

1. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
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
<p><b>A whole school programme of effective and quality assured CPD is delivered to ensure quality first teaching across the school.</b></p> <ul style="list-style-type: none"> <li>Whole school lesson observations (2 weeks during HT1) ( SLT / LPs)</li> <li>Coaching for all staff through professional dialogue with observer</li> <li>High quality whole school CPD sessions based on key areas of priority – every Thursday after school</li> <li>360 Departmental Reviews conducted during HT3 and HT4.</li> </ul>	<p>Improved pedagogy and learning in the classroom as evidenced by lesson observations / learning walks / book trawls / assessment / attainment, enables all students but particularly those eligible for the PP to make better progress.</p>	<p>“In general the lesson visits showed strong teaching practice being displayed across the faculties”. (VP for Teaching and Learning: 360 review doc.)</p> <p>Where weaknesses were identified support was put in place in the following forms:</p> <ul style="list-style-type: none"> <li>Wave 1: Departmental support</li> <li>Wave 2: Lead Practitioner support</li> <li>Wave 3: College Support Plan</li> <li>The one key department who received Wave 1 support will need to continue to have significant support and guidance in 2018-19 as KS4 GCSE data shows continued underperformance by all pupils but particularly by PP students. Only 27 % of PP students received a positive P8 score (girls 9/37 and boys 10/32) in maths compared to 56% in English (girls 26/37 and boys 10/32). This is over 10% below the next lowest P8 score for the Open bucket (37.7%).</li> <li>Pupil Premium Learning walk / book look/ student voice conducted by SLT in HT6 showed that overall there was an improvement in the experiences of those eligible for the grant (yrs7-10) both in lessons and school, with students saying they felt they were doing better this year than last.</li> <li>In the best lessons seen, PP students were sat strategically and teachers displayed good knowledge of who their PP students were. Questions were targeted to PP students who were encouraged to explain and develop their answers according to their ability. There was a good level of challenge. PP students were willing and eager to take an active part in the lessons and were confident enough to ask the teacher questions. Students were praised.</li> <li>However, this was not the case in all lessons and there still remain inconsistencies across departments and curriculum areas.</li> </ul>	<p>This is a far more consistent approach to CPD than we have had in previous years and we will continue with this strategy. Further improvement of CPD programme 2018-19 to be based on more departmental development work with clear foci on B4L, the curriculum and assessment.</p> <p>The focus on weekly whole school CPD left less time for staff to work 1:1 with students in after school sessions and to engage with previously successful support strategies such as “helping hands”. PP students have traditionally benefited significantly from this kind of support and throughout the year, yr 11 voiced their desire for more of this. We need to maintain a balance.</p>	<p>£17,988 to organise key whole school CPD sessions for teaching and learning on a weekly basis throughout the year. Develop staff skills to provide opportunities for disadvantaged students. Vice Principal to have an overview of Academic Excellence Team.</p> <p>All staff (teaching and Learning) to raise the profile of PP students across the whole curriculum to ensure these students receive consistently good teaching £45,543.</p>

<p><b>Improve formative / summative assessment / feedback to students.</b></p> <ul style="list-style-type: none"> <li>New feedback policy written and amended in light of work scrutiny alongside further training on effective AFL and feedback.</li> </ul>	<p>Improved student outcomes. Student current grades and predictions allow for effective intervention.</p>	<p>Some improvement has been made across the college in assessment and feedback as evidenced in lesson observations, learning walks, book looks and student voice. However, practice is still inconsistent and this important strategy requires further time for development.</p> <p>Accurately judging current grades and predictions at KS4 still remains an issue and meant that effective intervention was not always implemented as the data provided was misleading. This should ease as staff become more familiar with the new GCSEs and the grade boundaries.</p> <p>The grading system we have been using in KS3 has not been helpful in providing accurate and meaningful data for interventions to be based upon.</p>	<p>Developing good practice requires time to embed.</p> <p>The implementation of after school interventions with students was also hampered by the lack of free time available to staff due to the weekly CPD sessions alongside attendance at other required meetings.</p>	<p>£6,840 for production of whole school and departmental data allowing for targeted and effective intervention.</p> <p>AVP / VP (T&amp;L) link to improve AFL £3,592</p>
<p><b>(Reduce in-school variation)</b></p> <ul style="list-style-type: none"> <li>Analysis of departmental data allows targeted support to be given to specific areas of the curriculum where students are making less than expected progress.</li> </ul>	<p>Improved consistency in teaching and learning / assessment and analysis of both class and department data allows more effective intervention for targeted PP students to take place leading to better outcomes. Progress of disadvantaged students to be standing item for discussion in HOD/SLT line manager meetings.</p>	<ul style="list-style-type: none"> <li>P8 scores in the Open bucket improved significantly from the previous year and at 49% were 10% higher than the EBacc P8 for disadvantaged students. PP students performed best in English where there is strong practice in student intervention (P8 of 56%). Maths was identified early in the year as an area where students had made less than expected progress the previous year, but despite significant support from the Trust alongside other internal interventions, outcomes for PP students were 27% (positive P8).</li> </ul>	<p>Good intervention practice in English needs to be shared across the college.</p> <p>Data produced in the half termly data drops needs to be more accurate to enable more effective targeted intervention.</p>	<p>Allow Senior team links to discuss the expected progress of pupil premium students who are lower, medium and higher ability.</p> <p>Total £16,659</p>
<p><b>(Teaching Assistants)</b></p> <ul style="list-style-type: none"> <li>Explore ways to improve the effectiveness of Teaching Assistants-whole school CPD training session attended by both teaching staff and TAs to enable discussion.</li> </ul>	<p>The progress and outcomes of PP/ SEN students to improve.</p>	<ul style="list-style-type: none"> <li>Outcomes for Yr 11 SEN K / PP students were very poor with 0/9 achieving a positive P8 score.</li> </ul>	<p>There needs to be more rigorous intervention in terms of academic support and attendance which needs to start as early as possible in KS3. (This yr used for reading in the LRC during form time)</p> <p>We need to consider the appropriateness of the curriculum that we are currently offering some of our SENK /PP. We need to look at exploring different pathways.</p>	<p>To focus on the progress of all SEN/SENK and PP students £9,610</p> <p>To deploy Teaching Assistants to support students through any learning barriers, particularly in core subjects across the whole school. £31,110</p>

<p><b>(Literacy Intervention)</b></p> <ul style="list-style-type: none"> <li>Year 7, 8 and 9 small group literacy intervention work for those students with the lowest reading ages based on Group Reading Test scores (excluding those who have already been identified and are taught for all English lessons in an extracted group in Support for Learning).</li> </ul>	<p>Improved literacy levels of the lowest attaining PP students on entry in order for them to better access the secondary curriculum.</p>	<ul style="list-style-type: none"> <li>This is a tried and tested strategy that in previous years has made a significant impact and contributed to consistently impressive English results over the years. However, results have fluctuated this year. Following discussions with the HL TA in charge of the intervention, the success of the students depends very much on the expertise, drive and enthusiasm of the person leading the sessions. Even if the material and sessions are delivered well, the way the test is conducted can sway the results and cause anomalies to occur. During the first half of the year, results of the tests were very poor compared to normal due to the inexperience of some of the TAs running the groups. These rallied slightly in the second half of the year after intervention and further guidance from the HL TA in charge.</li> </ul>	<p>Due to significant changes in the way the timetable is organised 2018-9, we will not be able to continue with this strategy in the forthcoming year.</p>	<p>Literacy intervention and small English groups established to support students in English Language and Literature and access the rest of the curriculum. £27,456</p>
<b>Total cost</b>				<b>£158,798</b>

## ii. Targeted support

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
<p>A clear, strategic overview and plan of how to raise the profile, attainment and experiences of all students entitled to the Pupil Premium is in place and carried out.</p>	<p>Through greater awareness and more effective targeted intervention there is a narrowing of the gap in attainment between PP and other students at KS3.</p> <p>P8 gap (0.406 - 2017 leavers) is narrowed between PP and other students at KS4.</p>	<ul style="list-style-type: none"> <li>As this was the first year in which a clear strategy was put in place, the focus was primarily on KS4 and on yr 11 in particular. However, it is clear that for some of these students the interventions were coming too late in their school career for them to make any significant impact.</li> <li>GCSE data for 2018 shows PP students achieving a negative P8 score of -0.349 compared to 0.167 for non-PP students (creating a gap of 0.515 which is greater than last year). However, 5 PP students included in these figures had been placed on Alternative Provision and attended the school for only a minimal amount of time (in some cases just a matter of days over the 5 years). Their P8 scores were as follows: -4.938, -4.721, -4.721, -2.410 and -2.210. A further PP student had a managed move to another school towards the end of the first term of yr 11 but then failed to attend most of her exams. Her P8 was -3.695. These hugely negative scores obviously have a significant impact on the overall PP P8 score and overshadow the marginal gains made with some effective strategies elsewhere with the rest of the cohort. <b>Shadow data where these students are excluded from the overall PP figures reveals a hugely improved P8 score of -0.096.</b></li> <li>PP Champions were appointed in Nov. 2017 but were not given any extra non-contact time to work with students so the impact they could have was limited.</li> <li>29/73 yr 11 students identified in HT2 with P8 scores between 0.164 and -0.790 (HAPS / MAPS and LAPS) were targeted for extra support and their profile raised by the creation of pen portraits. Individual barriers to learning / progress as well as their strengths and interests were shared with all staff following 1:1 interviews with the students. Student voice was positive and students said they appreciated the opportunity to discuss their progress and personal barriers. They said it helped them feel more focused on what they needed to do to improve. This information was also appreciated by staff who then had a better</li> </ul>	<p>Key intervention needs to start in KS3 ideally in yr 7 so that there is sustained and meaningful progress over time.</p> <p>We need to urgently reconsider the provision offered to those students for whom an alternative to school is the best option. We need to ensure that as a minimum they at least gain some accreditation in functional skills / English /maths.</p> <p>PP Champions need additional non-contact time in order to work / conduct interventions with students. We need to consider further ways of increasing capacity.</p> <p>This strategy has proved to be successful so will be continued and developed next year. Interviews need to take place earlier to allow more time for improvement. Develop the idea for KS3 students.</p>	<p>Senior team lead for PP students to identify the main barriers to learning for disadvantaged learners. £14,664</p> <p>Appointment of 2 x PP Champions to analysis whole school data and ascertain the barriers of PP students by creating groups such as disadvantaged student voice. Also monitoring, tracking and intervention, which will create widening participation.£2,800</p>

		<ul style="list-style-type: none"> <li>• These students were all personally invited via letters home to a revision morning during Feb half term led by the VP for T and L. 12/29 improved their P8 scores from HT2 with some notable improvement at the more able end (eg. From + 0.110 to +1.370 for one student and from +0.060 to +0.970 for another). There were some successes with the other ability bands as well eg. - 0.728 to -0.264 for a MAP student and -0.047 to +0.285 for one lower ability pupil. 17/29 improved their ranking in the overall PP cohort when compared to the list at HT2.</li> <li>• A lack of useful, meaningful data alongside very limited capacity meant little work was done on this target in KS3 in terms of attainment. However, PP students in years 7 and 8 were prioritized for a number of university visits/ workshops organised by our PP KS3 Champion. A group of year 8 PP students also took part in the Kainé “Yes you can” project -a personal and social development intervention project that ran for 17 weeks where the aim is to raise aspirations and improve attitudes to learning. PP students were also targeted for engagement in other school events such as the “Black History Month Poetry Workshop” organised by the English Department.</li> </ul>		<p>HOD’s to discuss with department team the progress of all PP students through the monitoring and interventions within class. £29,674</p> <p>HOY to analyse progress and attainment of PP students £3,015</p> <p>£1,100 Yes you can project (outside agency) Oct – March 2018</p>
<p>Diminish the gender gap between a) the girls and boys eligible for PP and b) non PP students.</p>	<p>The P8 gender gap between PP girls and PP boys in year 11 is reduced (to under 0.514 – 2017 leavers) as is the gap between PP and non PP boys (0.382 – 2017 leavers).</p>	<ul style="list-style-type: none"> <li>• Unfortunately, neither KS4 success criteria were achieved.</li> <li>• Our yr 11 cohort was boy heavy: 131 males compared to 111 females.</li> <li>• As a whole girls outperformed boys by +0.395 compared to - 0.368.</li> <li>• PP girls outperformed PP boys +0.002 compared to -0.756.</li> <li>• PP boys again performed poorly compared to their non-PP male counterparts -0.756 compared to – 0.175. However, 4 of the male students were those on Alternative Provision and so have disproportionately affected the figure with their very negative scores. Sadly a proportion of the boys were also very disaffected, unmotivated and unambitious due to the journey the school has been on over the last few years.</li> <li>• The boys’ intervention programme led by our AVP Teaching and Learning had some success. 9/30 were PP and of that group, 5 boys managed to improve their P8 scores from HT2 to GCSE grade.</li> </ul>	<p>The gender gap is a whole school issue with boys in all year groups underachieving compared to the girls. New whole school culture to be introduced of being ambitious, having high expectations and aspirations across the board driven by new Principal and embraced by all.</p> <p>This intervention strategy would perhaps be more effective if used at KS3 to build good habits and raise expectations. At this stage in yr 11 targeted assertive mentoring 1:1 may be a more effective strategy.</p> <p>Introduction of more meaningful information with regard to flight paths at data drops should enable boys to be far better held to account for their progress and for more targeted timely interventions to be introduced.</p>	<p>Senior team link to diminish the gender gap and to encourage positive gender identities £1,991</p>

<p>Diminish the difference between higher achieving PP and non PP students.</p>	<p>Students at KS3 eligible for the PP and identified as high attaining from KS2 validated scores make as much progress as other students identified as high attaining across KS3 so they are on track to meet challenging targets for KS4.</p> <p>The current P8 gap (yr 11 leavers 2017) between PP and non PP higher ability at the end of KS4 to be reduced significantly from 0.875</p>	<ul style="list-style-type: none"> <li>A lack of useful, meaningful data alongside very limited capacity meant little work was done on this target in terms of KS3. However, there were examples of students being positively discriminated to go on trips eg Science visit to the Big Bang Fayre at the NEC which promoted STEM activities to develop enthusiasm in science. 25/40 high ability students were PP. Other KS3 opportunities included a creative writing and a maths masterclass at Leicester University.</li> <li>The P8 gap between PP and non PP higher ability at the end of KS4 was reduced significantly from that of last year to 0.11. (68 non PP students with a P8 of 0.081 compared to 19 PP students with a score of -0.029). This outcome was therefore, successfully achieved.</li> <li>The main intervention put in place for this was the "My Tutor" 1:1 on-line maths tuition programme of which 23/40 were PP students.</li> </ul>	<p>Every opportunity needs to be taken in order to raise aspirations. Student feedback and evaluations show the positive effect these opportunities are having.</p> <p>1:1 discussions with students alongside targeted interventions by teachers seem to have had a positive impact. This strategy should be continued.</p> <p>The difference this made to the maths results overall was very slight so was not cost effective. Student voice was not very positive and engagement was patchy. We will not be continuing with this strategy.</p> <p>Explore further opportunities such as the "Brilliant Club" to really accelerate progress in KS3.</p>	<p>200 hours @ £18.00PH £3,600</p>
<p>Targeted disadvantaged students are given support, advice and access to resources during after school sessions in order to complete homework / independent study more effectively</p>	<p>Early intervention in KS3 through attendance at Study Club enables targeted students to access extra help and support to enable them to make better progress and to have a more positive start to their secondary education.</p>	<ul style="list-style-type: none"> <li>Over the course of the Autumn Term a yr 7 and yr 8 Study Club were set up to support those PP students and others with the lowest attainment on entry. They were run by AHOYs. The format of the clubs was based on a very successful model launched last year where a team of student Lead Learners help support and mentor the students with their homework, classwork or reading. Unfortunately, this strategy has only had partial success this year (though the students who continued to come did find it really helpful). The year 8 club folded in the spring term as numbers dwindled significantly.</li> </ul>	<p>We will continue with this strategy for another year as it made a significant difference to the attainment of those students who attended in the previous year. We need to perhaps provide a small bursary for the person running it in order to bring a greater measure of accountability.</p>	<p>To support targeted students make greater progress from extra assistance after school with class/homework. £616</p>
<p><b>Total cost</b></p>				<p><b>£57,460</b></p>

iii. Other approaches				
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
To support health and wellbeing of PP students.	The social and emotional needs of PP students are being cared for by school councillor  Breakfast club	17.86% (57) students have been to receive counselling from our internal counsellor. These students have received sessions to allow them to discuss issues that they believe are impacting on them as individuals. This has allowed the counsellor to work with the school nurse for referrals where required. Increased participation for morning breakfast, with all breakfasts discounted to ensure its completely inclusive.	Approach to be continued.  With the increase of participation the variety of different breakfasts have been introduced to cater for all.	£7,100  Dedicated member of the catering team delivers breakfast £3,700
Improved attendance of disadvantaged students, further closing the gap relative to other students in the school (whole school target of 96%)	Attendance of disadvantaged students to improve on current figure by 0.5 %,	<ul style="list-style-type: none"> <li>Success criteria achieved. The whole school attendance figure for PP students rose from 91.93% in 2016-17 to 92.47% in 2017-18. A rise of just over 0.5%.</li> <li>More rigorous systems for checking and challenging PP attendance have been put in place.</li> <li>AVP (holistic development) drive on improving attendance - tracker shared with pastoral and PP team for monitoring and tracking.</li> <li>PP attendance part of standing agenda item with SLT and HOY meetings / HOY and AHOY meetings / Tutor meetings</li> <li>Impact of poor attendance on learning – high profile. Posters displayed / weekly mention in assemblies with “shout outs” for improved / excellent attendance.</li> <li>All form tutors receive weekly update of attendance of their form and have conversations with targeted students.</li> <li>Key PP students with a negative attendance trend targeted for “attendance chats” with PP Champions (KS3 &amp; KS4). Tangible impact with certain students.</li> </ul> <p><b>Yr 11 Pupil Premium 40 day Challenge Intervention Strategy</b></p> <ul style="list-style-type: none"> <li>For a period of 40 days from 26/02/18 to 04/05/18, PP students’ attendance was very closely monitored. 68 students involved (5 external provision students plus another student on a managed move at another school were not included in the incentive). Each student was given the opportunity to receive a free Prom ticket worth £25 if they maintained 97.5% - 100% attendance (the equivalent of up to 1 day off) within this period. All started with a clean slate so the ticket was theirs to lose. They were still eligible for a reduced contribution towards a ticket if they missed anything up to 3 days (on a sliding scale). Below that, they didn’t receive anything.</li> </ul>	Low-cost strategies which have had some success but need to be embedded further in order to change the culture and make a significant difference.  This was a high cost but effective strategy which ensured some quite disaffected yr 11 PP students were attending school more regularly during this critical period running up to the GCSE exams. Attendance figures should be reviewed for year 11 (2018-19) to see if such an intervention is necessary.	Data monitoring and discussion with Assistant Heads of year to analyse attendance and champion PP students Total £10,548  £1,232

		<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• 39/68 students (57%) achieved the target of 100% attendance or the equivalent of 1 day off and received the full price of a Prom ticket (£975). This is an 11% increase when compared to the 8 weeks prior to the intervention when 31 students (46%) would have achieved this.</li> <li>• 43/68 students (63%) achieved attendance of 96% or above (the whole school target) compared to 31(46%) students in the previous 8 week period. This represents a 17% improvement.</li> <li>• 17/68 (25%) students were still below 93% but this is still an improvement on the 8 weeks before where 25/68 (37%) were below.</li> <li>• During this 8 week block, attendance for the whole of yr 11 was 93.52%</li> <li>• However, PP students' attendance was <b>better than non-PP</b> during this time, 94.51% compared to 93.14%.</li> </ul>		
Improved attendance rates for those students on Alternative Provision.	Better outcomes for these students	<ul style="list-style-type: none"> <li>• Attendance has fallen recently and is being closely monitored to find new initiatives to increase attendance. E.g attendance in some cases ranges from 21.05%-88.10%</li> </ul>	We need to reconsider the provision offered to those students for whom an alternative to school is the best option. We need to ensure that as a minimum they at least gain some accreditation in functional skills / English /maths.	<p>To monitor and liaise with offsite providers and provide one to ones with individual PP students at their placement. £13,320</p> <p>To offer an alternative curriculum to support individual students outside the school setting. Offsite provision for 5 PP students and 1 LAC student of the 7 off site. £48,750</p>

<p>Engage parents and carers of PP eligible students and ensure they fully support their child's educational experience.</p>	<p>Early intervention and building relationships with parents in KS3. Parents are informed of opportunities on offer to their child.</p> <p>More effective partnership with parents established through attendance at weekly parent forums / coffee mornings.</p>	<ul style="list-style-type: none"> <li>• There has been improved communication with parents through the introduction of School coms.</li> <li>• Parent forums were on the whole, poorly attended by parents of both PP and non PP students.</li> <li>• The weekly coffee mornings were attended by a regular group of parents who contributed some very useful feedback and ideas for improvement. This feedback shaped some significant and highly successful changes to the start of the new school year 2018-19 eg. Opening the school to only yr 7 on the first day and inviting parents to come in for the first half hour with their children so they could meet and talk to staff. Opportunity to engage with parents of PP students who had queries.</li> </ul>	<p>Strategy should be revised as not cost effective use of SLT time.</p> <p>Strategy to continue but on a less regular basis as high cost (SLT member off timetable for a lesson).</p> <p>Aspirations evening yr 7 early in Autumn Term – opportunity to talk about PP support and engage further with parents.</p> <p>Need to introduce some opportunities for parent voice next year.</p>	
<p>Improved aspirations within the Pupil Premium cohort and experiences outside school are broadened. Students are more motivated to aim high and accelerate their progress so that they can attain well</p>	<p>Outcomes of year 11 PP students to improve on A8 of 43.99 in 2017. Students aim high and post Judgemeanow destinations are appropriate. Maintain our very low NEET figure: 2 students 2017</p>	<ul style="list-style-type: none"> <li>• A8 of yr 11 students fell to 38.64 due to many of the reasons outlined above so this part of the outcome was not achieved.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• HT1 and 2 – PP and other vulnerable groups targeted first for UCASS Progress interviews.</li> <li>• Targeted PP students invited for extra after school support with their application and writing their personal statement.</li> <li>• <b>Impact:</b> all PP students made their applications on time and received appropriate support to apply to appropriate destinations after J/M.</li> <li>• After-school talks arranged on a range of careers eg. Medicine, engineering, law, apprenticeships delivered by specialist external people such as current university students, the Leicestershire Apprenticeship hub. PP students who expressed an interest in these as a career were targeted to attend (4 students attended the law session and 8 the one on engineering).</li> <li>• Targeted PP students invited for 6th form college interview practice.</li> <li>• Unfortunately, due to the provision offered by the Widening Participation programme, there were few opportunities for yr 11 students to experience visits to our local universities last year and perhaps explains their lack of ambition and aspiration.</li> <li>• This has however, been addressed in all other year groups with a rigorous programme of visits and workshops from yr 7 to yr 10. Feedback and evaluations from PP students have been extremely positive and has helped to significantly raise aspirations and as a result improve the behaviour of some students.</li> </ul>	<p>Careers team highly effective in supporting PP students. Approach to be continued.</p> <p>The university visits have been particularly popular and effective in opening their eyes and minds as to what their futures may hold. This is a highly effective strategy which will be continued.</p> <p>Need to engage PP parents to break down further barriers and to help them understand about university life and fees.</p>	<p>Careers, advice and guidance including the widening participation of PP students with appropriate career guidance. £8,793</p> <p>Organisation, planning, transport funding of trip £375</p>

		<ul style="list-style-type: none"> <li>NEET figures are unavailable (come out in Nov 2018). Connexions are currently working with 3 J/M students.</li> </ul>		
Their experiences outside school are broadened.	To enable PP students to engage in educational visits and life experiences to positively impact on their progress in class and build their cultural capital.	<ul style="list-style-type: none"> <li>Sports Inclusion Club every Monday creating many opportunities. Link with LCFC</li> </ul>		£350 subscription to LCFC
To provide financial support to those students who need help with buying uniform / revision guides / school equipment etc.	To ensure greater equality and to break down barriers.	Provision of student revision guides	Create complete new process for parents to obtain PP money to the value of £60 per student.  All items recorded for 18/19.	£450
<b>Total cost</b>				<b>£94,618</b>
<b>Overall Total Spend</b>				<b>£311,056</b>