

| Category: Cultural and academic enrichment | Annual PP contribution per activity | Amount | Rationale | Impact | Monitoring | actual spend 2019/20 |
|--|-------------------------------------|----------------|--|---|------------------|----------------------|
| Academic trips | £500 | £500 | Disadvantaged students have access to the full range of educational experiences. Research shows that taking students outside of their everyday experience can help to cement and reinforce learning. Students who miss out on these trips for financial reasons may therefore be at a disadvantage to their peers. This applies to academic trips. | Support is given so to ensure all students have full access to broad educational experiences, such as residential courses/trips, competing in sporting events and career linked events. Students are able to take part in trips essential to their course such as the geogrpahy trip to Bournemouth to support the completion of paper 3 in the exam. This is especially important given the impact of lockdown on students travel and experiences outside of the classroom. | Heads of subject | £ 1,578.00 |
| Duke of Edinburgh award | £500 | £500 | D of E is an award which some students may not be able to access. Young people develop a whole range of skills and attributes such as resilience, confidence, commitment, drive, self-awareness, empathy, team working and problem solving, which support them in navigating adult life. The pupil premium funding is partly to help students access wider academic experiences. | Achieving an Award gives skills, confidence and helps when you apply for college, university or a job. Beyond your academic achievements, universities want to see evidence of so called 'soft skills' that you have developed through extra-curricular activities, such as communication, commitment, leadership and teamwork. | KG | £ 420.00 |
| Health Tech | £250 | £250 | Reviews show that this program helps students to access information on medical careers that is otherwise hard to find or that they may feel is unattainable. Therefore this has the aim of raising ther aspirations as well as providing them with information about careers that they may otherwise not be able to access. | Aspirational, some students are interested in a medical career but don't necessarily have access to the right information or know how to get into the career. This course tells them grades needed and the practicalities of doing the course. Student in year 13 who took part is now applying to study medicine at universtiy. | AH | £ 200.00 |
| Science live event | £250 | £250 | Preparation for final summer exams across Biology, Chemistry and Physics GCSE's. Students who may need extra support to help with revision of key processes in the science curriculum can get help and inspiration at science live event. | To help improve the students GCSE results in Science with top tips on examination success from an experienced science examiner, and to inspire them to consider science subjects at A Level. Evidence shows that this can help bridge gaps between disadvantaged students and others after the break in learning. | IC | £ 250.00 |
| Brilliant club - Scholars Program | £9,000 | £9,000 | Disadvantaged students are underrepresented in the country's top universities. The program exists to increase the number of pupils from underrepresented backgrounds progressing to highly-selective universities by giving them an experience of university based learning and teaching. | Students have an idea of what university is like and are stretched and challenged through a dissertation style piece of work. Students in year 8, 10 and 12 to take part in this. The Scholars Programme provides pupils with an experience of university-style learning through seven tutorials and two trips to highly-selective universities. They are supported by a PhD tutor, teaching a supra-curricular topic based on their current research. A number of students who studied on this program gained grades 9 and 9 in their GCSE exams. This support can also be delivered online if needed. | JW | £ 9,400.00 |
| subtotal | £10,500 | £10,500 | | | | |
| Category: Student welfare/relationship building | PP contribution | | Rationale | Impact | Monitoring | |

| | | | | | | |
|--|-----------------|---------------|---|---|-----------------------|------------|
| Independent Advice, Careers guidance and support - Advisa | £3,500 | £3,500 | Less-privileged students have more limited access to careers advice at school, are less likely to have completed professional work experience, and lack the number of social networks to learn about careers or access work experience opportunities. Disadvantaged students are given access to NHS careers, careers fair and sports presentation as well as cooking workshop | PP students can make informed choices about their careers. Students are encouraged to aim high, stretch themselves and achieve their potential. More disadvantaged students access higher and further education. Evidence suggests that students from deprived backgrounds have less access to careers advice than those from private schools. | AH/ELC /JW and SH | £ 7,000.00 |
| Translator service to help deal with attendance issues | £500 | £500 | Disadvantaged students attendance is nationally and within this school, lower than non-disadvantaged students. Students who have poor attendance may also have a language barrier and the school are not able to engage with them. This service allows for clear communication with parents/carers. | Attendance of those students targeted increases. Improved attendance to school and school events for parents / carers. Communication home is improved. This service is vital during times when communication about health and safety and school closures plus blended learning is necessary. | CC | £ 500.00 |
| Soft skills workshop | £1,110 | £1,110 | There are often particular pupils, e.g. pupil premium, who require more focus on confidence, attitude, self-presentation etc. These skills make them more employable and better prepared for apprenticeships, the work place or further education. Life Skills will better prepare our course attendees for the future by providing a series of personal growth and development training/tuition opportunities. | The development of soft skills provides a student with a different balance and it is arguable that they are then more able to create coping strategies when dealing with the stress and pressures of key examinations and the work environment | JW and AH | £ 1,110.00 |
| Action 4 youth inspiration program for year 9 | £0 | £0 | The aim of the Trailblazer programme is to integrate work on different aspects of character, encouraging students to identify the character behaviours that can guide them and inspire performance. It takes students beyond their everyday experiences and gives them opportunities they may otherwise not have. | This will help young people build their character, resilience and confidence to empower them to "be their best". It is a successful scheme that is run in schools across the county. The Inspiration Programme is designed to broaden the horizons, thinking and experience of young people, to make them aware of how our society works and help them understand what their place in it is and can be. The one-year Inspiration Programme provides direct experiences and real interactions with motivational individuals and organisations. | JW and AH | N/A |
| Uniform | £1,500 | £1,500 | Uniform provided primarily for new year 7 students and some students in other years based on need. This is to ensure studnets are school ready and to make sure that they settle in and feel welcome and ready to learn. | Attendance in year 7 for disadvantaged students in year 7 is equal to non-PP students. | HoYs/SSOs/form tutors | £ 1,320.00 |
| subtotal | £10,820 | £6,610 | | | | |
| Category: Academic review | PP contribution | | Rationale | Impact | Monitoring | |

| | | | | | | |
|--|-----------------|---------------|--|---|--|------------|
| ImpactEd subscription | £1,600.00 | £1,600.00 | Evidence suggests that most schools and providers are not equipped to effectively evaluate their work. Over a 6 month research process, only 3% of schools that we interviewed were confident in their impact evaluation. | Data and outcome of interventions can be measured and next steps taken. Interventions at SWR are evaluated robustly. | JW | £ 1,600.00 |
| Creation of Student Passports | N/A | £0 | Disadvantaged students can sometimes have specific barriers that hinder their learning. Through interviews teachers can get to know these and how to address them. All staff know PP students and their strengths and weaknesses. These are changed and adapted at termly meetings with students. | Strategies to support these students can be identified through use of the passports. Students who fall below target can be identified quickly and interventions put in place. | JW | |
| Meetings and food provided for these | £1,000 | £1,000 | It is important to celebrate the success of students which is sometimes done through rewards breakfasts. Students are provided with food for meetings held to review or celebrate progress | Students behaviour and concentration improves, they feel a part of the school community and that their work is recognised. | | £ 1,000.00 |
| subtotal | £800 | £2,600 | | | | |
| Category: Subject intervention (closing the gap) | PP contribution | | Rationale | Impact | Monitoring | |
| Educational supplies budget. Interventions that are proven to be effective at closing the gap | £3,000 | £3,000 | Students might not be able to access revision resources or websites that they may need in key stage 4 to help with exams. Departments and teachers will know what is the most effective tool to help the students they teach make progress. Interventions by subject will be targeted at students who are not making progress. Highlight the needs of the student in the first instance before implementing interventions. | Disadvantaged students make progress equal to or better than other students. They have access to the same resources their peers do. Access at home during COVID home learning is not affected. | HODs and SLT Line managers and through raising standards meetings | £ 5,775.00 |
| Coachbright tutoring | £2,000 | £2,000 | National data shows that too many of the most able students at state schools are still being let down by barriers that stand in the way of them benefiting from a wealth of opportunity afforded to the most advantaged. | Students receive small group or 1-1 tuition in a subject where they have gaps in their understanding or where their teachers feel they need extra support. Support during lockdown to help students who have fallen behind. | JW/HOF | £ 1,280.00 |
| Transport to revision and afterschool sessions and or trips | £3,000 | £3,000 | Students who may not otherwise be able to get to revision sessions can now do so. PP students sometimes have attendance and punctuality barriers | Students can take part in interventions and trips that they would otherwise not be able to and attendance improves. Gaps in learning from lockdown can be addressed by staff. | JW | £ 1,430.00 |
| Bus passes | £500 | £500 | Pupil premium students generally have lower attendance and punctuality than non-PP students. Students may also have issues with punctuality preventing them from accessing a full day at school. | Students can get to school on time and attendance and punctuality improves. | JW and SSO's | £ 460.00 |

| | | | | | | |
|--|--|--------|--|--|--|-------------------|
| CPL to support Effective teaching and learning | £0 | £0 | Research highlights the need for vulnerable groups to receive good support to understand teaching and learning. Quality first teaching is the most valuable tool to narrow the gap between disadvantaged and the rest. | All staff recognise and accept that the vast majority of students' progress comes out of good teaching and learning on a day to day basis. All students are skilled in independent learning, development of thinking skills and clear assessments that support learning. | GL | 20% of CPD budget |
| Booster classes (during holiday periods) | £100 | £100 | Disadvantaged students cannot always attend revision sessions outside of normal school hours due to transport issues. 20% of staffing costs. | Narrow gap in academic progress. Targetted support of PP students by staff as and when they feel it is needed from the gaps staff have identified. | BS | £ 100.00 |
| Accelerated/better reader | BOOKS £365 + licenses approx. £420 for 1 year PP cohort Yr 7 & 8 + Repro £40 + Additional Sub Yr 9 £204 Total = £1029 Yr 9 - 34 students £9.80 per student (£204 per annum) Yr 7 £324 - 3 x 24 books | £1,000 | Accelerated Reader is used in Years 7&8 and funded by the school. The English Department would like to extend it to Year 9 as it will improve PP reading standards. This will also include improving further the reading of competent PP readers so extending their skills as well. To be able to do this, we need to fund Years 7 to 9 PP Accelerated Reader through PP money and then the overall balance for Years 7 to 9 will be funded by the school. National data shows that some PP students start secondary school behind their peers in terms of numeracy and literacy and that if this gap is not addressed it widens by the age of 16. | Improved reading scores. Students are better able to access areas of the curriculum that they may otherwise not be able to. Students are able to apply literacy skills to help them develop mental schemas that aid learning. | AH/DA | ?? |
| Music tuition | £4,000 | £4,000 | Students who may not otherwise be able to access music tuition are supported in order to do so due to its cost. EEF toolkit highlights the potential progress made by arts based interventions being 2 months. | Increase student engagement in extra-curricular activities. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. | Music department AM | £ 3,900.00 |
| Assemblies run by Wycombe Youth Action | N/A | £0 | To support students with self-esteem and staying safe in the community. | For years 9 - 11 - students are given resources that they can access outside of school in the community. | S. Hilton and Student Support Officers | |
| Male student workshop run by Wycombe Youth Action | N/A | £0 | Some PP students are disengaged with school which has a negative effect on learning and progress. To support students staying safe in the community. Workshop | To support continued engagement with education for boys. Need identified since schools have reopened. | S. Hilton and Student Support Officers | |
| Female student workshop run by Wycombe Youth Action | £0 | £0 | To raise self-esteem and resilience. Student mental health has been negatively affected by COVID and home learning so students may require extra support to help with the demands of school | Increased confidence across all subject areas. For Years 9 - 11. Need identified since schools have reopened. | Support and Intervention team | £ 500.00 |
| Technology / Art equipment, ingredients etc. for practical lessons. | £1,000 | £1,000 | Enables students to access the course and progress to Years 10-11. | Improved attainment and progress in Food Tech/Art/Res mat in Years 7-11 | PR and JW | £ 2,000.00 |

| | | | | | | |
|--|----------------|----------------|--|--|---------------------|-------------|
| Mentoring/relatable role model (Kwakz) | £10,000 | £10,000 | Research shows PP students sometimes lack role models and behaviour and ATL can be worse than non-PP. Some students may need guidance outside of school with regards to careers, friendship and mental health. | Behaviour and ATL similar to non-PP students. Students get clear advice on careers/friendship/attitude to learning. The behaviour and engagement of targeted boys improves. | KWAKS/ PM's/AL's | £ 10,000.00 |
| LAC supplies/music/revision/transport | £500 | £500 | Looked after children nationally make less progress than average. They have challenges in their home life that they may need support with in school through extra curricular opportunities. | The progress of LAC students is at or above national average and there is not a gap with other students. | JW/Shilton | £ 720.00 |
| Educational psychology appointments | £3,000 | £3,000 | To identify any SEN needs that may be affecting behaviour, acces or progress. Students and staff may need strategies to support students which can be identified by a medical professional. | SEN students needs are met. The behaviour of SEN students is good with the gap in behaviour points being minimal. Teachers have bespoke strategies that help support students. | EW | £ 4,260.00 |
| Aspire | £1,650 | £1,650 | Some students require specialist placement or support full or part time to help with their educaional needs. Support for students not in mainstream education. | PP students are supported at all stages of their education. They leave school with appropriate qualifications. | CC | £ 1,650.00 |
| Behaviour intervention and rewards strategy | n/A | £500 | Behaviour for learning is a whole school focus and is an identified barrier to learning for PP students. The behaviour of some students may take time to readjust to school rules after lockdown | The behaviour of students is improved as evidenced by conduct points. Less exclusions of PP students. Vital as school returns to normal after closure. | NR | £ 300.00 |
| | | £30,250 | | | | |
| Total | £46,940 | £49,960 | | | | |