

## DSL V Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	Danetre & Southbrook Learning Village (DSL V)				
Academic Year	18/19	Total PP budget	£328,680	Date of most recent PP Review	E-Act Audit 18 Sept 2018
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	After each Progress Check

2. Current attainment –		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (17/18)	-0.81	0.08 (NA to follow)
English Progress 8 score average (17/18)	-0.46	0.13 (NA to follow)
Maths Progress 8 score average (17/18)	-0.55	0.15 (NA to follow)
Attainment 8 score average (17/18)	3.07	4.52 (NA to follow)

### 3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers	
1.	Inconsistent Quality First Teaching has limited performance in the past. Staff training is focussing on high expectations, positive discrimination strategies and fast-tracking targeted students to additional support.
2.	Low confidence as learners and low aspirations, particularly of boys, leads to underperformance (e.g. Y11 PP Boys P8 -1.0 compared to Non PP Boys of -0.19).
3.	The underperformance of SEN students (Non and PP) is a concern, Y11 PP SEN students have a -1.01 P8 Score. Greater ownership of SEN progress is needed by teaching staff and the provision mapping of SEN is under new leadership and a new support model including a support hub (Chrysalis).
4.	PP students are more than twice as likely to be excluded than Non PP students. Low aspirations and low confidence can manifest itself in inappropriate behaviour.

5.	Low Communication skills, including reading, writing and oral communication, on entry to Primary and Secondary can limit effect access and progress through the curriculum.	
<b>External barriers</b>		
6.	Attendance rates for pupils eligible for PP are 90.7%. Non PP attendance 94.3%. This reduces their school hours and causes them to fall behind. PP Students with an attendance rate of under 90% had a shocking P8 score of -1.75. Some parents/carers do not realise the impact of low attendance and do not recognise the value of a good education to their child's life chances.	
7.	Low aspirations from some parents and carers leads to a lack of support from home leading to a lack of student motivation, poor behaviour and low attendance. This can often be caused by their own poor experience of education and their lack of success. The pastoral team need to uncover the family needs and provide bespoke support plans in conjunction with relevant agencies.	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
A.	Higher levels of achievement and rates of progress across all key stages for pupils eligible for PP.	Y11 PP Basics 4+ to rise from 34% in 2018 to 50% in 2019. To close the current achievement gap, with PP Progress 8 above and beyond the National Average in August 2019. We are setting are own floor target of -0.2. Y6 Target
B.	Reduce PP Persistent Absence to dramatically improve student outcomes.	PP persistent absence reduced to under 12% with PP attendance at 94% + for the 2018/19 academic year. The correlation between low attendance and under-achievement is startling, if we improve attendance student progress will dramatically improve.
C.	PP Boys engage with their academic studies to make the most of their undoubted potential.	Y11 PP Boys Basics 4+ to double from 26% in 2018 to 52% in 2019. We are setting our own floor target of -0.3. Y6 Target
D.	PP students with SEN make significantly improved progress.	Y11 PP SEN Basics 4+ to double from 11% in 2018 to 22% in 2019. We are setting our own floor target of -0.4. Y6 Target
E.	Improve reading ability across the primary phase and KS3	...
F.	Positive Behaviour for Learning leads to reduced fixed term exclusions for PP students.	Fixed Term Exclusions for PP students fall by a minimum of 40% both in terms of the number of exclusions and the days lost.

5. Planned expenditure					
Academic Year		2018/19			
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.					
<b>i. Quality of teaching for all</b>					
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?
18.1 Consistent high 'Quality First Teaching' leads to high quality provision to accelerate the progress of DAS day in, day out.	a) QFT for DAS Students promoted in Day to Day Lesson Essentials in Staff Planner b) Training Day Presentations and Sharing Good Practice briefings on the Positive Discrimination Hub c) Lesson planning and observation form adjusted to increase focus on DAS QFT as part of QA schedule	L&T Toolkit acclaim of metacognition and feedback  Warwickshire Pupil Premium 2015 Research Report prioritising QFT as the most crucial aspect.	L&T Evaluation Schedule evidence in recording folders  Termly learning walks focused on QFT & DAS  Learning walks by SLT Patrol to focus on QFT & PP	SH RE MF	Termly report written by PP Co-ordinator on QFT for DAS
18.2 Teachers are fully aware of their Disadvantage Students and can apply QFT Strategies to accelerate progress.	a) Sharing Good Practice Briefings to look at the DAS cohort in each year group and the target group of underperformers for whom the QFT Strategies will be key. b) Active Folders adjusted to give greater emphasis on the strategies used for DAS and each teacher's PP target group	Teachers need to know who the Disadvantaged Students are and the particular target group to ensure they apply strategies accordingly.	Learning Walks to sample staff accuracy in identifying DAS and targeted DAS  Active folders for each class with appropriate seating plans and intervention for targeted PP.	SH	Learning Walk in each term.

	c) SISRA Training to ensure all staff are confident in quickly identifying PP progress d) War Room re-established in the Long Room to visually display target groups and progress towards targets.				
<b>Total budgeted cost</b>			No budget costs from this area		
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
18.3 New Support Hub (Chrysalis) provision provides a wealth of academic and pastoral support for DAS SEND and DAS SEMH Y11 PP SEN Basics 4+ to double from 11% in 2018 to 22% in 2019. We are setting	a) Redeploy the Sixth Form Area into a Support Hub b) Behaviour Support Assistants run SEMH Student Support Room under B. Maughan's leadership, coordinating provision for students with Social, Emotional and Mental Health challenges c) SENCO to have more even split between primary and secondary to lead provision on personalised	Disproportionate amount of SEND and SEMH are DAS  2017 Prog8 -1.11 for SEND 2018 Prog8 of DAS SEND -1  SEND students more than twice as likely to be excluded.	Line managed by Deputy Head and Regional Team  Learning Walks  Lesson Observations  Parent & Student Voice Activities	RE BM AC	First Month Review  Half Termly after that at data checkpoints

our own floor target of -0.4.	<p>curriculum plans to make education winnable supported by existing Curriculum Support Team.</p> <p>d) Resource the two main SEMH and SEND Rooms plus the Chill Out Room, Individual Study Rooms and existing kitchen/diner.</p>		Attendance, Behaviour and Progress Data against Targets analysed half termly		
18.4 A selected group of Y11 DAS accelerate their progress.	<p>a) Create a new and extra Y11 Tutor Group for Targeted DAS to ensure they receive plentiful Tutor guidance, support and have all the resources they need to succeed.</p> <p>b) SLT Assertive Mentoring with 10 Y11 PP students from the Spring Term</p> <p>c) HOY 11 mentor 6 PP Students</p>	L&T Toolkit's emphasis on guidance, feedback and metacognition. This small group will make this all possible.	<p>Data Analysis of the Progress being made by the tutor group at Data Collection points.</p> <p>Student Focus Group provide feedback on provision especially the clarity with their own personal intervention plan</p>	RE SH JE PH	At each data collection point and final August 2019 Results.
18.5 The progress of Disadvantaged Boys will rise and the achievement gap to Non-DAS Boys decline. Y11 PP Boys Basics 4+ to double from 26% in 2018 to 52% in 2019. We are setting	<p>a) Analyse summer data for the latest gender difference in the PP cohort</p> <p>b) Create a RBA Working Group to produce a Raising Boys Achievement Policy</p> <p>c) Create a Friday Night/Saturday Morning Club for Targeted Students using The Parker Model</p>	<p>The strategies are based around the acclaimed work of Gary Wilson, the long established educational guru on raising boys' achievement.</p> <p>2018 Prog8 DAS Boys -1.0</p>	<p>a) Data manipulated by SISRA Analytics</p> <p>b) Working Group to have new policy approved and promoted in the Staff Planner.</p> <p>c) Keep a register of attendees and conduct a</p>	MF SH	At each data collection point for all years.

<p>our own floor target of -0.3.</p>	<p>d) Use Sixth Formers, leavers and business people as positive male role models/mentors  e) Identified rewards to boost motivation to achieve Mock Targets (Boys' Team Competition)  f) Promote Show My Homework for better quality home learning/revision tasks  g) Evening Revision Clubs and Breakfast Clubs  h) Focus on high attaining boys for particular intervention  i) Investigate inviting Gary Wilson back into school to talk to boys and parents about achievement.</p>	<p>Non-DAS -0.19</p>	<p>student focus group.  Monitor the performance of attendees at data collection points.  d) &amp; e) Student Voice Activity  f) See 18.17  g) Register and Student Voice  h) See 18.7  i) Student &amp; Parent Voice Activity</p>		
<p>18.6 Disadvantaged Students display positive behaviour for learning to accelerate progress:  Fixed Term Exclusions for PP students fall by a minimum of 40% both in terms of the number of exclusions and the days lost.</p>	<p>a) Study Internal and Exclusion data on DAS Students and create a target group  b) Work with Pastoral Teams and Support Hub on individual plans for targeted students.  c) Existing BSA team employ effective support work in Primary Nurture Room and new Secondary Support Hub 'Chrysalis'.</p>	<p>Previous exclusion data would indicate a real need for DAS behaviour for learning to improve as they are significantly more likely to be excluded.</p>	<p>Ensure the target group are created and all have individual plans.  Monitor the number of On Calls and FTEs.</p>	<p>BM  KB</p>	<p>Termly Report on Exclusions and On Calls</p>

<p>18.7 Increasingly high expectations and challenge of DAS high attainers leads to improved progress</p> <p>75% of Y11 HA PP to achieve Basics 5+ 20% 7+ in 2019. (64% and 9% respectively in 2018)</p>	<p>a) Student, Class, Subject and Danetre targets based on Fisher 50 for other and Fisher 20 for PP to narrow the gap and increase staff expectations.</p> <p>b) Analyse individual DAS Performance for High Attainers to establish Target Group of underperformers and Target Subjects especially in Basics</p> <p>c) Send Staff list of High Attainer DAS and list of ideas for Stretch and Challenge</p> <p>d) Subsidise DAS on Y11 High Attainers weekend residential</p> <p>e) Joint HA Revision Sessions with The Parker at the Randolph Building (added bonus of boosting 6<sup>th</sup> Form Recruitment).</p>	<p>Data has shown a trend less progress made by HA DAS</p>	<p>Monitor the progress of HA DAS sub-cohort</p> <p>Conduct a learning walk of HA DAS and follow up with Student Voice Activity to gain qualitative and quantitative data.</p>	<p>SH MF PH JM</p>	<p>Track progress of sub-cohort at each data collection point for all years.</p>
<p>18.8 DAS achievement improves because of increasing attendance and reduced persistent absence: DAS Attendance reaches 94% for the first time.</p>	<p>a) During Half Termly attendance meetings, ensure DV Students are fast tracked to the intervention associated with the wave above. This ensures early intervention of this vulnerable group</p> <p>b) Analyse last year's attendance data and create a target list of DAS students at risk of being</p>	<p>"There is a clear link between poor attendance at school and lower academic achievement"</p> <p>Charlie Taylor's 2012 Report for the DFE on 'Improving Attendance at School'.</p>	<p>Half Termly Meetings with HOY and Senior Attendance Officer which then leads into a review meeting with Attendance Lead and regional team.</p>	<p>KB CS</p>	<p>Data Analysis each half term to monitor impact.</p>

<p>DAS Persistent Absence falls below 12%.</p>	<p>classed as a Persistent Absentee this year. Create an individual action plan and target. c) Appoint a Senior Attendance Officer and Family Liaison Officer with an extended responsibility for PP working in partnership with two Family Support Workers</p>				
<p>18.9 Raise the progress of DAS students in Mathematics and English.  Y11 PP Basics 4+ to rise from 34% in 2018 to 50% in 2019</p>	<p>a) English and Maths Performance analysed in each year group to establish target group b) Y11 Fast-tracking to Intervention in am registration and twilight sessions c) Learning walks organised to focus on the provision for Disadvantaged Students to bring consistently high QFT d) Y7-10 Intervention in lessons and through study support. e) Opportunities Fund accessed to ensure students have all the resources they need. f) Use PP to ensure Maths/English staffing is generous in terms of teachers and intervention tutors</p>	<p>2018 Results Analysis identifies negative Progress 8 in the Basics</p>	<p>Fortnightly line management meetings  Fortnightly Core Achievement Meetings established with new Achievement Team  Monitor usage of Opportunities Fund</p>	<p>SH AS LH</p>	<p>Analyse DAS Maths/English progress at each data collection point.  Scrutinise Y11 Basic 4+ and 5+ to support vulnerable DAS students who may not make the threshold.</p>



<p>18.10 Improve the progress of DAS Students in Targeted Subjects. Residual league table concerns (Analyse Summer 2018 Results to identify departments)</p>	<p>a) Each department targeted compiles an action plan of how they intend to raise the performance of disadvantaged students containing:</p> <ul style="list-style-type: none"> <li>• Analysis of current progress</li> <li>• Identification of a target group</li> <li>• Fast-tracking plans to intervention strategies</li> <li>• Plans to access Opportunities Funding</li> </ul> <p>b) Keep all departments up to date with current progress with DAS in comparison to other departments</p> <p>c) Individual meetings with HODs in departments towards the bottom of the league table.</p> <p>d) Intervention Programme fortnightly P7 incorporated into 1265 hours</p> <p>e) Paid Intervention Programme coordinated to cover holidays, Saturdays and evenings.</p>	<p>Looking at 'Residual' performance in SISRA Analytics identifies the departments that are our least successful in terms of DAS Achievement in 2018.</p>	<p>Identify that appropriate action plans are in place in the Autumn Term.</p>	<p>SH PH JM</p>	<p>Monitor at each data collection point.</p> <p>Pupil Premium Analysis analyses achievement gaps.</p>
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<p>18.11 Utilise the Heads of Year to provide exemplary Pastoral Care and co-ordinate strategies for a target group of DAS students in their year group.</p>	<p>a) Provide HOY with data on the progress of disadvantaged students in their year group at each data collection point including a league table of individual performance and a target group of concerns.  b) HOY coordinate an action plan for each individual in the target group including meetings with parents, use of the opportunities fund and liaison with departments.  c) Mentoring Plan created to include SLT, HOH, HOY and Business Mentors.</p>	<p>HOY need to know who the Disadvantaged Students are and the particular target group to ensure they apply strategies accordingly.</p>	<p>Check action plans for each targeted individual to ensure appropriate support.</p>	<p>BM KB HOY</p>	<p>Progress of DAS and Target Group analysed at each data collection point.</p>
<p>18.12 Evidence of rise in reading age of low ability DAS in Primary School and KS3</p> <p>Baseline Testing and Impact Testing through Literacy Assessment On-Line</p>	<p>a) Implement E-ACT reading strategy and appoint a reading recovery teacher to delivery targeted intervention across primary phase.</p>	<p>Small group/1:1 support was seen to have impact in 2016-2017 &amp; 2017/18 on reading ages of targeted students</p>	<p>Reading lead to oversee resources and scheme development with KS2 and KS3 lead for English and SENCO</p>	<p>JC</p>	<p>Each Term</p>

<p>18.13 Phonics Scores rise significantly in the Infant Phase</p>	<p>a) Employ Phonics Lead for 1:1 and small group phonics intervention in the infants phase. Role extended to identify other literacy areas for development such as dyslexia.</p> <p>b) CPD support for primary staff and parent workshops.</p>	<p>Studies undertaken by the EEF. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>	<p>KS1 phase leader carry out observations of staff implementing intervention, using LEW.</p> <p>Monitoring and Tracking progress of pupils</p>	<p>JC</p>	<p>April and July 2019</p>
<p>18.14 Intervention Programme in Primary Sector accelerates learning</p>	<p>a) Appoint HLTA</p> <p>b) Identified students receive 1:1 and small group provision with teacher and support staff.</p> <p>c) Third teaching in Y6 to provide more personalised support.</p> <p>d) Selected Secondary Students volunteer for intervention sessions</p>	<p>EEF research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. This is if TAs work in structured settings with high quality support and training.</p>	<p>Observations through LEW. Rigorous tracking of children following the intervention cycle plan</p>	<p>JC SG</p>	<p>October 18, March and June 19</p>

<p style="text-align: center;"><b>Total budgeted cost</b></p>	<p>1) New SEND/SEMH Support Hub</p> <ul style="list-style-type: none"> <li>• Curriculum Support Staff (SEND)</li> <li>SENCO @ 60% £34,591.20</li> <li>LSA 1 @ 50% £9,040.50</li> <li>LSA 2 @ 50% £6,121.50</li> <li>LSA 3 @ 50% £7,210.50</li> <li>LSA 4 @ 50% £4,872.00</li> <li>• Student Support (SEMH)</li> <li>BSA 1 @ 50% £13,497.00</li> <li>BSA 2 @ 50% £13,497.00</li> <li>• Furniture, Redecoration, Equipment &amp; Curriculum Resources £5,500 50% contribution</li> </ul> <p>2) Gary Wilson Raising Boys' Achievement Training £1,000</p> <p>3) Senior Education Welfare Officer 1 @ 50% £21,885.00 Senior Education Welfare Officer 2 @ 50% £21,885.00</p> <p>4) Addition Costs for out of hours club £500</p> <p>5) High Attainers Trip £500</p> <p>6) Attendance Officer's with PP Champion Role @ 50% £15,966.00</p> <p>7) Reading Recovery Teacher &amp; Phonics Lead (Same person) @ 60% £30,402.00 EAL Teacher @ 60% £11,052.00</p> <p>8) Primary Nurture Room Lead @ 70% £12,943.70</p> <p>9) Intervention/TA Support 1 @ 60% £9,951.60 Intervention/TA Support 2 @ 60% £8,382.60</p> <p>10) PP Coordinator (need to add in a percentage of Sarah Hadlow's salary to bring up to allocated staffing budget).</p> <p>11) Paid Intervention Sessions to support PP Progress £10,000</p>
<p><b>iii. Other approaches</b></p>	

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?
<p>18.15 Effective deployment of the Opportunities Fund is evidenced through exam success, accelerated progress, attendance/behaviour data and case studies that show the academic/pastoral benefits gained by this personalised provision.</p>	<p>a) The PP Teacher/TA Request Form is placed in the Staff Handbook and digitally on the portal, along with instructions to allow easy access to the Opportunities Fund for Staff. This form will be promoted on Training Days and Sharing Good Practice Briefings</p> <p>b) The PP Parent Request form is posted to all PP Students twice a year to encourage requests for bespoke funding</p> <p>c) HOY to utilise Opportunities Fund to access funding for target group.</p> <p>d) HOD especially in targeted subjects to proactively use the Opportunities Fund to support DAS achievement.</p> <p>e) Finance Office to monitor use of Opportunities Fund by Department and HOY</p>	<p>Progress by DAS at Head's last school with a correlation between Opportunities Fund spend and Student Achievement.</p> <p>Success by proactive departments</p> <p>Anecdotal case studies of students receiving bespoke financial support (e.g. Swimming lessons for the non-swimmer who lives on a barge)</p>	<p>All requests from parents, carers, teachers and the pastoral team come through PP Coordinator for approval.</p> <p>Senior Finance Assistant maintains funding record on each DAS and by each department</p>	<p>RE SH</p>	<p>Individual funding compared to progress league table at every data collection point.</p>

<p>18.16 Free School Breakfasts help ensure that more students have the nutrition and hydration needed for an effective day's learning</p>	<p>a) Budget for Free School Breakfasts extended to secondary after success of Primary School provision  b) FSB advertised to all FSM parents in the Autumn Term to encourage take up  c) Termly monitoring of usage</p>	<p>The claim that breakfast is the most important meal of the day has an abundance of sound science behind it. A brief compiled by the Food Research and Action Centre (FRAC) outlines the <b>correlation between breakfast and school performance</b> among children, based on numerous research findings. The findings include how eating, and not eating, breakfast affects academics, brain function, and overall wellness. Children who do not eat breakfast at home or at school were less able to learn.</p>	<p>Termly monitoring of usage.</p>	<p>BM CS</p>	<p>Each Term.</p>
<p>18.17 Home Learning Club opens four nights a week to</p>	<p>a) TA and Librarian Support available on Tuesdays, Wednesdays, Thursdays and Fridays.</p>	<p>Register of attendance shows which DAS access this club.</p>	<p>Termly twilight learning walk  Register monitoring for DAS attendance</p>	<p>MF</p>	<p>Termly Report on effectiveness and the number of DAS benefitting</p>

provide valued TA and ICT support.	b) Register analysed termly	Student Voice activities show its value.	Student Voice activity.		
18.18 Late Buses allow DAS to access intervention classes, Home Learning Club and a vast array of ECA clubs.	a) Late Buses provided three times a week from 4.30pm to serve rural catchment	Transport costs and work patterns are potentially a huge issue for attendance	Spot survey once a term on users.	RE SH	Termly report on usage stats.  This strategy is currently on hold due to the financial position but we wish to leave it in the plan for future consideration. Jan 19 need for late buses identified to support intervention. 20% of village students are PP.
18.19 The promotion of high aspirations and AIG leading to no DAS NEET students and self-motivated students.	a) Appoint a Careers Advisor to work across both Daventry Schools. b) Y7 DAS fast tracked to early career interviews to stimulate ideas and motivation towards their studies c) Y10 & 11 DAS Students fast tracked to careers advice d) Former DAS students supported through the Sixth Form and onto a positive destination through the Bursary Scheme and positive discrimination	David Allison, managing director of GetMyFirstJob, "If you don't communicate about a profession effectively with young people, they will never want to do it...Why would a 16-year-old suddenly wake up, having never met an accountant, and want to be an accountant?"  DAS students typically lack confidence and career aspiration. Effective IAG	A sample observations of Careers Interviews.  Positive Destination Figures for DAS  Monitoring Y11 DAS retention rates into the Sixth Form  Passport/Character Education Support for targeted DAS	NH MF	Fortnightly Meetings between PP Coordinator and Careers Lead  Careers Action Plan with termly progress checks.  Termly DAS Report from Careers Advisor

	<p>e) Fast track DAS students to position/roles of responsibility (peer mentors, academic mentors, year council, social area prefect, house sports captain, etc.)</p> <p>f) The Passport/Character Education results of DAS Students in the KS3 Character Award and the KS4 Employability Challenge analysed to ensure students are receiving the correct support to boost their skills which will bring success and allow them to develop their potential</p> <p>f) Y9 DAS students are supported to make guided option choices which will facilitate future progression routes and high levels of achievement</p> <p>g) Investigation of the NCOP Programme to access support for academies in deprived areas</p>	<p>can transform their motivation in school by giving their education and end purpose.</p>			
<p>18.20 Show My Homework allows DAS students to consistently produce good quality home</p>	<p>a) SMHW launched in September 2018</p> <p>b) DAS students part of Autumn Term survey</p>	<p>+5 Months rating from the Learning and Teaching Toolkit</p>	<p>Termly usage reports provided by SMHW</p>	<p>RE MF</p>	<p>End of Autumn Term and End of first year.</p>



<p>learning through improved communication and organisation</p>	<p>c) SMHW training in Training Days and good practice shared in briefings. d) KS2-5 Home Learning Resources developed e) Y11 Sprint Finish document contains a SMHW plan to make the most effective use for revision.</p>	<p>“93% improvement in student organisation following SMHW” St James Catholic School  “92% Parental Satisfaction” Barlow RC High School  Successful one year review at Head’s last school.</p>	<p>Student, Parent and Teacher Satisfaction Surveys</p>		
<p>18.21 Identification of a clear method of using the revised SISRA Analytics EAP Data Analysis System to effectively monitor progress in Y7 to Y9</p>	<p>a) SLT discussion on KS3 Achievement and progress tracking to agree common method of monitoring progress. b) Data effectively shared to target intervention and resources to tackle underperforming DAS students in Y7 to Y9 c) Progress Data tracked through KS3 d) New KS3 Achievement Co-ordinator appointed.</p>	<p>KS3 The Wasted Years identified a lack of challenge, progress monitoring and effective early intervention.</p>	<p>System agreed by October 2018  Y7 to Y9 DAS data analysed after each data collection point  Target group identified and interventions specified</p>	<p>SH JM</p>	<p>Data tracked from data collection point to point to show progress and effectiveness of intervention for younger DAS</p>

<p><b>Total budgeted cost</b></p>	<p><b>Opportunities Fund £46,630</b>  <b>(Secondary @ 70% £32,641. Primary @ 30% £13,989)</b>  <b>Free School Breakfasts £10,000</b></p> <p><b>After School Transport – Strategy placed on hold due to financial pressures.</b></p> <p><b>Shared Careers Advisor with Parker – Strategy placed on hold due to financial pressures</b></p> <p><b>Show My Homework £870 (a 30% Contribution)</b></p> <p><b>PP Coordinator – Deputy Head @ 10% £7,457.70</b>  <b>Primary Coordinator &amp; PP Intervention - Deputy Head @ 20% £14,686.80</b></p> <p><b>Opportunities Fund Secondary Admin @ 30% £ 6,391.80</b>  <b>Opportunities Fund Primary Admin @ 30% £ 4,042.80</b></p>
	<p><b>Grand Total –</b></p> <p><b>A) Staffing £253,876.70</b>  <b>B) Other £75,000</b></p> <p><b>Total £328,876.70</b></p>

