

City Academy Bristol Pupil Premium Strategy 2018-19

The Academy wants every child to have the opportunity to go to university, choose their career and improve the world.

The City Academy aims to have no gap between the attainment of non-disadvantaged and disadvantaged students and that disadvantaged student progress is greater than the national average for all students.

The member of staff responsible for Pupil Premium is **Ben Tucker** (Vice Principal).

The Academy Councillor responsible for Pupil Premium is **Clare Colvin**.

Research shows that 'Quality First Teaching' is the most important factor in the success of disadvantaged students. High quality teaching and learning is the priority across the Academy and as such, every leadership role in the Academy is focussed on improving the quality of teaching that students experience.

The City Academy also offers a wide range of different types of support to help disadvantaged pupils such as: additional staff; school trips; out of hour activities; provision of materials or resources; parental support; and support from specialist services. The types of support that are offered are determined by the needs of the pupils.

The vast majority of students who benefit from the pupil premium are registered as FSM. A small number of students also benefit from the funding who have been identified as disadvantaged due to economic disadvantage (including low income families, families in receipt of benefits, lone parent families, families in poor accommodation and those recently arrived in the country) or students who have low attainment or lack of progress.

1. Summary information					
School	City Academy Bristol				
Academic Year	2018-19	Total PP budget	£349,200	Date of most recent PP Review	Jan 19
Total number of pupils (08/02/19)	746	Number of pupils eligible for PP	382	Date for next internal review of this strategy	Sept 19

2. Current attainment – Yr11 Outcomes for 2017-18		
	Pupils eligible for PP (2017-18)	Pupils not eligible for PP (national average)
Progress 8 score average	+0.20	-0.40
Attainment 8 score average	3.76	3.70
Basics 9-4	55.1%	44.3%
Basics 9-5	25.8%	24.5%
Maths 9-4	59.8%	To be published
Maths 9-5	36.0%	To be published
Maths P8	+0.60	To be published
English 9-4	65.2%	To be published
English 9-5	40.4%	To be published
English P8	+0.15	To be published
English as an additional Language (EAL) Basics 9-4	65.2%	To be published
EAL Progress 8	+0.77	To be published

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	PP students arrive at CAB with low levels of literacy and numeracy

B.	Low expectations of students, staff and parents
C.	Resilience of students including self study techniques and organisation
D.	Lack of awareness of how to reach aspirations
E.	Students do not always have suitable places to work at home

Additional barriers

D.	The attendance of pupil premium students is below the national average for all students
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4. Intended outcomes		Success criteria
A.	Proportion of PP students to leave the Academy with 9-5 GCSE English and Maths (Basics) to be higher than the national average.	Strong Pass Basics to increase to at least 30%
B.	Students attend the Academy regularly.	Attendance for PP students increases to 94%
C.	All PP students leave the Academy with an appropriate destination.	0% NEETs
D.		

5. Planned expenditure

Academic year	2018-19
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The five headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Interventions addressing teaching and learning

Action	Cost and intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased planning and assessment time for all teachers increased by 5%	£143,705 Progress 8 score to increase to +0.25 for PP students. Basics to increase to 55% 9-4.	Teachers at the City Academy will receive at least an extra 5% of planning and assessment time. The maximum teaching contact time is 84%. This time is to be used by teachers to provide excellent feedback for students so that they know what they need to do to improve. The teacher should also use this time to evaluate the strengths and weaknesses of classes before planning next steps and reteach.	Group planning to be organised weekly with Head of Faculty directing. Schemes of work to be audited annually to show improvements and how planning is meeting the needs of all students. Work scrutiny to check for quality of feedback.	Vice Principal (Ben Tucker)	January 2019 September 2019
Provision for 1 x Teaching and Learning Administrator to work with Vice Principal to improve quality of teaching and learning	£23,613 Progress 8 score to increase to +0.25 for PP students. Basics to increase to 55% 9-4.	The Vice Principal is charged with delivering 'Quality First Teaching' for all. Excellent teaching leads to students making greater progress across the board, but disadvantaged students will make gains on their peers. The Vice Principal will be responsible for the monitoring of Teaching and	Learning walks and sweeps to show evidence of 80% of teaching to be strong. Where this is not the case, CPD in place to improve the quality of teaching and learning.	Vice Principal (Ben Tucker)	January 2019 September 2019

	80% of teaching to be consistently strong or better.	Learning across the Academy and developing training that meets the needs of the Academy to ensure that all teachers teach good and outstanding lessons every day. The Teaching and Learning Administrator will act in a supporting role to continue the improvements in standards at the City Academy.			
Smaller class sizes for Maths and English and other lessons – classes to be reduced from 30 to to 25	£87,488 Progress 8 scores in English and Maths to be greater than +0.25 Progress for all students arriving at all attainment levels to be positive.	Ensuring staff to pupil ratios in the classroom are low to enable effective learning. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.	Timetable will be written to ensure that class sizes in English and Maths are below average. Option groups with smaller numbers to run in order to broaden curriculum.	Vice Principal (Ben Tucker)	January 2019 September 2019
Federation Network Staff Training Allocation Academy Staff Training Budget – to be directed towards improving management of teaching and learning	£48,859 £8,000 Progress 8 score to improve to above +0.25. Basics 9-4 to improve to 57.5%.	Teaching and Learning is fundamental to raising attainment and progress of disadvantaged students. Therefore the Academy has produced a schedule for bespoke staff training based on creating an environment where every day good and outstanding lessons take place. The Academy is also paying towards the use of the School to School Support package from the Cabot Learning Federation and making use of Specialist Leaders of Education.	Tracking of assessment data for Years 7-11 to be analysed by Vice Principal and Assistant Principal for Raising Attainment. Training budget and use of SLEs to be prioritised according to needs arising from the data.	Vice Principal (Ben Tucker)	January 2019 September 2019

Employment of Year 11 Pastoral Support Worker to support Year 11 well-being and preparation for exam year.	£24,911 Progress 8 score to improve to +0.25. Basics 9-4 to improve to 57.5%. Attendance for Year 11 to improve to 94.0%	This position will provide support to those Year 11s who have barriers to their learning. This position will work alongside the Pastoral Leader to devise a Year 11 strategy focused on targeted interventions and ensuring that students cope with the demands of their final year. In our experience some disadvantaged students can be more vulnerable during their final year to stress and anxiety and therefore at risk of not attending. This role aims to proactively address this before it develops.	In conjunction with Assistant Principal for Behaviour, SENCO and Pastoral Support Worker, students to be identified in Year 11 for support to be provided for by pastoral support worker.	Vice Principal (Ben Tucker)	Jan 2019 Sept 2019
Participation in the First Story project	£3,500 Participating students in Year 10 outcomes to improve. Engagement and confidence in extended writing to improve as measured by student voice.	First story is a project that aims to nurture the development of young people's creative writing, particularly in areas of deprivation and disadvantage. Students will work with an acclaimed author culminating in a professionally published anthology and a celebratory book launch event. This is a project aimed at raising confidence as well as writing and thinking skills that will address standards in literacy.	An English teacher will run the group as an afterschool club and be responsible for monitoring the progress and engagement of all the students.	English Teacher (Jon Griffin)	Jan 2019 Sept 2019
Total budgeted cost					£340,076

ii. Interventions addressing emotional, social and behavioural needs

Action	Cost and intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employment of an Academy Counsellor	£11,580 Meeting the needs of students who are at risk of not achieving.	Targeted counselling for the most vulnerable students by an internal qualified counsellor. The counsellor is employed for two days a week during term time. 100% of the counsellor's caseload last year was eligible for Pupil Premium. Individuals are supported through specific experiences and able to re-focus on learning. Our experience shows that by giving this resource to appropriate students, we increase the chances of them successfully completing GCSE.	Students referred for counselling will be reviewed at PSS meetings by the SENCO, Head of Year, Head of Pastoral Care.	SENCO	Jan 2019 Sept 2019

Creation of a Personalised Learning Centre	£59,601 Cohort of students will be reintegrated into the full curriculum and will not be at risk of exclusion.	This centre is aimed at students who are struggling to access the full curriculum. Students will attend the personalised learning centre to have individualised learning timetables that could range from full-time to one lesson a week. During their time there, learning will be focussed upon their needs with the aim of making rapid progress and students being reintegrated back into the whole school. Academic and pastoral needs can be addressed.	Assistant Principal for Inclusion to be charged with creation of Personalised Learning Centre. Evaluation of performance to take place in SLT and line management.	Assistant Principal (Aisha Thomas)	Feb 2019 Sept 2019
Employment of a full time Attendance Officer.	£36,846 Disadvantaged student attendance to improve to 94.0%	Employment of Attendance Manager with the purpose of ensuring all students attend school. To give support where students fall below expected levels of attendance including support packages and home visits. Students must attend the academy to benefit from quality first teaching.	The Assistant Principal for Behaviour to work with attendance officer. Weekly attendance breakdown to be provided by CLF data team.	Assistant Principal (Kelly Jefferies)	Jan 2019 Sept 2019
Total budgeted cost					£108,027

iii. Interventions addressing educational support needs

Action	Cost and intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employment of Specialist Inclusion and Dyslexia teachers	£18,127 £33,316	These teachers will work with students in small groups and individually where students have been identified as having specific learning barriers that are stopping them from progressing. Evidence shows that specialist one to one teaching can be used to accelerate progress of students with specific needs.	Early identification of students with needs. Both roles are qualified to assess students. Timetables written to allow teachers time to impact students.	SENCO (Nik Hobson)	Jan 2019 Sept 2019
Careers Advisory Package	£10,000 100% of students to have a clear destination pathway into education, employment or training.	Careers Advisory Programme that aims to ensure all students have strong aspirations and equipped with the skills and knowledge of the process to achieve what they want. Will include work experience, careers interviews and	Assistant principal for Raising Attainment to line manage careers advisory package. Opportunities to be made for all students in all year groups to raise aspirations and consider	Assistant Principal (Colleen Litchfield)	Jan 2019 Sept 2019

		experiences of work within different industries and settings.	next steps in learning to achieve aspirations.		
Total budgeted cost					£61,443
iv. Interventions addressing underachievement					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Programme of Year 11 Interventions	£5,000 Increase Basics attainment to 40% and improve progress 8 score to +0.22.	This fund is used to support disadvantaged students in Year 11. This includes the running of revision classes during holidays and any mid-year interventions that improve the outcomes of disadvantaged students. This year spending will also focus on disadvantaged students in Science and Humanities subjects. Students at the Academy do not always have the resources or space to revise at home. This intervention has been extremely popular with students in student voice.	Vice Principal and Assistant Principal for Raising Attainment will discuss spending of this resource in light of analysis of data and needs arising from Year 11 Pastoral Support Worker and PSS meetings.	Assistant Principal (Colleen Litchfield)	Oct 2018 June 2019
Funding of an EAL team to deliver specialist teaching of English as an additional language.	£88,427 Increase Basics 9-5 attainment to 45% and improve Progress 8 score to +0.75 for EAL students.	This funding provides a team of specialist EAL teachers. Students are tested on entry and given intensive EAL lessons if required. Students are supported through the different stages of EAL until they are ready to fully participate in all lessons. Outstanding EAL teaching will lead to accelerated progress for EAL students.	A clear curriculum pathway is in place for any EAL students regardless of when they start the Academy and regardless of their level of English. Vice Principal, Head and Second of Faculty to review provision and needs of students throughout the year.	Head of Faculty for Languages (Ryan Murphy) and Second of Faculty for Inclusion (Marcin Dawski)	Jan 2019 Sept 2019
Literacy Programmes	£10,000 Reading ages of those below their chronological age to improve on average by 18 months.	A range of bespoke interventions to help disadvantaged students with low literacy improve and close the gap upon their peers. A range of actions will be delivered both individually and in small groups. Read, Write Inc Phonics is used with groups of students alongside Lexia. These programmes are aimed at students in Year 7 and Year 8 to help them catch up as quickly as possible. Evidence shows that when done	Reading ages are to be collected 3 times a year in order to track progress. In conjunction with Head and Second of Faculty for English, students to be identified for support.	Vice Principal (Ben Tucker)	Jan 2019 Sept 2019

		well these strategies have high impact on individual students.			
Total budgeted cost					£103,427
v. Interventions addressing financial hardship					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Curriculum Enrichment	£4,000 To increase the number of students who are able to attend trips and take part in extra-curricular activities.	This fund allows students to attend trips that they might not otherwise be able to afford and to create opportunities for clubs and extra-curricular activities that students may not be able to do otherwise.	Trips are to be evaluated to ensure that there is fair access for all students.	Vice Principal (Ben Tucker) and Operations Manager (Lucy Ware)	Jan 2019 Sept 2019
School Uniform	£3,000 All students feel a sense of belonging and pride in the Academy.	The Academy expects all parents to pay the costs of uniform. In extreme cases where parents may be unable to meet these costs, the Academy will take on a portion of the costs to allow all students to take part fully in the life of the school. Whilst this may be difficult to measure, we want all students to feel a part of the Academy and have a sense of pride in our uniform.	Heads of Pastoral and PSWs to coordinate that all students are wearing the correct uniform and students understand why.	Heads of Pastoral Care (Ben Pearce and Sarah Leat)	Jan 2019 Sept 2019
Total budgeted cost					£7,000

6. Review of expenditure					
Previous Academic Year		2017-18			
i. Quality of teaching for all					
Action	Intended outcome	Estimated impact:	Lessons learned	Cost	

Provision for 1 x Teaching and Learning Administrator to work with Assistant Principal to improve quality of teaching and learning	Number of good or better lessons to improve and the average Progress 8 score for PP students to improve to +0.22	By the end of the academic year 80% of teachers were deemed to be consistently teaching good or better lessons. Clear actions in place to improve teaching further. The progress 8 score for PP students improved to +0.20. In Year 7 and 8	This spend has had strong impact. The school has a clear vision for Teaching and Learning and students have made greater progress than the national average for all students. The number of strong teachers is increasing. We also have seen an increase in the number of staff becoming Specialist Leaders of Education (SLEs). This is now to the responsibility of the Vice Principal. The Academy needs to look at more bespoke opportunities for teachers to develop their skills and their practice <i>This spend is to remain.</i>	£22,775
Smaller class sizes for Maths and English – classes to be reduced from 30 to 25	Progress 8 scores for PP students in English and Maths to be greater than +0.25	Maths Pupil Premium Progress 8 has improved to +0.60 which is in the top 5% of the country. English Progress 8 has improved to +0.15. In Years 7 and 8 the gap between PP and Non-PP students for English has been closed. This has been achieved for Year 7 Maths and the gap is 1% in Year v8 Maths.	The smaller groups allowed teachers to focus and spend more time with students who needed extra help. More time was given to individualised feedback which students were able to respond to. The Progress 8 score for these subjects is strong. The Academy needs to consider how it can spread this to other subjects and specifically making sure we are able to offer a broad range of option subjects. <i>This spend is to remain.</i>	£85,014
Increased planning and assessment time for all teachers increased by 5%	Pupil Premium Progress 8 score for the Academy to improve to +0.22.	Pupil premium Progress 8 score has improved to +0.20. The PP gap in Year 7 and 8 has improved for all subjects. The gap remains in Year 8 for Geography and Spanish. In Year 7 the gap remains for all subjects except English.	Extra planning time has been used to recreate schemes of work that contain more challenge and meet the needs of more students. Group planning with impact from multiple teachers has led to clearer thinking around what students need to learn and how. This work needs to be audited so that faculties are clear where their next actions are. Reviews of SOW need to take place after exams and at the end of the academic year. <i>This spend is to remain.</i>	£136,781
Federation Network Staff Training Allocation Academy Staff Training Budget – to be directed towards improving management of teaching and learning	Progress 8 score to improve to +0.20. Basics 9-4 to improve to 49%.	Pupil premium Progress 8 score has improved to +0.20. The majority of subjects showed improvements in their attainment over the summer. Teachers are delivering the CLF curriculum for which training has been received. Introduction of new assessment policy is allowing more effective monitoring and tracking of all students.	Staff have very clear direction in how to teach and assess in both KS3 and KS4. This training is influential in the improvements of teaching and learning across the Academy. The Academy is benefitting from more teachers becoming Specialist Leaders of Education. <i>This spend is to remain.</i>	

Champion for High Prior Attaining students	100% of high prior attaining students to achieve Basics 9-5 Progress 8 for high prior attaining students to improve to 0.	The Progress 8 score for disadvantaged high prior attainers increased to +0.293. 100% of students achieved Basics 9-4 and 88.9% achieved Basics 9-5. End of Year 7 and 8 assessments shows that students are performing well in all subjects compared to those at the other CLF schools.	Planning and the quality of teaching and learning has improve. The needs of High Prior Attainers are now being more consistently met. Staff and faculties now have a better appreciation of what the needs are and how to meet them. Spending to be ceased. This role to be disbanded. HPA to be monitored by Assistant Principal for Raising Standards.	£7,546
Year 11 Pastoral Support Worker	Progress 8 score to improve to +0.22. Basics 9-4 to improve to 49%. Attendance for Year 11 to improve to 94.8%	Attendance did not reach target but attainment increased above target to 55.1% and Progress 8 improved to +0.20	This role has been influential in improving attainment in the Academy. The Year 11 Pastoral was able to work closely with a group of PP students who were at risk of disengaging and not sitting exams. This role allowed the Academy to deal with lots of issues around exam anxiety. For next academic year, Year 11 Pastoral worker to work closely with attendance officer to improve Year 11 attendance. This spend is to remain and will allow us to move to having a pastoral support worker for each year group rather than for each house.	£26,318
First Story	Participating students in Year 10 outcomes to improve.	A group of 10 students completed the course. Their anthology was published and launched at an event where all students read aloud the poem that they had written. Students expressed their enjoyment and pride in the course. Evidence of improved confidence in writing in books of participants.	This course will run again with a new resident author. The Academy needs to look at ways of increasing the profile of this course. The launch event offers an opportunity to involve parents and the local community in a more effective way. This spend is to remain.	£3,500

ii. Interventions addressing emotional, social and behavioural needs

Action	Intended outcome	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
Counselling	Meeting the needs of students who are at risk of not achieving.	The counsellor worked with a large number of students from disadvantaged backgrounds. Many complex cases were addressed which led to increased attendance and engagement of students. The counsellor was able to	Student engagement and attendance from students who accessed counselling improved. Impact measured on individual basis. This spend is to remain.	£10,945

Pastoral Support Workers and Behaviour Support Worker	Increased engagement, attendance and attainment. Each house to achieve Progress 8 score of +0.22. Basics 9-4 to improve to 49%.	Attendance improved across the Academy. Progress and attainment improved.	Overall Progress 8 for disadvantaged students increased to +0.20 Pastoral Support Workers spending to be moved to main school budget. Behaviour Support Worker spending to be ceased and moved to Personalised Learning Centre.	£130,531
Year 7 Nurture and Intervention Mentor	Attendance of Year 7 to improve to 95%	Attendance of Year 7 improved as this role worked alongside the PSW for Year. Assessments at the end of Year 7 show the PP gap reducing in all subjects and the being no gap for English.	This role will benefit from being part of the Personalised Learning Centre and not being a role specifically for Year 7. The needs of some students requires this role to last more than 1 academic year and we believe that this can happen in the Personalised Learning Centre. Spending ceased. Spending to be used within the Personalised Learning Centre.	£26,521
Attendance Team	Disadvantaged student attendance to improve to 94.8%	Disadvantaged student attendance increased to 93.0%.	Many lessons have been learned this year and we are confident that the plans and processes that are now in place will lead to accelerated improvements next year in attendance. This spend is to remain.	£29,823
iii. Interventions addressing educational support needs				
Action	Intended outcome	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
Alternative Education Placements		Students who required an alternative education placement were placed in high quality placements where attendance improved and personal needs were met.	The quality of the different alternative provisions that we have used has been variable. It has also been challenging to quality assure the experience that our students are having. This spending is to cease. A role within the Personalised Learning Centre will look at the quality of provisions and check the quality of education that students are getting. The money saved will also go towards interventions with the Personalised Learning Centre that will work towards students not needing alternative provisions.	£40,000

Careers Advisory Package	100% of students had a clear destination pathway into education, employment or training.	100% of students had a clear destination pathway into education, employment or training.	This role achieved it's intended outcome. To improve the experience students receive, more thought needs to be given to careers education in Key Stage 3. <i>This spend is to remain.</i>	£10,000
Specialist Inclusion and Dyslexia teachers	All students who received specialist programme showed accelerated progress.	All students who received specialist programme showed accelerated progress.	These roles achieved their intended outcomes. The review highlighted the need for more students to receive this support. This needs to be considered going forward. <i>This spend is to remain.</i>	£17,595 £31,366

iv. Interventions addressing underachievement in literacy and numeracy

Action	Intended outcome	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
Year 11 Interventions	Increase Basics attainment to 40% and improve progress 8 score to +0.22.	Attainment improved to 55.1% 9-4 basics with a Progress 8 score of +0.20.	Student voice shows that students found Easter and half term revision sessions extremely useful and also free breakfasts allowed students to be fed and offered support in preparation for morning exams. <i>This spend is to remain.</i>	£5,000
EAL Funding	Increase Basics 9-5 attainment to 45% and improve Progress 8 score to +0.75.	EAL Basics improved 65.2% with a Progress 8 score of +0.77. By the end of Year 8 there is no gap between EAL students and others except in Maths which is closing.	This spend has been a strong success. Students with some English have benefitted from the extra lessons and support. Next year we need to consider how we better meet the needs of students who arrive with very limited English. <i>This spend is to remain.</i>	£78,984
Literacy Programmes	Reading ages of those below their chronological age to improve on average by 18 months.	9% more of the whole cohort now have a reading age at their chronological age. In Year 7 this has improved by 17.2%, in Year 8 by 7% and Year 9 by 7.9%.	These programmes have achieved success. We need to consider how we can spread their influence and ensure that more students are able to read at their chronological age. <i>This spend is to remain.</i>	£10,000

v. Interventions addressing financial hardship

Action	Intended outcome	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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Curriculum Enrichment	This fund allows students to attend trips that they might not otherwise be able to afford.	We have been able to support more students this year in terms of attending trips that may not have done so.	The Academy needs to carefully consider how it ensures that all trips are equally accessible to all students. All trips to be asked whether this has been considered. <i>This spend is to remain.</i>	£4,000
School Uniform	The Academy expects all parents to pay the costs of uniform. In extreme cases where parents may be unable to meet these costs, the Academy will take on a portion of the costs to allow all students to take part fully in the life of the school.	The Academy has bought students uniform. The impact has been difficult to measure.	The impact has been difficult to measure. However we have been able to make sure that all students have the opportunity to wear the uniform of the City Academy. <i>This spend is to remain.</i>	£3,000

7. Attributable costs of planned expenditure 2018-19

Provision	Cost	Caseload	Attributable Cost
Provision for Teaching and Learning and Administrator	£23,613	63.8%	£15,065.09
Smaller Class Sizes in English and Maths	£87,488	63.8%	£55,817.34
Increased planning and assessment time for all teachers increased by 5%	£143,705	63.8%	£91,683.79
Federation Network Staff Training Allocation	£32,500	63.8%	£26,477.00
Academy Staff Training Budget	£9,000		
Year 11 Pastoral Support Worker	£24,911	63.8%	£15,893.20
First Story	£3,500	100%	£3,500
Counselling	£11,580	75%	£8,685
Personalised Learning Centre	£59,601	80%	£47,680.80
Attendance Officer	£36,846	63.8%	£23,507.75
Alternative Education placements	£40,000	100%	£40,000
Careers Advisory Package	£15,000	63.8%	£9,570
Specialist Inclusion and Dyslexia teachers	£51,443	75%	£38,582.25
Year 11 Interventions	£5,000	100%	£5,000
EAL Funding	£88,427	21.91%	£19,347.36
Literacy Programmes	£10,000	63.8%	£6,380
Curriculum Enrichment	£4,000	100%	£4,000
School Uniform	£3,000	100%	£3,000

Total spend: £414,189.58

8. Additional detail

