

Ricards Lodge Pupil Premium Strategy Statement 2016-17

1. Summary information					
School	Ricards Lodge High School				
Academic Year	2016/17	Total PP budget	£351,360	Date of most recent PP Review	Autumn 2016
Total number of pupils	1305	Number of pupils eligible for PP	400	Date for next internal review of this strategy	On going

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	48.21%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	64.15% / 63.64%	75.8% / 73.4%
Progress 8 score average	0.12	0.12
Attainment 8 score average	49.4	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Fewer PP students read independently and many are not progressing at the same rate as their non PP counter parts in English and other subjects at KS3
B.	Sustain recent progress in maths at KS4 for PP students
C.	The progress for PP students in English at KS4 has recently fallen
D.	Participation of PP students in extra-curricular clubs and enrichment activities is lower than that non PP students at KS3
E.	Develop and monitor the enrichment opportunities and wider school involment of our MAGT PP students to ensure they have exposure to the same oppourtunies as as their non PP counter parts
F.	Raise the Progress 8 Score in EBACC subjects
I.	Transition of our new students from primary to secondary school

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Some students may not have access to a quiet place to work at home or internet facilities to study and complete homework	
H	Overcome emotional barriers to learning	
J	The effective implementation of the PP strategy to the whole school	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	More KS3 PP students are reading independently and a higher number of PP students are progressing at the expected or above expected level	English progress gaps narrowed between PP and non PP students at KS3
B.	Ensure improved progress levels with KS4 PP maths students are maintained	61% 9-4 grades, 63.5% 3LOP, 23.5% 4LOP
C.	Improve the progress of English PP students at KS4 to previous levels	78% 3LOP and 34.5% 4LOP
D.	Increased participation of PP students in extracurricular activities and enrichment	All KS3 PP students take part in at least one extracurricular activity in the academic year & most PP students take part in a school trip
E.	Increased opportunities and involvement in enrichment activities for all of our MAGT PP students	All MAGT PP students are involved in at least once enrichment opportunity to stretch and challenge them developing their aspirations
F.	Ensure a positive Progress 8 Score in EBACC subjects in Summer 2017	A positive Progress 8 Score for current year 11
G.	Provide a safe environment for students to complete homework and independent study after school with access to the internet	IT facilities and monitored by a regular member of staff every day, high attendance of PP students
H.	Support the emotional well-being of our students throughout the school	Students engage and participate with the Inclusion team to enable them to overcome emotional barriers to learning
I.	Ensure a smooth transition from primary to secondary school for our new Year 7 PP students and other year 7's who are vulnerable to change	Ensure students settle into their new school and feel safe and a happy
J.	Ensure the successful implementation of the PP strategy to the whole school so we are meeting the needs of our 400 PP students	Barriers to learning are identified and students have the appropriate support in place. Students embrace extracurricular and enrichment opportunities

5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve progress in English at KS3	Accelerated Reader	We want to engage all students to read independently and choose the correct books that are interesting and appropriate for their age. The books must also be able to stretch our students with their literacy skills without being too difficult and inaccessible. It is a whole school approach, so PP and Non PP students are taking part. English teachers and tutors will work together to monitor the progress of students in their classes or tutor groups.	We are to develop a new post for an Accelerated Reader Leader who will continue to launch the new scheme with all students, tutors and English teachers at KS3. As part of this new post students will be incentivised to engage and participate. Tutors and English teachers will be trained and supported on how to use the website and track the participation and progress of students in either their tutor group or English class.	Rachel Marshall, Luisa Hargreaves, new TLR post	Weekly monitoring of students participation, half termly monitoring of progress data termly TTR data catchments (£5,000)
G. Provide a safe environment for students to complete homework and independent study after school with access to the internet	Two rooms with ICT facilities and monitored by a regular member of staff every day, high attendance of PP students. One room is available for KS3 and another for KS4 students	Students often don't have a quiet place to work at home or access to the internet. This intervention provides both enabling them to progress with their learning and independent study skills. Both rooms are available to PP and non PP students.	Providing the correct welcoming environment, taking a register of students attending and student voice	LH, NS, SS	Termly (£15,000)

<p>J) Ensure the successful implementation of the PP strategy to the whole school so we are meeting the needs of our 400 PP students</p>	<p>Deputy Heads of Year given specific objectives to ensure various pastoral interventions are implemented. They are to monitor the tutor/PP mentor meetings and participation of PP students in extra-curricular activities amongst other responsibilities.</p>	<p>Deputy heads of year have an overview of the whole student and can understand both their pastoral and academic needs. They can also liaise between departments and prioritise their needs.</p>	<p>Regular communication, processes set to ensure various support strategies are in place and are used effectively such as the tutor mentor meeting spreadsheet in the shared area. Extra-curricular audit.</p>	<p>LH, AM, Pastoral team</p>	<p>Termly at HoY presentations, half termly at pastoral meetings and year team meetings. (£51,000)</p>
Total budgeted cost					£71,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

B. Sustain PP progress in maths at KS4	After school Booster sessions throughout the school year (mainly in Autumn and Spring term). Holiday revision days & Mathswatch. subscription	The PP percentage attainment for A*-C grades increased from 56% 2015 to 64% in 2016, The gap in 3LOP narrowed by 11.5% and 4LOP narrowed by 11% due to PP growth whilst the APS score increased by 5 points in 2016. Some non PP students will be invited as well as some SEN students.	Target specific students to attend based on progress. Review attendance weekly. Inform parents by text/letter/phone call. Incentivise students to attend with prize draw/pizza party. Entrance reliant on the number of sessions students have attended. Well planned sessions by staff.	Alka Shenai, Philip Pain	Termly at data catchments and in HEMSP meetings (£7000)
C. Raise the progress of PP students at KS4 in English	After school Booster sessions targeted at students who are not achieving 3LOP in either English Language or Lit to focus on their English Language paper 2.	Small group tuition differentiated to target the needs of students is widely supported by the Education Endowment Toolkit. Students will be working on their English Language skills.	Sessions will last 1hr 30 minutes, which provides enough time for the teacher to teach relevant skills and for pupils to do a piece of writing for the assessment and for pupils to then mark it using the success criteria based on the mark scheme (suited to their target grade). Staff will be asked to produce a formal lesson plan for each session.	Wendy Frampton, Kate Chapman	Termly at HEMSP meetings (£1,800)
C. Raise the progress of PP students at KS4 in English	Provide students with curriculum support materials with texts and theatre visit to see An Inspector Calls	Students are unable to purchase their own study guides and revision support materials that they can write in themselves and annotate to develop their understanding of themes.	80 copies of an inspector calls £8.99/CGP Romeo and Juliet the Play £2.75 CGP Romeo and Juliet the/ text guide £2.75/Dr Jekyll and Mr Hyde £6.99/ (£1,718) 25x Theatre tickets @ £25 per head (£625) Students will be directed on how to use these materials in lessons and set a revision schedule which is structured around them for use at home	Wendy Frampton, Kate Chapman	Termly at HEMSP meetings (£2,343)

<p>D. Raise the participation of KS3 PP students extra-curricular clubs, activities and enrichment opportunities</p>	<p>Assign PP money to fund extra-curricular activities and initiate the Love Life, Love London culture capital school trips. Allow students to choose which trip they would like to attend. Appoint a post holder to arrange the trips and coordinate/manage the extra-curricular opportunities available to PP students and their involvement.</p>	<p>Increasing participation of students in extra-curricular activities develops their confidence and wider skills such as team work & resilience. They also develop a love of learning and experience success which should transfer into the classroom with increased sense of personal aspiration and focus. Widening their cultural awareness through enrichment and trips will enable them to access aspects of the curriculum more easily and improve their over-all life experience.</p>	<p>Monitor the participation of all PP KS3 students in clubs and activities and provide a wide range of trips for them to choose from in the Love Life, Love London initiative. PP Champion also to attend Aspiration Evenings for years 7-9 to discuss PP opportunities with parents.</p>	<p>HoYs, LH, NS,</p>	<p>Termly (£54,000)</p>
<p>E. Increased opportunities and involvement in enrichment activities for all of our MAGT PP students</p>	<p>Further develop the MAGT coordinator post to focus on PP MAGT students and monitor their involvement and participation in extracurricular activities and enrichment opportunities that stretch and challenge, developing their skills and aspirations.</p> <p>The PP MAGT coordinator to source opportunities such as Brilliant club at year 8, Latin lessons for year 8 students, King's College Aspiration Project at year 9-11, King's College Master Classes, Bookfest. To conduct student voice and to assess the impact of these opportunities and direct new opportunities and support.</p>	<p>Gaps have been identified with the involvement of MAGT PP student in enrichment activities that stretch and challenge them. Therefore we need to monitor their involvement and create opportunities</p>	<p>Regular meetings between the MAGT PP coordinator, PP champion and deputy head teacher to monitor progress of these students. Liaison with HoY's and HoD's</p>	<p>MK, PS, LH</p>	<p>Termly (£10,680)</p>

<p>F. Raise the Progress 8 score in EBACC subjects</p>	<p>Regular tracking and monitoring of PP students' progress in these subjects and feedback with HoD's, learning walks, and use of curriculum support materials (revision guides) educational visits and revision sessions or revision days after school and in the holidays. 'Progress 8 Board' in the staffroom and Excel spreadsheet in shared area which highlights students who need support so teachers can record what interventions are in place. Focus on Spanish, Geography and French. King's College consolidation classes.</p>	<p>Identifying students who are underachieving in specific subjects allows targeted intervention to be put into place. Support the cost of music lessons for KS4 students taking GCSE music.</p>	<p>Meet with the HoD's and whole departments to ensure effective intervention and support is in place. Work with pastoral team to support subject areas and students who require support,</p>	<p>LH, SLT, EBACC HoD's and year 11 pastoral team</p>	<p>Termly (£10,000)</p>
<p>I) Ensure PP students and other vulnerable students enjoy a smooth transition between primary and secondary school</p>	<p>Summer school is for PP and other vulnerable students to ensure a smooth transition between primary and secondary school. This was conducted during the first week of the summer holidays 2016</p> <p>Study support materials for year 7 students to ensure they have access to resource at home.</p> <p>Tutor team mentoring</p> <p>Transition groups –Inclusion PGL residential trip</p>	<p>The summer school enables students to make friends and become familiar with the school and their new journey before they officially start. They also take part in some enrichment activities such as Dance or Art.</p> <p>Curriculum support materials ensure students can access additional help whilst completing their school work at home especially if they don't have access to the internet (they also have homework club).</p> <p>The PGL residential trip enables students to develop new skills, friendships and their confidence.</p>	<p>Students settle into school and feel happy and secure.</p>		<p>£8000</p>
Total budgeted cost					<p>£93,823</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
H)Support emotional well- being of students throughout the whole school	Clinical psychologist, Inclusion Manager, Lead Achievement Mentor - to support in-school counselling	Counselling and therapy enables students to manage their emotions and overcome situations that are often out of their control. This means students can engage with school and progress academically. This provision is available for all students not just PP students	Students are seen quickly by the inclusion department when an issue arises and feel supported in overcoming set-backs and develop the skills to manage similar problems in the future	NBL	
Total budgeted cost					£88,000

G. Review of expenditure				
Previous Academic Year		2015/2016		
i. Quality of Teaching for all				
Desired outcome	Chosen action / approach	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
Reduce class sizes in English and maths and allow for targeted students to be timetabled more English and maths lessons where necessary	To provide additional timetabled maths and English lessons for those who need further support to progress	Less able students taught in much smaller group sizes, less able students receive more maths and English tuition. All students taught in slightly smaller classes. This had a beneficial impact on both PP and non PP students across every year group	Try and reduce the number of lessons students are taken from non-core subjects for additional lessons	£72,000

Pastoral care	To support the leadership of PP students pastorally	Assistant Heads of Year were able to focus on PP students and support their learning needs, extracurricular activities, attendance, run small mentoring groups and manage the implementation of the tutor mentor meetings which took place at tutor times.	To direct assistant Heads of Year more with specific objectives and ensure they all work to achieve them	£51,000
				£123,000
ii. Targeted Support				
Desired outcome	Chosen action / approach	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
Ensure smooth transition for new year 7 pupils	Summer School, PGL trip, Homework Club (KS3)	Students enjoyed summer school immensely as explained in their student voice, it prepared them well for a smooth transition into secondary school. Non PP students who were vulnerable were also invited to attend summer school. Most of our PP students attended PGL and developed their self-confidence, team building and friendships. KS3 Homework club was full every afternoon after school with year 7 and 8 students it enabled students to access the internet and complete their homework in a safe and monitored environment. This was accessed by PP and Non PP students.	One week of summer school would be effective enough to support transition, continue with success of homework club, continue to support PP students to attend PGL (target certain groups to try and attend).	Summer school budget

Support KS3 Numeracy	<p>CUP Numeracy</p> <p>Mathswatch after school booster sessions year 8 & 9 Shine group combining numeracy skills with technology -year 8 (post CUP students)</p>	<p>Out of 30 the students that had an additional 2 hours of tutoring per week 18 achieved a 4c or above by the end of the academic year, 7 students were working at a level 3A by the end of the academic year.</p> <p>Unfortunately the Booster sessions were not as well attended as was needed and so data catchment to measure the impact would not be meaningful The year 8 technology/maths skills group was enjoyed by students who did not achieve their level 4 by the end of year 7. Unfortunately the sessions were so infrequent that any progression in maths could not be attributed to it.</p>	<p>Excellent choice and use of resources (well selected). Try not to take students out of lessons for CUP small group tuition.</p> <p>Incentivise students to attend booster sessions, conduct student voice to find out how students feel we could support them and why they didn't attend</p>	CUP budget
Support KS3 students with their literacy skills	<p>CUP Literacy Accelerated Reading pilot scheme for year 8 students with year 10 reading buddies. Bookfest year 8 and year 9 PP MAGT MAGT reading club</p>	<p>CUP Literacy programme was very successful, all students with KS2 data made at least 1SLOP with the vast majority making between 3 and 8 SLOP. 13/17 students achieved a level 4c or above, 3/17 were working at a 3A by the end of the year and 1 at a 2A. CUP literacy is for PP and non PP students.</p> <p>The Accelerated Reading Pilot scheme was supportive in preparing us to launch it to the whole of KS3 and in understanding the programme and website. There was not enough time to see the impact it could have made on students. It was also very successful because it enabled us to train year 10 students as Duolog Reading buddies which was very successful.</p> <p>Positive student voice following their Bookfest trips, as well as reduced behavioural issues by certain students in lessons and greater engagement in creative writing tasks.</p> <p>Reading club for MAGT year 7 students broadened their enjoyment of reading and discussion</p>	<p>Reduce the number of students being taken out of non-core lessons for CUP.</p> <p>Continue Accelerated reader and launch to KS3 one year group at a time to ensure success</p> <p>Continue with Bookfest trips to break down cultural barriers to learning</p> <p>Incorporate into Accelerated Reader</p>	<p>CUP budget</p> <p>£2000</p> <p>£450</p> <p>£200</p>

<p>Enrichment opportunities for our MAGT PP students</p>	<p>Year 8 and 9 Bookfest trip Brilliant Club- year 9 Student Voice interviews with -year 7-10 Kings College Aspiration project for -years 9-11 Kings College MAGT Science Project -year 8 Korean lessons- year 8 & 9 King's College Master Classes-year 11 Unlock Project- year 9 Jack Petchey Speak Out Challenge -year 10 King's College Drama –year 8 & 9 Rock Challenge-year 9</p>	<p>A wide range of new opportunities were introduced to students across year 8 -11. All opportunities raised student's aspirations with visits to universities, development of a wide range of new skills and liaisons with high achieving 6th formers at King's College Wimbledon. PP and Non PP students were involved in these opportunities.</p>	<p>Identify gaps in MAGT PP involvement and ensure that all of these students are involved in enrichment opportunities. Increase MAGT enrichment for year 7.</p>	<p>£2300</p>
<p>Engage disaffected year 9 students developing communication skills and future career choices</p>	<p>Unlock programme Develop communication, questioning and presentation skills, visit a variety of different companies (Google, law firms) and workplaces and communicate with successful individuals who have either; set up companies, had very interesting careers and/or overcome personal set-backs to achieve success. For students to identify and develop aspirations and a vision of what they would like to do as a career themselves, and to encourage them to take responsibility for making that happen.</p>	<p>Student voice suggests all 12 students who took part thoroughly enjoyed the experience. They expressed a greater sense self-confidence and an understanding that they are able to achieve and drive their own aspirations forward. As a result of the intervention they now have a clearer understanding of their own aspirations and self-belief. Most seem more focused and engaged with their learning at the beginning of year 10. All students who took part were PP.</p>	<p>Explore other routes that ensure more of our PP students can gain the same experience and develop their aspirations</p>	<p>£5500</p>
<p>To support students with their health and well being</p>	<p>Yoga for year 11 Inclusion, Dr Bell, Achievement Mentors who support in-school counselling Talk from Psychologist about managing exams and looking after health for year 11</p>	<p>Students responded very positively regarding their talk about managing anxiety and their well-being during examination periods. This was available to PP and non PP students. A small number of students took part in Yoga to help them relax and enjoyed the new experience. Student voice suggested it also taught them the importance of looking after themselves and taking responsibility for their own well-being. The individual and group work that our achievement mentors, CBT counsellor and the groups sessions they carry out are available to all of our students, not just PP.</p>	<p>May run the talk earlier in the academic year</p>	<p>£88000</p>

Engage more students in extra-curricular activities and enrichment opportunities at KS3	Peripatetic music lessons support with PE kit Fighting Fit Netball Sky Sports Living for Sport	Many PP students have enjoyed their peripatetic music lessons and have performed at various school events such as summer sounds. Some year 9 students have gone on to take music at KS4 Students who took part in Fighting Fit felt it increased their confidence and fitness	We need to ensure all KS3 PP students are taking part in an extracurricular activity	£2000
Support KS4 English PP students with progress and attainment	Revision schedule devised for students to work through at home, copies sent to parents. Kings College Master Classes. After school booster sessions Year 11 <ol style="list-style-type: none"> 1. AQA workbook -understanding non fictional texts 2. An inspector Calls study guide 3. Poetry Study guides 4. OMAM study guides 5. English WJEC course revision guides for SEN students 6. Collins unit 1 English combined/Lit Kingston University Revision days	PP KS4 3LOP in English decreased from 78% in 2015 to 64% 2016 PP KS4 4LOP in English decreased from 35.5% 2015 to 24.5% in 2016. The number of A*-C grades remained the same. English PP P8 score -0.1	Greater emphasis on students to attend English support sessions, narrowing of the cultural gap through theatre visits to support texts. Running English support sessions earlier on in the school year. Support PP students lower down the school more in these subjects.	£2000

<p>Support KS4 maths PP students with progress and attainment</p>	<ol style="list-style-type: none"> 1. After school Tuesday maths revision sessions (PP and other SEN students) 2. Holiday revision sessions 3. Year 10 SEN maths group 4. Mathswatch on-line subscription 5. Kingston University Revision days 6. King's College Friday afternoon revision classes and master classes (PP and non PP students) 	<p>The percentage of A*-C grades for PP students in maths increased from 56% (2015) to 61.4% (2016). The APS score for PP students in maths increased from 33.7 (2015) to 37.75 (2016). The percentage of PP students achieving 3LOP increased from 61% to 63.6% in 2016 and 4LOP 13% to 23.64%. All of the gaps between PP and non PP students in maths closed significantly. PP P8 Score -0.01</p> <p>19/30 PP students who attended 6 sessions or more of the maths booster sessions on a Tuesday after school achieved their 3LOP (66%). The sessions were also open to non PP SEN students also.</p> <p>Supporting 9 SEN students (7 of which were PP in year 10) enabled students to start their lessons promptly with the correct equipment. They got to know their maths tools as they used their own set every lesson which were left in the classroom. They used a homework book to complete their homework at home where internet access might be inaccessible and used their own textbook every lesson. Students felt more confident positive about their maths, they started more promptly and made marginal gains.</p>	<p>Ensure PP students are regularly attending after school maths booster sessions. Support PP students lower down the school more in maths. Ensure more PP students are invited to attend the sessions.</p>	<p>£8000</p>
---	--	---	---	--------------

<p>Ensure a Positive Progress 8 Score. Provide KS4 students with curricular support materials/ trips / revision sessions to ensure they can access the curriculum</p>	<ul style="list-style-type: none"> • Progress 8 board of Year 11 in the staffroom highlighting year 11 PP students' progress 8 scores • Spreadsheet of Year 11 students under progressing in specific subjects for teachers to record the support and intervention in place • Theatre trip to Mamma Mia for year 10 dance students • Peripatetic music lessons for KS4 music students • Geography revision guides for years 10 & 11 • PE revision guides and workbooks • MFL curriculum support materials • RE revision guides for year 10 and 11 • Science Revision guides for Core, Additional and triple scientists in years 10 and 11 • BTEC production trip to the V&A and Curious at the Theatre 	<p>Overall PP progress 8 score of +0.13 EBACC PP P8 Score +0.17</p> <p>15/27 PP students in MFL achieved an A*-C grade French PP P8 score - 1.19 German PP P8 score -0.15 Spanish PP P8 score -1.28</p> <p>50% of PP students achieved an A*-C grade in Geography PP 3LOP 53.33% and PP 4LOP 55.4%. PP P8 score of +0.07.</p> <p>65% of PP students achieved an A*-C grade in History PP 3LOP 64.3% and PP 4LOP 50%. PP P8 score of +0.21</p> <p>78% of PP students taking RE achieved an A*-C grade, PP 3LOP 85.19% and PP 4LOP 53.7%. PP P8 score +0.26</p> <p>All gaps have been reversed between PP and non PP students taking Additional Science. 89% of PP students achieved 3LOP in Additional Science and 50% achieved 4LOP. PP P8 score +0.47 69.23% of PP students achieved 3LOP in Core Science and 36% achieved 4LOP. PP P8 score +0.17</p>	<p>Support PP in MFL Support PP in Geography</p> <p>Ensure the new cohort of PP year 11 students receive curriculum support materials earlier in the year. Greater liaison with HoD's regarding specific students. Greater overall organising of support sessions between subjects.</p> <p>Support PP students lower down the school more in these subjects.</p>	<p>£5000</p>
<p>Improve the attendance and punctuality of PP students</p>	<p>Additional EWO time purchased from PP funds to increase the number of home visits and school interviews run by the EWO Breakfast clubs</p>	<p>More PP students had individual meetings with the EWO and where necessary home visits were made which did raise the awareness of the importance of good attendance and punctuality. The EWO was used in a completely different way to ensure more action was being taken with students whose attendance was becoming a concern</p>	<p>As result of these additional EWO meetings 6 out of the 7 PP students with low attendance in year 7 improved their attendance significantly and the gap between PP and non PP students narrowed though out the year rather than grew! 7/10 year 8 students improved their attendance between march and June due to increased EWO time</p>	<p>£12,000</p>

Support students with their language and communication to break down barriers towards their learning and progress	Speech and Language Training Project – 11 students in KS3 were assessed by Speech and Language therapists and given six, one hour group sessions where they worked on developing and using a wider vocabulary, social and communicating skills such as eye contact, developing more detailed sentences, reading aloud, listening and understanding what has been said to them and talking to adults. The interventions and support were differentiated on the basis of their needs derived from their initial assessment.	The impact was greatest with students who had taken part in the full 6 sessions, most students grew in confidence and made developments in their specific area of need. Continual work is required with some of these students and the guidance in the report from the therapists was very specific in what they should be doing next which will be shared with staff.	This is a project that could have more emphasis and investment to support some of our weaker students who can become disaffected with their learning.	£5,000
Increase access to school: Reduce journey times to and from school and support with uniform costs where needed	Monthly travel passes for two students Support with uniform for several students Taxi for disabled GCSE student to visit a museum for her Textiles GCSE	Students were able to travel to school using the tube and train which reduced their journey time by 40 minutes. This meant they were traveling more safely and could spend more time on their learning, attending revision sessions, afterschool and school events. Specific students who were really struggling to buy uniform, shirts, tights and shoes were supported with the pupil premium so they could attend school and feel smart and ready to learn	Ensure we are able to support a wider variety of our PP students with purchasing and updating their uniform and ensure where necessary students have safe journeys to and from school	£558

i. Other approaches

Desired outcome	Chosen action / approach	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

H. Additional detail

Destination data of our PP year 11 leavers 2016

Out of 57 students all have continued to further education apart from 3 who are NEET's:

2 x Ashcroft

2x Carshalton College

1 x Chestnut grove

1 x City of Westminster

2 x Croydon College

1 x Coulsdon College

1 x Esher College

1 x Glenthorne

2 x Harris Merton

1 x Just to Learn

6 x Kingston College

1 x Kingsway

4 x Nescot

1 x Nonsuch

1 x Richmond

15 x RR6

1 x Roseberry

1 x SFX

2 x South Thames

2 x Southfields

2 x Ursuline

1 x The Quest Academy

1 x Westminster Kingsway

1 x William Morris

1 x Arts

