



St John Fisher Pupil Premium Strategy: 2018/2019

2018/2019 Overview of barriers which may have a detrimental impact on progress:

- Low aspiration
- Lack of confidence, character, grit, determination, resilience
- Attendance below non-disadvantaged pupils
- Low prior academic achievement, including underachievement at KS2
- Poor behaviour/attitudes to learning
- Potential lack of role models
- Potential lack of cultural stimulation and enrichment opportunities
- Potential distraction at home including family-related issues,
- Potential lack of suitable working space, equipment, facilities

Percentage of disadvantaged students at St John Fisher by year group and gender:

Year group	PP in full cohort	Percentage	Males	Females
Year 7	48/199	24%	32 (67%)	16 (33%)
Year 8	67/197	34%	39 (58%)	28 (42%)
Year 9	57/198	29%	30 (53%)	27 (47%)
Year 10	52/192	27%	25 (48%)	27 (52%)
Year 11	59/188	31%	31 (53%)	28 (47%)
Total	283/974	29%	157 (55%)	126 (45%)



Overview of the pupil premium funding spend of £253,310 for 2018/2019 which aims to remove these barriers, leading to improvements in the achievement of our disadvantaged pupils:

Key: **New for 2018-19**

Area of Intervention	Rationale/actions	Cost	Staff Responsible	Expected impact	RAG
<p>1. Implementing and embedding our schools vision, values and ethos</p> <p>“Learning together as a Community in Christ”</p>	<p>The further embedding of our Vision, values and ethos, which underpin everything that happens within the Catholic life of the school.</p> <p>This is part of our whole school ethos; we consciously avoiding stereotyping disadvantaged students by treating them as a single group. Our vision sets the highest expectations for <u>all</u> students.</p> <p>The premium will be used to partly fund:</p> <ul style="list-style-type: none"> • additional whole school ‘motivational speaker sessions’. • the embedding of the ‘vision’ around the school: Photo boards, quotes, displays etc. Promotion of positive aspects of school life. Aiming to inspire and to ‘ Hold fast to that what is good’ 	<p>£5,000</p>		<p>Continue to develop the aspirations, self-esteem and mind set of our disadvantaged students using motivational speakers, quotes, and displays. Improved progress 8 of disadvantaged students. Increase attendance of disadvantaged students through building resilience via guest speakers, achievement point competitions and character education.</p>	
<p>2. Competition-based house system.</p>	<p>The premium can be used to fund the running and delivery costs of our form competition system. The school promotes a team ethos and our vision to ensure that we are developing as a community ‘Working as a team in the pursuit of excellence for all.’</p> <p>Instilling the confidence for all students to earn as many points as possible for their form group through competition. (attendance, achievement points, additional activities). Prizes include breakfast, end of term vouchers, certificates.</p>	<p>£2000</p>		<p>Ensure participation levels of competition increase through improved promotion of events. Pupil recognition in assemblies, rewards to encourage, participation, effort and attendance.</p>	



The cost covers:

- The prizes and reward items for the assemblies and breakfasts.
- The running costs e.g. competitions, enrichment opportunities

EEF Research

Strategy	Cost	Impact
Arts participation	Low	Moderate
Sports participation	Moderate	Moderate
Social and emotional learning	Moderate	Moderate
Metacognition and Self-regulation	Low	High

Further development of character, grit and determination of our disadvantaged students.

3. Delivery of a rigorous attendance and punctuality strategy

In 2017-18 the overall attendance figure for disadvantaged pupils was low (92.5%PP in comparison to non PP 95.1%), also down on the previous figure (PP 93.3% and non PP 95.9% in 16/17). The poor attendance of a significant number of pupils could adversely affect pupil outcomes.

Strategies overseen by senior leader SC to improve attendance of the group, with a particular focus on disadvantaged pupils with 95% attendance or less.

Pastoral HUB introduced with a specific attendance officer (L Heyes) Weekly updates and competitions for pupils, form tutors and Head of Year.

Reward system and recognition of pupils - 100% attenders' photo and reward at the end of each term. Assistance with transport if necessary

Pupil premium 'wake up calls' or early contact to be introduced

'Late gate' introduced with sanctions attached to decrease late to school.

EEF Research

Strategy	Cost	Impact
Behaviour Intervention	Moderate	Moderate
Parental engagement	Moderate	Moderate

£25,000

SC
LH
AC
KB
PM
Hub Team

Data reflects an improving trend in the attendance of disadvantaged pupils, including a significant reduction in PA figures for the cohort. Data to be scrutinised on a weekly basis with figures being compared to the same period during the previous academic year.

Overall target for 2018-19 (disadvantaged pupils): 94%.



<p>4. Improving the quality of teaching and learning</p> <p>Deployment of appropriate staff and delivery of 'Quality first teaching'</p>	<p>High Quality staff to be in place in order to deliver and help bring about positive outcomes both academic and pastorally.</p> <p>Quality first teaching to be a priority giving all pupils the best chance to succeed, positive outcomes be achieved and progress gaps between PP and non-PP to be closed. High quality teaching and learning is essential in securing the good achievement of pupils, including disadvantaged pupils. There is a need to improve the overall quality of teaching and learning, with a particular focus on the needs of disadvantaged pupils. Recent evidence on outcomes for learners shows that disadvantaged pupils do not always achieve as well as they should.</p> <p>Introduce learning walk rota, work scrutiny for PP pupils and pupil pursuits to identify where pupils make effective/least effective progress.</p> <p>Staff will receive bespoke/regular CPD on how best to meet the individual needs of disadvantaged pupils. Awareness of PP as a priority within departments to be standing agenda item.</p> <p>A meeting with HoDs regarding PP pupils early in September to followed up with INSET (Jan 2019) will raise teacher awareness and focus on 'marginal gains with PP) and most the effective classroom strategies for ensuring that disadvantaged pupils make the best possible progress. (seat plans and dept tracking and intervention)</p> <p>In addition, 'Grow your own talent' projects by 13 staff this year have the potential to implement strategies specifically for disadvantaged pupils.</p> <p>EEF Research</p> <table border="1" data-bbox="497 991 1426 1158"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Oral language interventions</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	Oral language interventions	Low	Moderate	<p>£150,000</p>	<p>ARY All staff TLA team</p>	<p>Teachers can expertly adapt their lesson to suit the needs of individual learners, including disadvantaged pupils. As a result, disadvantaged pupils learn well and their achievement improves, as shown through internal and external data and in the quality of their work in general. TA's and support staff can provide additional learning support to develop pupil progress.</p>
Strategy	Cost	Impact														
Feedback	Low	Moderate														
Individualised Instruction	Low	Moderate														
Oral language interventions	Low	Moderate														



<p>5. Core 4 Intervention, mentoring and pupil support package to increase pupil outcomes.</p>	<p>P8 scores for disadvantaged students were low (PP were -1.06 and non PP -0.56) this was a further drop from previous year (-0.74 for PP pupils putting SJF near the bottom of the archdiocese profile and in Q5 for all key elements of the IDSR with the exception of humanities Q3 and languages Q4. 2017/2018 result gaps</p> <table border="1" data-bbox="562 502 1364 743"> <thead> <tr> <th></th> <th>PP</th> <th>Actual</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>A8</td> <td>34.9</td> <td>43.4</td> <td>-8.5</td> </tr> <tr> <td>Basics 4+</td> <td>38.6</td> <td>54.6</td> <td>-16</td> </tr> <tr> <td>Basics 5+</td> <td>6.8</td> <td>29.5</td> <td>-22.7</td> </tr> <tr> <td>Maths 4+</td> <td>47.7</td> <td>60.1</td> <td>-12.4</td> </tr> <tr> <td>English 4+</td> <td>68.2</td> <td>74.2</td> <td>-6.0</td> </tr> </tbody> </table> <p>A package of tailored/targeted support for disadvantaged pupils at risk of underachievement in English, maths and science and RE – particularly in Year 11 – will be established with the aim of identifying and addressing gaps in knowledge and skills. There is a separate revision programme for targeted support in each of these subjects, outlining additional sessions during and after school, and potentially during school holidays. In form time for Y11 an additional intervention is provided, mentoring to take place and targeted feedback and challenge for pupils.</p> <p>In addition – Intervention lead CC will meet regularly with the CORE4 and SLT. The names of key disadvantaged pupils (KS4) are to be discussed, strategies shared and outcomes discussed. This will help to assess the quality of the targeted support, the impact it is having throughout the year and enable staff to share best practice in helping them improve.</p>		PP	Actual	Gap	A8	34.9	43.4	-8.5	Basics 4+	38.6	54.6	-16	Basics 5+	6.8	29.5	-22.7	Maths 4+	47.7	60.1	-12.4	English 4+	68.2	74.2	-6.0	<p>£3,000</p>	<p>CC, AG, RR, BT, AMC SLT Y11 form tutors and HOY</p>	<p>Internal and external data will indicate a significant increase in the attainment and progress of disadvantaged pupils in English, maths, science and RE. Qualitative information from pupils provides leaders and governors with feedback on the most successful strategies for targeted support.</p>
	PP	Actual	Gap																									
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<p>5. Study skills sessions for KS4 pupils</p>	<p>A large number of pupils, including disadvantaged pupils, are not familiar with the most effective approaches to revision and study skills. This can have a negative impact on performance in examinations.</p> <p>Pupils will be provided with resources including revision guides in specific subjects as well as general guidance on revision strategies.</p> <p>Two weeks of MADE training/ revision sessions on revision/study skills will be provided during the year to support pupils in this area. There will also be a session for Year 11 pupils (how to revise, dealing with stress).</p> <p>Assemblies with motivational speakers and key study skill reminders will also be provided</p> <p>EEF Research</p> <table border="1" data-bbox="432 735 1312 858"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Individualised Instruction	Low	Moderate	Metacognition and self-regulation	Low	High	<p>£5000</p>	<p>MMc CC</p>	<p>Pupils will be confident in applying effective revision strategies when preparing for exams. As a result, their achievement across the curriculum will improve.</p>				
Strategy	Cost	Impact															
Individualised Instruction	Low	Moderate															
Metacognition and self-regulation	Low	High															
<p>6. Literacy programme for disadvantaged pupils in Years 7, 8, 9 (Accelerated reader) and Learning support</p>	<p>Evidence indicates that a significant proportion of disadvantaged pupils have weak literacy/communication skills. For pupils in Year 7, this is addressed largely through the deployment of catch-up IDL sessions in learning support with individual teachers.</p> <p>For others, the pupil premium will fund an effective programme to improve literacy skills, including the purchase of:</p> <ul style="list-style-type: none"> • Specific literacy programmes (IDL) • KS3 guided reading programme (Accelerated reader programme) <p>EEF Research</p> <table border="1" data-bbox="432 1126 1440 1297"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Oral language intervention</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Reading and comprehension strategies</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Phonics</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Oral language intervention	Low	Moderate	Reading and comprehension strategies	Low	High	Phonics	Low	Moderate	<p>£5000</p>	<p>DPA</p>	<p>Internal data and pupils' work will show an improvement in literacy and communication skills for disadvantaged pupils. This will lead to overall improvements in achievement across the curriculum.</p>	
Strategy	Cost	Impact															
Oral language intervention	Low	Moderate															
Reading and comprehension strategies	Low	High															
Phonics	Low	Moderate															



<p>8. Homework Club</p>	<p>Some pupils, including disadvantaged pupils, face difficulties in completing work at home, due to facility, equipment, or aspiration. Last year a large number of sanctions were issued to pupils, including disadvantaged pupils, for failing to complete homework. Homework/study club (after school), staffed by mentors (TAs) will provide the facility for pupils to complete work set as homework. Head of Year will be able to direct pupils as a priority through letter/contact with parents after interim reports. Additional hardware (computers, printers, equipment, and resources will be available.) Pupils will be able to access refreshments to aid concentration/hunger level after school.</p> <p>EEF Research</p> <table border="1" data-bbox="342 699 1272 866"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Extended school time</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Extended school time	Moderate	Low	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	<p>£2000</p>	<p>AJR LB SW TP CG SH</p>	<p>Pupils develop their knowledge and skills through the regular completion of 'homework' tasks. They also develop improved independent learning skills. This helps to enhance their achievement across the curriculum, as shown through pupils' work and internal/external data.</p>	
Strategy	Cost	Impact															
Extended school time	Moderate	Low															
Feedback	Low	Moderate															
Individualised Instruction	Low	Moderate															



<p>9. Alternative provision – ASDAN group</p>	<p>Some disadvantaged pupils have difficulty in accessing a typical curriculum offer and enjoy more success if they follow alternative programmes. 95% of pupils went on to training or further education and we want to emulate this again.</p> <p>We will provide a different curriculum for those disadvantaged pupils for which our normal curriculum is not appropriate. Pupils take an alternative course alongside lessons. They will also complete a further qualification where possible.</p> <p>Many courses cover work-based learning, variety of skill development and potentially eases transition to further study, develops key life skills and it also reduces the risk of these pupils becoming NEETs.</p> <p>Pupils also receive mentoring.</p> <p>These interventions will be constantly reviewed to ensure their continued effectiveness and modified if necessary. Further amendment of future curriculum may be reviewed and if appropriate new courses may be offered from Sept 2018 in order to meet the needs of our pupils</p> <p>EEF Research</p> <table border="1" data-bbox="331 853 1256 975"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Mentoring</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Mentoring	Moderate	Low	Social and emotional learning	Moderate	Moderate	<p>£6,000</p>	<p>RB HoD</p>	<p>Disadvantaged pupils who are following alternative pathways achieve well; the proportion of NEETs reduces. ASDAN qualification. New courses researched for first delivery Sept 2019.</p>
Strategy	Cost	Impact											
Mentoring	Moderate	Low											
Social and emotional learning	Moderate	Moderate											

<p>10. Implementation of new behaviour systems</p>	<p>For a small but significant proportion of disadvantaged pupils, poor behaviour is a major barrier to learning. A review of the current behaviour policy will be undertaken. A new behaviour strategy if required will be designed to bring about improvements in behaviour and attitudes to learning so that pupils can fulfil their potential.</p> <p>EEF Research</p> <table border="1" data-bbox="331 1264 1279 1343"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Behaviour interventions	Moderate	Moderate	<p>£3,000</p>	<p>SC, All staff</p>	<p>Improved behaviour, over time, is evidenced by a decrease in the number of pupils removed from lessons as well as a fall in exclusion figures.</p>
Strategy	Cost	Impact								
Behaviour interventions	Moderate	Moderate								



<p>11. Develop & Implement Pastoral Hub</p>	<p>A significant number of Disadvantaged pupils suffer from emotional, pastoral and organisational needs. The new Pastoral Hub has been designed to provide a range of support so that they can get support, uniform, mentoring, receive advice, behavioural guidance and support, mentoring.</p> <p><u>EEF Research</u></p> <table border="1" data-bbox="349 496 1279 703"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Behaviour interventions	Moderate	Moderate	Mentoring	Moderate	Low	Social and emotional learning	Moderate	Moderate	Individualised Instruction	Low	Moderate	<p>£5,000</p>	<p>LH, AC, KB, PM</p>	<p>Improved attendance (especially PP PA), improved behaviour and reduced exclusions over time. PP pupils have additional support mechanisms/strategies and HoY will gain additional time for support of pupils in the Year group.</p>	
Strategy	Cost	Impact																		
Behaviour interventions	Moderate	Moderate																		
Mentoring	Moderate	Low																		
Social and emotional learning	Moderate	Moderate																		
Individualised Instruction	Low	Moderate																		
<p>12. Character Education SSR programme and EEF Research programme on 'Adventure Learning'</p>	<p>Low self-esteem and lack of resilience and ambition is a significant barrier to achievement for many disadvantaged pupils. Pupil premium is used to fund the Stong, Safe and Resilient Programme (Y8 and 9 pupils 50% PP) and the EEF Adventure learning research project (Y8 into Y9 with 50% min PP – Sept) (depending on the selected group – upto £7000)</p> <p><u>EEF Research</u></p> <table border="1" data-bbox="349 999 1279 1160"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Aspiration intervention	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and self-regulation	Low	High	<p>£8,000</p>	<p>AJR</p>	<p>Pupils develop self-esteem and increased levels of confidence. They become more resilient and motivated to achieve well; this has a notable impact on outcomes, both in terms of personal development and academic outcomes.</p>				
Strategy	Cost	Impact																		
Aspiration intervention	Moderate	Moderate																		
Social and emotional learning	Moderate	Moderate																		
Metacognition and self-regulation	Low	High																		



<p>13. Transition support for disadvantaged pupils who need assistance with transition from primary to secondary and from KS3 to KS4.</p>	<p>Some disadvantaged pupils, including the most vulnerable, struggle to adjust to change, particularly those with behavioural issues and/or low prior attainment. The transition programme is to assist pupils in transition from Y6 to Y7 so that they are able, eventually, to fully integrate into mainstream curricular provision. Head of Year and Asst Head to meet primary colleagues, parents, and pupils to aid transition. Shared work to aid teacher understanding of pupil ability and progress.</p> <p>EEF Research</p> <table border="1" data-bbox="490 592 1420 884"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Oral language interventions</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Reading and comprehension strategies</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	Oral language interventions	Low	Moderate	Reading and comprehension strategies	Low	High	Social and emotional learning	Moderate	Moderate	<p>£1000</p>	<p>AJR, JS Form tutors</p>	<p>Disadvantaged pupils, including the most vulnerable who struggle with transition, make good progress as a result of the high-quality support provided, which enables them to move into mainstream curricular provision.</p>	
Strategy	Cost	Impact																								
Collaborative learning	Low	Moderate																								
Feedback	Low	Moderate																								
Individualised Instruction	Low	Moderate																								
Oral language interventions	Low	Moderate																								
Reading and comprehension strategies	Low	High																								
Social and emotional learning	Moderate	Moderate																								
<p>14. Extra-curricular enrichment and enhancement</p>	<p>During the previous academic year, as a school we actively encourage all pupils not only disadvantaged pupils engaged with extra-curricular activities. Research shows that engagement with such activities can have a strong impact on outcomes for disadvantaged pupils. All will be actively encouraged to take part in at least one extra-curricular activity. Additional enrichment includes:</p> <ul style="list-style-type: none"> • University/college visits / Visiting a range of employers • Rewards trips – Alton towers • Sporting activities <p>EEF Research</p> <table border="1" data-bbox="490 1222 1420 1390"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Arts participation</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Sports participation</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Arts participation	Low	Moderate	Sports participation	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	<p>£6,000</p>	<p>All staff</p>	<p>A large proportion of disadvantaged pupils benefit from engagement with extra-curricular activities. Positive outcomes include improvements in attitudes to learning and developed skills/knowledge in a range of areas.</p>										
Strategy	Cost	Impact																								
Arts participation	Low	Moderate																								
Sports participation	Moderate	Moderate																								
Social and emotional learning	Moderate	Moderate																								



<p>16. Career Education programme</p>	<p>Pupils will have the opportunity across a greater range of Year groups than before to speak to a range of training providers, colleges and work places to gain an insight into the potential careers and pathways they may wish to pursue on leaving St John Fisher. This will help to maintain our high non NEET figure (95%) and allow give a sense of direction, aspiration, focus and drive to the pupils in the school, therefore giving a greater sense of purpose when studying.</p> <p>SMSC days will also allow a greater understanding of financial issues in relation to work. External providers may deliver some of this key 'money matters' material.</p>	<p>£1000</p>	<p>AG MMc KD</p>	<p>Disadvantaged pupils have a clear understanding of the career opportunities available to them and are motivated to work towards fulfilling their ambitions.</p>													
<p>18. Counselling/specialist support</p>	<p>Some of our disadvantaged pupils face very difficult situations both in and out of school. This has a negative impact on their well-being and academic achievement. One-to-one and small group counselling provided by trained staff typically has a strong impact on well-being and personal development. Pupil premium will be used to partly fund provision of pastoral staff in one-to-one counselling. External agencies could also be involved in the provision of counselling.</p> <p>EEF Research</p> <table border="1" data-bbox="477 970 1361 1133"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Behaviour interventions	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and self-regulation	Low	High	<p>£10,000</p>	<p>L Support HUB</p>	<p>Qualitative data shows that disadvantaged pupils facing a range of difficulties benefit from one to one and small group counselling; this, in turn, supports their achievement.</p>	
Strategy	Cost	Impact															
Behaviour interventions	Moderate	Moderate															
Social and emotional learning	Moderate	Moderate															
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<p>19. Breakfast club and meals</p>	<p>Research suggests that eating breakfast can have a positive impact on pupils' attitudes, concentration and quality of work. The potential provision of a breakfast club from 7.45am (and other meals as and when required) will be funded through the PP.</p> <p>EEF Research</p> <table border="1" data-bbox="472 456 1406 580"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Parental engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	<p>£1,000</p>	<p>AJR</p>	<p>Pupils benefit from increased concentration, leading to improvements in the quality of their work.</p>	
Strategy	Cost	Impact												
Parental engagement	Moderate	Moderate												
Social and emotional learning	Moderate	Moderate												
<p>20. Resources (stationery, books, etc)</p>	<p>During the previous academic year, a large number of disadvantaged pupils were sanctioned for failing to bring the right equipment to school. Not having the right equipment and resources had a detrimental impact on the attitudes and achievement of some pupils. Providing pupils with essential equipment will help to eliminate this.</p>	<p>£5000</p>	<p>AJR</p>	<p>All pupils have the right equipment to enable them to engage fully in the tasks set during lessons and in homework. This supports their overall achievement.</p>										
<p>21. Compassionate Resource</p>	<p>A fund accessible directly through the PP lead to pay for anything that may prevent disadvantaged pupils from accessing the same experiences as their peers on a day-to-day basis. This has previously been used to buy uniform, sports kits, educational trips and visits, seasonal events and so on.</p>	<p>£5,000</p>	<p>AJR SLT</p>	<p>Disadvantaged pupils have equal opportunity to attend events; they are able to attend school in the correct uniform.</p>										
<p>22. Additional funding for individual departmental bids</p>	<p>Staff can bid for funding for specific projects and/or resources that they feel will support improvements in outcomes for certain disadvantaged pupils.</p>	<p>£3000</p>	<p>AJR Depts</p>	<p>Expected impact of individual strategies to be considered at the bidding stage; actual impact to be evaluated.</p>										