progress. 86% of students made progress over the academic year. This needs to continue for those students who need it. The average progress is 10.86 months over 10 months. 1 student made 22 months progress over 10 months.
Accelerated Reader – Obj 4	£5273	Continuation of this programme with both year 7 and 8 students	Improved reading ages and ability for all students	This is now embedded at key stage 3 alongside DEAR sessions every day. This remains an ongoing project.
Numeracy Intervention – Obj 1	£18756	Additional Numeracy interventions for students who have not made adequate progress in Year 7-9 through the use of a Numeracy teacher as well as a specific HLTA intervention and support. Developing an effective tracking system to monitor progress.	Improved maths ages and ability inclusive of closing the gap in Year 7-9	Numeracy tracking is now embedded and shows 81% of disadvantaged students made progress.
Assertive Mentoring Obj 3	£10660	Reflective and personal responsibility for students to develop and own their own personal targets. Support from tutors to deliver this mentoring to disadvantaged students as a priority	Teachers know students well and are able to support them in to making clear targets for their own improvements.	All students received assertive mentoring in the last academic year but the quality observed by HOH was variable. Year 11 disadvantaged students will now receive mentoring from an SLT member, including regular updates with parents. All staff will be retrained in how to mentor effectively using CPD and House meetings
After college Homework club – Obj 2 and 3	£1515	Opportunity for homework club twice a week to enable supported Homework and resources for students	Fewer homework concerns for disadvantaged students	Attendance has again been sporadic but a small number of disadvantaged students benefited from small group work with a TA. Greater success was had with running afterschool study sessions for KS4 students in

				the 6 <sup>th</sup> form centre. This work should be developed with more support and guidance on how to work effectively for key students.
Careers and Guidance – Obj 3	£3384	Disadvantaged students prioritised for Careers Guidance Interviews to identify next step options	Low NEETS continued and motivating / aspirational attitudes to achieve at least expected progress grades for individuals.	For last year's Year 11. All students went in to employment, further education or training. 11% have started an apprenticeship. 68% went to Exeter or Bicton College. 7% have entered employment. 14% remained at Sidmouth College. Our NEET rate is 0 this year which continues the trend of having a low NEET rate.
Emotional Health and wellbeing – Obj 5	£3838	Student Support runs a range of programmes from Thrive approaches, mindfulness, Anger Management, taught lessons and support, homework support, study support to ensure that all students make progress and that any barriers to learning are removed. 6 week review for students engaged on staff caseloads in the Mental Health Wellbeing Team. Close liaison with CAMHS to support students.	Raised expectations, improved attendance and outcomes to ensure students are able to cope and access with education	This continues to be an important use of funding as 73% of students who benefitted from this were disadvantaged.
Counselling –Obj 5	£11,110	Emotional support for students by professional counsellor to ensure consistency and support for students	Students able to cope with education, attend and achieve	Students continue to access this support but this year a smaller number of disadvantaged students accessed the support.
Behaviour Interventions – Obj 5	£10100	Both reactive and proactive approaches for students who require support and intervention	Decreasing rates of exclusion for disadvantaged students	The number of disadvantaged students accessing this support remains high with 65% of students using the support being disadvantaged. Students are supported in changing mind-sets.

Additional Curriculum – Obj 5	£3600	Students offered more bespoke options and qualifications to ensure access education and prevent exclusion inclusive of support	Maintain low exclusion rates for vulnerable and disadvantaged students	This remains a bespoke fund, dependent on individual need which cannot be compared year on year.
Enrichment				
Inspirational Visits – Obj 2	£1515	Motivational visits to Universities and other career path options that may not have traditionally been open to students through their experiences to date	Motivated and aspirational students. An increased number of whom will go on to higher education	Students are now involved with Coachbright and funding supported attendance at a University based graduation ceremony. Students have continued to be involved in tree planting.
Celebration and praise – Obj 2	£1010	Students praised in a range of forms and in different ways	Motivated students	Students receiving praise through certificates and rewards and celebration days.
Unlocking potential mentors – Obj 2	£500	Funds provided for students to access mentoring opportunities as they arrive	Motivated students	This was not an effective use of funding and will not be used again but College will continue to provide leadership opportunities for students.
Leadership Opportunities – Obj 2	No cost	Students are highly represented in Leadership positions and student voice activities to ensure they are both included and inspired to develop this character skill set	Motivated and engaged students who hold leadership positions at all levels across the College.	At least 10% of Sports council are disadvantaged. One SHOH is also disadvantaged.
Support Fund – Obj 2	£2020	Funding allocated to staff/student requests to provide additional support	Meeting the needs of disadvantaged students to provide equipment etc which could act as a barrier to achievement	Students continue to have access to this fund to support trips and equipment. This year we will work on ensuring that all Year 11 students have access to revision guides and subject specific equipment.
Maths equipment check – Obj 1	£100	Funding to ensure that all disadvantaged students have the required equipment to succeed in Maths	Lack of equipment is not a barrier for success	This will be included in the above funding this year.

Student Support Coordinator – Obj 3	£4545	Funding to support the work of the Student Support Coordinator supporting HOH and AP to engage disadvantaged students in all aspects of their education	Motivated and engaged students	Students continue to have prompt access to support and parents are able to make contact with pastoral staff quickly.
Assistant Principals Obj 1 and 2	£2121	APs work with disadvantaged students to engage and support them in their studies, tracking progress and liaising with SLT and dialogue.	Motivated and engaged students who make good progress.	This is now included in the SLT mentoring.
Reduced Maths class sizes to raise attainment	£4476	Students taught in smaller classes to provide them with more support in the run up to their GCSEs.	Disadvantaged students make expected progress in their GCSE Maths.	This was valuable to support students but not all students made the progress expected/