

PUPIL PREMIUM EVALUATION

2015-2016

The **Pupil Premium** is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

CHS Objectives in Spending the Pupil Premium Grant:

- Raising the attainment and achievement of students.
 - Improved levels of expected / better than expected progress in English and Maths.
 - Increased number of students leaving with 5A*-C including English and Maths (5A*CEM).
- Raising literacy and numeracy levels.
- Providing social and emotional support to improve student attendance and engagement.
- Raising aspirations in school and for future destinations.



SUMMARY INFORMATION

Number of pupils and Pupil Premium Grant received					
	2011-12 (04/11-03/12)	2012-13 (04/12 -08/13)	2013-14 (09/13-08/14)	2014-15 (09/14-08/15)	2015-16 (09/14-08/15)
Total number of pupils on roll	1,497	1,479	1,496	1,502	1,506
Total number of PPG	438	697	707 (FSM) 10(LAC)	757 (FSM) 14 (LAC)	755(FSM) 12(LAC)
Percentage of students who are PPG	46%	47%	47%	47%	51%
Amount of PPG received per student	488	600	900/935	935	£935
Total amount of received	£220,129	£726,437	£734,910	£774,203	£726,858

Performance of Pupil Premium (PP) students						
	2011	2012	2013	2014	2015	2016
Average Point Score in English Language	33.4	35.9	36.9	38.4	34.0	36.6
% making expected progress in English L	54	59	67	70	51	67
Average Point Score in Maths	34.3	36.0	36.2	36.5	36.0	34
% making Expected progress in maths	52	59	63	63	59	51
% of all pupils achieving 5A*CEM	55	64	66	67	52	64
% of PPG achieving 5A*CEM	40	49	52	53	39	44

INFORM:

Background:

The Pupil Premium is additional to main school funding and aims to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The level of premium for 2013-14 was £935.

A child is eligible for Pupil Premium funding if they qualify for FSM or if they have been in continuous care for more than six months (or have met either of these criteria at any point in the last six years). There are currently 1.3 million children who qualify for the funding. (Funding methodology for children in care will change during the 13-14 Academic year.)

Knowing the Gaps:

The '4Is' (INFORM, IDENTIFY, INTERVENE, IMPACT) process is a whole school system which enables assessment tracking, identification and intervention mapping across the school. We use it to ensure that **all students** at CHS are on track for success and that no one gets 'left behind'.

This ensures that every half term student progress and other student data is monitored and reported to key staff. Students are monitored each half term and have access to a 'pick and mix' selection of intervention/support programmes to meet their needs and close the attainment gap.

Curriculum Leaders use their half termly monitoring to track progress of students. The Access and Achievement (AAA) Team and Student Support leaders then identify and facilitate appropriate intervention to meet the needs of students.

Every half term a year based progress meeting 'Joining the Dots' allows all significant staff with leadership responsibilities to meet and discuss the academic progress of students. Further information is shared which helps plan strategies for success.

Disadvantaged students:

The overall progress of Pupil Premium students is also monitored by the Director of Aspiration who works closely with the Achievement Team to identify where gaps are present and to develop strategies to target these.

The Director of Achievement works to focus Curriculum Leaders on the effective tracking and development of strategies to raise attainment.

In addition to the PP indicator the school has developed a risk factor system that focuses on early identification of students who maybe statistically vulnerable. This system can then be used to front load support and to identify students who may not have claimed FSM – but show other 'risk' indicators.

Responsibilities:

Director of Aspiration:

To raise the attainment levels of students entitled to Pupil Premium to reach their CHS target grades, ensuring that they make rapid and sustained progress in most subjects over time given their starting points. Where the performance of groups of students falls below that of all students nationally, the gap is closed rapidly by ensuring effective strategies are implemented and student progress is closely monitored. To raise the aspirations of students, inspiring them to aspire and ensure they are exceptionally well prepared for the next stage in their education, training or employment.

Director of Access and Achievement:

To ensure intervention processes and basic skill development impacts significantly on student outcomes. To further refine and embed the school's basic skills and intervention strategies (4Is) ensuring that there are improved outcomes for all targeted (groups of) students.

Curriculum Leaders:

To promptly complete half termly progress monitoring to ensure effective tracking of student progress and appropriate intervention is in place to close the attainment gaps of key cohorts. To use quality control measures to effectively track the progress of students entitled to PP and ensure that timely and appropriate strategies are in place raise attainment.

Teachers:

To regularly use SISRA to inform lesson planning to maximise progress for all individuals. To ensure that effective lesson planning is completed, including the completion of the 'half termly overview' to track progress of individuals and 'who's in my class' proforma. To ensure that feedback loops are consistently used to raise students' attainment/effort in lessons.

IDENTIFY:

Aspiration for All

- We believe in aspiration for all. The school underpins this through its shared core purpose – SUCCESSFUL, CREATIVE, HAPPY.
- The Director of Aspiration and the Achievement Team are involved in promoting aspiration for all through their work with students, parents and staff.
- The work ethic is also promoted through the Future Foundations programme at KS3 and the Qualities of Success at KS4

Personalised Intervention

Through both the 4Is process and the 'Joining the Dots' meetings students are able to be identified and appropriate intervention programmes or strategies can be put in place for them.

The INFORM data is analysed by the Access and Achievement (AAA) Team, which includes the leads on SEN and EMA; specialist leads for literacy, numeracy, and G&T; members of the Achievement, Attendance, Pastoral leaders and Safeguarding team; and the Head of Year. As appropriate, students are then identified as needing intervention. Students will also be given an "Individual Success Plan" (ISP) lead, this is their 'guarantor' for success. This named person will take the lead on the student, and although they maybe not be delivering the intervention, they will ensure the student is getting appropriate intervention and additional support that works for them, leading to improved educational outcomes

Celebrating Success

In addition to identifying students who may be in need of extra intervention, it is also important that we identify and celebrate those who are succeeding.

As part of the School's Rewards System, the Director of Aspiration organises the 'Celebrate CHS Rewards' – which identifies students who are working hard through the effort indicator. Students reaching specific thresholds for gold, silver and bronze awards are then celebrated on a half termly basis.

The Achievement Team:

This team works with key cohorts of students to try and raise their aspirations. The targeted students are drawn from the whole CHS spectrum of achievement, learning need, ethnicity and social background.

The team works with individual students to ensure that they have the necessary key skills to effectively access all areas of their curriculum and achieve their potential. Students in targeted cohorts might have low literacy or numeracy levels for a number of reasons, or issues with other key skills / qualities of success.

The Achievement Team have a specific focus on driving literacy improvement strategies across the curriculum and work hard to champion being 'Effective Interveners'; this allows them to demonstrate and share good practice in delivering key skills across all subjects.

Risk factor analysis:

The work on developing the risk analysis has been based on the school's analysis of the patterns of success for statistically vulnerable students.

The triggers of 'multiple factors' have often seen students underachieve, so the ability to map this back to the start of Year 7 means that students can be placed on programmes proactively as a method of 'front loading' support, with the hope that this will drive students' aspirations and skills from the offset.

Examples of the programmes currently used are: literacy boost, numerical literacy, the Green Room programmes to build confidence and aspiration, the Chorlton Resiliency programme.

INTERVENE:

Following the process of the 4Is, after students have been identified, there is a 'pick and mix' selection of intervention/support programmes to meet their needs and close the attainment gap. The majority of the sessions run over a 10 week programme. These packages include a vast array of methods and content. They include programmes that embrace small group diagnostic provision, academic challenge materials, coaching programmes, alternative learning pathways, one to one provision, family support, mentoring and external visits. A sample of the programmes that have been developed are listed below.

	Sub-categories	What we do...	Objectives	Projected Expenditure (£)
Additional Staff	Responsibilities & Leadership	<p>The Director of Achievement and the Director of Aspiration - The school is committed to improving standards for those children who qualify for the Pupil Premium. As a result two Leadership posts have been created, who each have specific responsibility for improving outcomes for PPG students. A notional 50% of salary cost is included here.</p> <p>Assessment & Achievement Leader (50%)</p> <p>The Achievement Team & Leader - In addition we have appointed a team of 5 Achievement Coordinators to take responsibility for targeted groups of students, monitoring progress, tracking progress and providing appropriate intervention as necessary. Cost of their responsibility points is included here.</p> <p>Numeracy & Literacy Leaders - We have also redesigned and restructured the SEN team as the "Access & Achievement Team" – to focus on the Achievement for All- with shared strategies, process and assessment tracking systems for support staff who work with students within any additional needs (SEN, EAL, FSM, and LAC). Two posts have been created to work with this team – the Numeracy lead and the Literacy lead specifically to focus on EAL.</p>	<ul style="list-style-type: none"> • Raising achievement of PP students. • Monitoring of PP impact. • Improved cost-benefit tracking. • Raising Literacy and Numeracy levels. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Attainment 8 for PP = 44.12.</i> • <i>Attainment 8 for PP LAPS exceeded that of NPP LAPS nationally.</i> • <i>44% of PP students achieved 5A*-C incl E&M.</i> • <i>48 % of PP students achieved Basics.</i> • <i>Positive progress 8 for PP LAPS = 0.03.</i> • <i>Robust PP monitoring in place.</i> • <i>17% of PP students achieve EBACC – PP MAPS equal that of NPP nationally.</i> 	<p>119,477.50 <i>(staffing)</i></p>
	Additional Teacher time	<p>Additional teaching staff - Maths - Additional staffing to provide targeted teaching groups where appropriate, increased flexibility in setting, opportunities for collaborative team teaching, opportunities for more detailed and comprehensive feedback to targeted students on progress made in specific lessons. Bespoke numeracy packages have been developed to tackle underachievement for students joining the school, students, with skills deficits, mathematical literacy and mathematical anxiety issue.</p> <p>Additional teaching staff - Science - Additional staffing to provide targeted teaching groups where appropriate, increased flexibility in setting, opportunities for collaborative</p>	<ul style="list-style-type: none"> • Closing the gap in attainment for PP students. • Closing the gap in Levels of Progress (LOP) made for PP students. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • 69% of PP achieve English element. • 54% of students achieve Maths element. 	<p>128,143.50 <i>(staffing)</i></p>

		<p>team teaching, opportunities for more detailed and comprehensive feedback to targeted students on progress made in specific lessons.</p> <p>Additional teaching staff - English - Additional staffing to provide targeted teaching groups where appropriate, increased flexibility in setting, opportunities for collaborative team teaching, opportunities for more detailed and comprehensive feedback to targeted students on progress made in specific lessons. Bespoke literacy packages have been developed to tackle underachievement for students joining the school, students, with skills deficits, reading recovery and EAL issues.</p>	<ul style="list-style-type: none"> PP students achieve 0.1 Progress in Science Pillar. 	
	Additional Support Time	<p>The school employs a range of staff to provide pastoral care and support students with individual needs. The Pupil Premium has allowed us to increase this support by providing:</p> <p>Additional Attendance Officer & Additional Safeguarding Officer,</p> <p>Three Pastoral leaders- A notional 50% of salary costs is included here. These staff members all ensure that students attend school regularly and punctually and address any barriers to attendance and learning that may exist by working in partnership with parents and carers.</p> <p>Learning Mentor provision - The school has a team of 6 Learning mentors who provide a range of academic and pastoral support to students in their assigned years. The Learning Mentors work under the direction of the Heads of Year and provide individualised support dependent on the students' needs. A notional 50% of salary costs is included here.</p>	<ul style="list-style-type: none"> Providing social and emotional support to improve attendance and engagement. Improved overall attendance. Persistence Absence reduced below 5%. Gaps between PP and NPP reduced. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> <i>Overall attendance improved to 95.5%.</i> <i>Persistent Absence for students on FSM is 5.9% – well below NA.</i> <i>Persistence Absence at 10% is 9.9 and for those students on FSM is 14.9% - both well below NA.</i> 	167,282.00 (staffing)
Additional Support outside the classroom	Small group/ one to one teaching and support	<p>Additional staffing is used to teach and support through a range of interventions. These use the '4Is Assessment system' to identify students and impact evaluate the different types of interventions strategies.</p> <p>Access & Achievement Interventions (Not exclusively funded by PP Funding)</p> <ul style="list-style-type: none"> SLPD intensive support, Exam Access, Speech and Language therapy, Educational Psychologist SPLD TA support (AA) KS4 Coursework catch-up (AA, Curriculum based) CA intervention (AA, Curriculum based) ThInc intervention (AA) KS2-3 Transition support (AA, Transition Team) <p>Literacy Teaching - Literacy interventions - Additional staffing to support a range of English and literacy interventions such as small group support and one to one support. Creative programme such are working with Arts, media and sport to develop confidence are used develop confidence, motivation and skills in context.</p>	<ul style="list-style-type: none"> Closing the gap in attainment for PP students. Build on improvement of progress and attainment for students with low prior attainment in English and Maths. Improve attainment and progress of EAL students. Providing social and emotional support to improve attendance and engagement. Increased reading ages for PPG students. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> In 2016 GCSE results 16 subject areas the gap between PP and NPP is about half a grade or less. PP LAPS students outperform NA for NPP in 	<p>145,040.50 (staffing)</p> <p>5,000 (Intervention catch-up)</p> <p>4,850 (RWCN)</p>

		<ul style="list-style-type: none"> • Accelerated reader, (Literacy) • Power of 2 (Literacy) • Diagnostic Literacy provision (Literacy) • Read, Write, Speak (Literacy) • English in a Flash (literacy) • Toe by toe (Literacy) <p>Numeracy Teaching - Numeracy interventions - Additional staffing to support a range of Maths and numeracy interventions, small group support and one to one support.</p> <ul style="list-style-type: none"> • Maths small group – diagnostic based (Numeracy) • Maths 121 (Numeracy) • Accelerated Number, (Numeracy) • Mathematical literacy (Numeracy) <p>EMA Interventions</p> <ul style="list-style-type: none"> • New Arrivals programme (EMA) • Steps 1, 2, 3 & 4 (EMA) <p>Additional Teaching Assistant time is used to develop one to one intervention to support students through these interventions.</p> <p>Curriculum Support Assistants are used to undertake specific English and Maths interventions and small group tuition for students at Key Stage 4.</p>	<p>Basics, English attainment and EBACC.</p> <ul style="list-style-type: none"> • Literacy and Numeracy interventions evidence that PP students are make progress to build skills. • 7 strands of intervention PP students are making better progress than NPP – therefore contributing to narrowing the gap, in respect of attainment or effort. • <i>EAL students achieve positive P8 =0.41, and should positive progress in all elements.</i> 	
A Teams & Pastoral Interventions		<p>Over 60 hours per fortnight of Academic Coaching time is provided to targeted students via Form Tutors and Year Teams. Academic Coaching has been well developed and impacted evaluated within the school over the past few years with a significant impact. It is based on each member of staff having regular timetabled academic coaching sessions with students. This is based on establishing ‘Learning Conversations’ - a powerful intervention strategy for targeted learners because it addresses self-limiting beliefs about their own capacity to make progress and enables them to tailor learning more closely to their individual learning needs, taking forward the agenda for personalised learning. It effectively should provide a means of bringing together information about pupils' subject progress with their development as learners across the curriculum, giving pupils greater control of and responsibility for their own learning, enabling transfer and application of a widening repertoire of learning approaches across different subjects. In this way we have seen this to be a powerful and empowering strategy.</p> <p>Additional Pastoral Interventions:</p> <ul style="list-style-type: none"> • Mentoring programmes • Big Brother/Big Sister • Careers Group session • ISP Year 11 Coaching • Targeted IAG sessions 	<ul style="list-style-type: none"> • Improve effort and engagement of PP students. • Improve achievement in EBACC for PP students. • Develop aspirations and an awareness of a range of career choices leading to positive post 16 choices and a reduction of PP students becoming NEET. • Provide individualised programmes for PP students to support them in developing personal qualities needed for success in and beyond CHS. • Increased number of PP students attending extracurricular sessions. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Internal monitoring indicates improved</i> 	<p>61,054.50 <i>(staffing)</i></p> <p>91,000 <i>(City Year)</i></p>

		<ul style="list-style-type: none"> Achievement team leads intervention with all year groups and provides additional interventions based on the needs of particular PP cohorts within Year group. 'Challenge 4 change' sessions with underperforming Year 8/ 10 to ready for transition into GCSE courses/final year. <p>City Year Corp Members The school is working with the charity 'City Year' to provide a team of 13 'Volunteers' who will work in the school over the next academic year helping us to ensure that children from disadvantaged backgrounds can excel. Our Corp Members will work with students so they are inspired to work towards their aspirations for later life, and encouraged to live up to high standards for their own behaviour, learning and interactions with their community.</p> <p>During Monday to Thursday, Corps members are a consistent presence in our school, supporting children to succeed through a range of activities. As part of our year-round partnership with schools, they:</p> <ul style="list-style-type: none"> welcome children at the school gates to encourage punctuality and attendance; provide in-class support for teachers and teaching assistants to boost attainment; support a group of focus list children with particular needs ranging from literacy or numeracy to building confidence; are there at break-times, eating lunch with the children and playing with them in the playground, reducing disruptive behaviour and reinforcing no-bullying cultures; lead breakfast and after-school clubs; and introduce children to what service can achieve on a day to day basis. 	<p>effort grades for PP students during the academic year.</p> <ul style="list-style-type: none"> Increase numbers of PP students receiving achieving Gold, Silver and Bronze Effort status. Bespoke year group based mentor projects show above 70% success rate for re-focusing targeted students and improving engagement. ISP coaching shows gap is halted as students' progress through Y11 towards revision and exam season. All PP students completed college application forms, attended interviews and secured Post 16 destinations before leaving school. City Year increase in effort grades by 30% across HT2- HT4. Reduction in the number of days lost to fixed term exclusion. Reduction in rate of FTE for PP student. 	
LAC – Individual tuition		<p>LAC – Individual tuition - Each child who qualifies as LAC receives 1-1 support from a specialist teacher to cover whichever disciplines / subjects require additional support. The support is tailored to the individual's needs and is monitored by our safeguarding and Inclusion leader.</p>	<ul style="list-style-type: none"> Improved outcomes for LAC. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> 60% Basics 20% EBACC 	<p>16,900 <i>(Intervention LAC)</i></p>
Esteeming Experiences		<p>A specific programme of events is organised by the Achievement Team to give everyone the confidence to have hopes and dreams and not have aspirations held back by background, circumstances or low expectations of what life will deliver. To celebrate the successes of our young people and ensure they are given every opportunity to be the best they can be. These events are diverse and aim to inspire our young people to aspire and succeed'</p>	<ul style="list-style-type: none"> Raising aspiration in school and in future destinations. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> Educational destination measures evidence 96% of PP in sustained education or training, with 53% accessing L3 courses. 	<p>6,000 <i>(Intervention Aspiration)</i></p> <p>3,225 <i>(Intervention G&T)</i></p>

	Peer to Peer	<p>A range of peer learning and mentoring activities are organised through the school to develop aspiration and peer learning. These include; ReachOut, Agents for Change, Sports Leaders, Global Dimension Buddies and Maths Leaders.</p> <p>A particular programme of events that support this is Drop Everything & Read organised by the Library. This incorporating a number of high profile reading events that promote reading for pleasure and peer assisted reading schemes and reading buddies. Additional funding here has supported additional materials, authors visits and additional books to support the work</p>	<ul style="list-style-type: none"> • Promotion of reading for pleasure. • Raising of Literacy levels across PP students. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>78% of PP students make expected progress in English.</i> 	
Inside the classroom	CPD programmes to focus on outstanding teaching to close gaps	<p>Focused CPD programmes for staff have promoted all teachers ‘effective interveners’ and, ‘Every teacher in English is a teacher of English’</p> <ul style="list-style-type: none"> • Significant CPD training programmes for TAs in place • Intensive in-class mentor programme <p>Contribution here to disadvantaged strategies includes Pixl membership and Consultant to lead Action Research project on ‘cultural capital’ gaps</p>	<ul style="list-style-type: none"> • Raising Literacy levels and achievement through effective targeted teaching. <p>IMPACT EVIDENCE:</p> <p><i>78% of PP students make expected progress in English.</i></p>	4,830
Out of hours	Extra-Curricular provision and Curriculum Related school Trips	<p>4XE - Enable – Enrich – Extend –Educational visit. The schools extra-curricular programme redesign to have an impact on the learning, cultural and social development of students. This money supports experiences targeted at PPG students. This programme is monitored and analysed for PPG involvement. This includes Oxbridge Programme, FE/HE Open Days/Experiences, Motivational residential and a diverse range of Educational Visits.</p> <p>A Summer School runs for students who are making the transition – with the focus on PPG students. This continue thorough out the year as an after school activity using students from KS4 as peer educators and mentors</p> <p>In addition to this a range of targeted revision activities including a holiday revision programme have been put into place for February half term, Easter and May focusing mainly on Year 11 GCSE, but also additional classes for Year 10 students.</p>	<ul style="list-style-type: none"> • Raising achievement of PP students. • Remove gaps in students accessing 4xE. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • The gap for extra-curricular attendance throughout the year reduced during the Spring and Summer Terms. • Targeting of education visits to PP students ensured that they were ‘overrepresented’ in the EV experiences. • ELE days refocused to bridge cultural deficit for PP students. • <i>Average Capped Points score (Best 8) for PP = 297.63.</i> 	<p>2,500 (After school provision)</p> <p>2,500 (ELE)</p> <p>8,000 (Intervention Exams)</p>

Provision of materials		<p>This includes Accelerated Reader, Accelerated Maths and additional reading materials. It also include Literacy and Numeracy events such as 'Sir Link-a- lot' – to provide students with inspiring learning opportunity that work on enthusing them whilst building up their confidence. (Costings of this are calculated under the RWCN budget).</p> <p>A supply of pupil uniform and stationary is used to support targeted students to ensure they are equipped and ready for school.</p> <p>A strong culture of reading in school supports all students, but targets PP students for involvement in a range of reading projects including – family reading scheme, premiership readers and peer reading schemes. PP funding makes a contribution to resources this for PP students.</p>	<p>IMPACT EVIDENCE:</p>	<p>2,000 (Library)</p>
Parents Support and Engagement	PSA	<p>Parental Support Advisor - Works proactively to ensure students attend school regularly and punctually and address any barriers to attendance and learning that may exist by working in partnership with parents and carers. The PSA runs an extensive programme of family learning and support targeting families on PPG.</p>	<ul style="list-style-type: none"> • Raising achievement of PP students. • Providing social and emotional support to improve attendance and engagement. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>There continues to be a greater engagement with PP families year on year with the use of targeted strategies.</i> • <i>Specific sessions to teach PP parents about revision techniques delivered to over 12 of our most hard to reach parents in Y11.</i> • <i>Working with HOYs, additional contact with key PP parents has resulted in increased attendance at Parents evenings / meetings.</i> 	<p>22,407.00 (staffing)</p>
Specialist services	Various	<p>Specialist mentoring and counselling provision are brought in to support students. This has included Broad African Council mentoring and specialist health related provision.</p>	<ul style="list-style-type: none"> • Providing social and emotional support to improve attendance and engagement. <p>IMPACT EVIDENCE:</p>	<p>9,226 (Mentoring)</p>

Alternative learning pathways	The Green Room	The Green Room is providing additional support for students (predominantly in Years 7 and 8) who are at risk of underachieving – who are identified through a risk factor analysis. They are provided with an intensive 5/6-week course in English, Maths, Science and Modern Languages to boost performance in these important Core subjects. This is not a traditional intervention – as it identifies students before underachievement occurs, to develop skills and qualities that might not be developed at home. We call it our ‘Achievement Centre’. This will enable students to then use these skills to maximise the learning within school. A notional 50% of costs are included here.	<ul style="list-style-type: none"> • Raising Achievement of PP students. • Providing social and emotional support to improve attendance and engagement. • Reduction of behaviour referrals. <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Internal monitoring evidence high rate of success of bespoke provision.</i> 	<p>114,233.5 (staffing)</p> <p>7726 (resources)</p>
			Projected Expenditure	£921,395.25
			Total Pupil Premium Grant (PPG)	£726,858.00
			Under / (over) spend	(£194,537.25)