

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Selly Park Girls' School
Number of pupils in school	727
Proportion (%) of pupil premium eligible pupils	56% (407)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	L Darwood
Pupil premium lead	G Pritchard
Governor / Trustee lead	J Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£388,685
Recovery premium funding allocation this academic year	£59,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£447,700

Part A: Pupil premium strategy plan

Statement of intent

Our primary aim is for every student to be aspirational, confident and be on the road to realising their ambitions. We are aware that some of our students come from disadvantaged backgrounds; therefore, we want to remove any barriers they face and facilitate their social mobility.

We want pupil premium students to enjoy learning in our safe and secure environment, be intellectually curious and achieve their potential in every subject. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We aim to expose our pupil premium students to a range of experiences and opportunities, both inside and outside of the curriculum, that will fully prepare them for the next phase of their education or the world of work.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.25 and 2.08% lower than for non-disadvantaged pupils.

	5-10% of disadvantaged pupils have been 'persistently absent' compared to 3-5% of their peers during the period 2019-2020. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	<p>Analysis of behaviour data over a 3-year period shows us that disadvantaged pupils have a positive behaviour ratio 5% less than their non-disadvantaged peers.</p> <p>Pupils receiving internal isolations are 3 times more likely to be from a disadvantaged background while pupils receiving external expulsions are 4 times more likely to be from a disadvantaged background.</p>
3	Our assessments show that disadvantaged pupils in our school make excellent progress, however compared to their non-disadvantaged peers their attainment is between 2-6 attainments points lower when looking at GCSE data over a 3-year period.
4	Our analysis and observations suggest that our disadvantaged pupils have fewer opportunities outside of school to experience a range of sports, cultural experiences and enrichment activities. We believe the pandemic has further added to the disparity between these groups.
5	<p>Assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Currently 34% of our disadvantaged pupils are below age-related expectations in reading compared to 27% of their peers.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain an improved attendance of disadvantage pupils	<ul style="list-style-type: none"> Overall attendance of disadvantaged pupils to be above 96% To eliminate the gap between disadvantaged and non-disadvantaged attendance percentage Reduce PA's in line with Non-PP (10% more likely in 2020/21 a PA pupils was PP) and national figures The percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 2% lower than their peers
To achieve and sustain an improved behaviour ratio for disadvantaged pupils	<ul style="list-style-type: none"> To achieve a behaviour ratio of at least 92% positive for disadvantaged pupils To successfully implement a range of behaviour pathways which focus on restorative justice Reduce the gap for C5's and C6's between disadvantaged and non-disadvantaged pupils

	<ul style="list-style-type: none"> • Reduce internal isolations over the next academic year for disadvantaged pupils (C5') by at least 10% (3x more likely to be a PP pupil) to less than 90 incidents • Reduce expulsions for disadvantaged pupils (C6's) by at least 10% (4x more likely to be a PP pupil) to less than 22 incidents
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<ul style="list-style-type: none"> • Achieve a P8 score of 0.5 • Progress over the past 3 years for disadvantaged pupils is 0.52 TAG's, 0.44 CAG's, 0.56 2019 compared to non-disadvantaged pupils of 0.47 TAG's, 0.64 CAG's and 0.45 2019. • Achieve a A8 score of 55 • Attainment over the past 3 years for disadvantaged pupils is 55.02 TAG's 2021, 48.38 CAG's 2020, 46.89 2019 compared to non-disadvantaged pupils of 56.78 TAG's 2021, 54.47 CAG's 2020 and 48.18 2019. • At least 90% of PP pupils in year 11 to be entered for the Ebacc • The 2022/23 GCSE Year 11 cohort to have a 100% uptake for the Ebacc
To improve and sustain opportunities for disadvantaged pupils to develop and improve their social mobility	<ul style="list-style-type: none"> • Disadvantaged pupils to contribute to at least 56% of the attendance figures at extra-curricular clubs • Disadvantaged pupils to contribute to at least 56% of the attendance figures at all school trips and cultural capital opportunities • Disadvantaged pupils to contribute to at least 56% of the attendance figures for school committees and leadership groups
Improved reading comprehension among disadvantaged pupils across KS3 and KS4.	<ul style="list-style-type: none"> • Successful implementation of 3 phase reading interventions that will result in reading age tests demonstrating improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. (September 2021 tests show a difference in score of 3.9 on the Reading SAS test). Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £294,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing – employment of a wide range of school staff to support with the academic and pastoral development of each pupil, including pastoral managers, teaching assistants, EAL specialist and Pupil Premium Lead coordinator.	EEF (Teaching and Learning Toolkit) states: <ul style="list-style-type: none"> Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. 	1,2,3,4,5
CPD - This will involve on-going teacher training and support and release time, on particular focusing on metacognition and self-regulation.	EEF (Effective Professional Development Report) states: <ul style="list-style-type: none"> High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. 	5
Educational resources and digital technology – all departments have access to a Pupil Premium application sheet where additional educational resources or digital technology can be provided for disadvantaged pupils	EEF (Digital Technology Report) states: <ul style="list-style-type: none"> Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom Technology can be engaging and motivating for pupils. 	4,5
Teacher displays – ongoing improvement of teacher displays around the school to ensure effective delivery of subject content	EEF (Digital Technology Report) states: <ul style="list-style-type: none"> Explanations and modelling are the foundations of effective teaching. High-quality explanations and models enable teachers to introduce and explain new ideas, knowledge, and skills to pupils in a way that is accessible, memorable and clear Technology has the potential to enhance the way in which teachers explain and model. 	2,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £78,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday School – All year 11 pupils will have access to Saturday School which consists of core subject lessons, independent study time and mentoring from recent school leavers. Cultural capital trips will be available for those pupils that regularly attend Saturday School.	EEF (Teaching and Learning Toolkit) states: <ul style="list-style-type: none"> • Programmes that extend school time have a positive impact on average • Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. 	3,4,5
NTP School Led Tutoring - Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	EEF (Teaching and Learning Toolkit) states: <ul style="list-style-type: none"> • Small group tuition has an average impact of four months' additional progress over the course of a year. • Small group tuition is most likely to be effective if it is targeted at pupils' specific needs and, as a rule of thumb, the smaller the group the better 	5
Attendance rewards – rewards events to encourage attendance during known low points throughout the year will be put into place.	EEF (Increasing Pupil Motivation Report) states: <ul style="list-style-type: none"> • There is evidence to suggest that the impact of the event incentive treatment is larger in Maths for pupils with low levels of prior attainment at Key Stage 2 	1
Holiday School – a range of extra learning and wellbeing activities will be available throughout the year during school holidays, including focused catch-up sessions for core subjects and sports clubs.	EEF (Teaching and Learning Toolkit) states: <ul style="list-style-type: none"> • Holiday schools have a positive impact on average (three months' additional progress) • Holiday schools that include an intensive teaching component such as using small group or one to one approaches have higher impacts, on average. 	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Music lessons – Peripatetic lessons will be available free of charge for all pupils in the school with the expectation that a large proportion of these pupils will be from a disadvantaged background</p>	<p>EEF (Teaching and Learning Toolkit) states:</p> <ul style="list-style-type: none"> Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. 	<p>4</p>
<p>Selly 7 trips – the Selly 7 initiative will give all pupils in the school the opportunity to participate in a cultural capital experience with their year group.</p>	<p>Social Mobility Commission (An Unequal Playing Field) states:</p> <ul style="list-style-type: none"> Our qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications. Our analysis of data from Understanding Society also suggests further positive outcomes in relation to educational aspirations. 	<p>3,4</p>
<p>Wellbeing Clubs – a range of clubs and activities used to support disadvantaged pupils will be implemented throughout the year</p>	<p>EEF (Teaching and Learning Toolkit) states:</p> <ul style="list-style-type: none"> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Effects tend to be slightly higher on literacy outcomes (+4 months) than mathematics (+3 months) Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) 	<p>3,4</p>
<p>Behaviour interventions - implemented throughout the year with targeted disadvantaged pupils to improve pupil behaviour</p>	<p>EEF (Teaching and Learning Toolkit) states:</p> <ul style="list-style-type: none"> There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. The average impact of behaviour interventions is four additional months' progress over the course of a year 	<p>2</p>
<p>Enhanced careers programme – supporting disadvantaged pupils in their knowledge and understanding of career opportunities</p>	<p>EEF (Teaching and Learning Toolkit) states:</p> <ul style="list-style-type: none"> Aspiration approaches are diverse and may focus on parents and families, teaching practice or out-of-school interventions or extra-curricular activities involving peers or mentors. Given the limited evidence base, it is particularly important to monitor the impacts where aspiration approaches are used as a method of improving attainment. 	<p>4</p>

<p>Breakfast club – providing a range of breakfast foods for all pupils who require it in the mornings before the start of the school day</p>	<p>EEF (Extending school time report) states:</p> <ul style="list-style-type: none"> • There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. • To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. 	<p>1,2,3,5</p>
<p>Life skills activities – providing opportunities for disadvantaged pupils to experience a range of life skills activities</p>	<p>EEF (Literature Review) states:</p> <ul style="list-style-type: none"> • Findings indicate that outdoor adventure programmes are a promising tool to promote the health and wellbeing of young people 	<p>2,3,4</p>
<p>Departmental Cultural Capital – supporting departments in providing a wide range of cultural capital experiences for all pupils</p>	<p>Social Mobility Commission (An Unequal Playing Field) states:</p> <ul style="list-style-type: none"> • Our qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications. • Our analysis of data from Understanding Society also suggests further positive outcomes in relation to educational aspirations 	<p>3,4,5</p>

Total budgeted cost: £ 421,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

This report provides information on how the school used the Pupil Premium (PP) in the last academic year and the impact this had on our pupil's academic achievement and personal wellbeing. It also shows how we made sure that the provision for this group of pupils was of consistently high quality so that each action funded by PP should lead to improvements in pupils' development and learning and enable them to achieve high standards. In our school, we are ambitious for all our children and have high expectations of all. The 2020 to 2021 academic year was interrupted with the COVID-19 pandemic. This created many challenges for all children, parents and staff. Many more children than those in receipt of pupil premium funding are likely to have been affected. The school worked extremely hard and was very pleased to have been able to roll out Microsoft Teams to every single child in the school at the beginning of the academic year and provide a full day's worth of education for every child throughout the academic year. This provision was planned for and delivered by the children's usual class teachers and continued the topics and work, as best they could, as they would have done had they physically been in class.

Specific barriers to education that our children face:

- Distance from school pupils live
- Parents and family with very little English, unable to support with work from home
- Social and emotional difficulties and challenges
- Insufficient family engagement with their schooling
- High proportion of poverty and deprivation

Review: The year's aims and outcomes

Aim	Outcome
Progress 8 score of +0.85	Achieved +1.02 (Tag's)
Ebacc entry at 75%	Achieved 75%
Attainment 8 score of 50.00	Achieved 54.89 (Tag's)
Percentage of Grade 5+ in English and Maths to be 50%	Achieved 46.9%

Attendance for PP pupils to be at least 96%	Achieved 87.01% (official figures) 90.56% (exc. C codes)
90% Positive to Negative behaviour ratio	Achieved 94%

Overview of PPG expenditure and outcomes for pupils:

- Nature of additional support
- How is it linked with access to school curriculum and learning
- Outcomes for pupils
- Reasons for decision on specific strategy

Report: Overview of expenditure and outcomes - 2020 to 2021

Total number of pupils on roll				735
Total number of pupils eligible for PPG (Ever 6 & Ever)				411
Amount of PPG received per pupil				£955
Total amount of PPG received				£363 855
Nature of School Actions	How is it linked with access to school curriculum and learning	How much was spent?	Impact on Pupils: What are the outcomes for pupils?	Reasons for decision on specific strategy
Reading age	Average reading age of pupils to improve by 10 months per term.	£42 728.41	<ol style="list-style-type: none"> 1. Reciprocal reading strategies in all subjects 2. SEND toolkit promoting reciprocal reading strategies 3. Accelerated reader and stand-alone reading lessons in year 7 4. Reciprocal reading- small group and one to one intervention in key stage 3. <ol style="list-style-type: none"> 5. Reading pens 6. One note e-reader 7. Audio books 8. Rapid readers, Totem, Alba and Dandelion readers <ol style="list-style-type: none"> 9. Graphic novels, simplified texts 10. Pre and post tutoring of key words <p style="text-align: center;">Reading for Pleasure</p> <ol style="list-style-type: none"> 1. Elected reading ambassador in every form. 2. Form readers – differentiated across the year groups 3. Selly 7 Events – competitions, special events, initiatives 	Reading priority across school. 25% of pupils entering year 7 have a reading score <100. Overall, 14.2% of pupils are SEND, 72% EAL and 56.2% are in receipt of pupil premium. The school have invested in a well-equipped library that supports reading across

				the ages and abilities. We also promote a love of reading through the Selly 7 House system.																																												
MIS Systems	Ensuring departments had implemented Go4schools assessment sheets and were using them		Effective tracking ensure effective interventions could be implemented. <table border="1"> <thead> <tr> <th colspan="3">Intervention breakdown</th> </tr> <tr> <th colspan="3">19/4/2021 to 23/7/2021</th> </tr> <tr> <th>CATEGORY</th> <th>SUBCATEGORY</th> <th></th> </tr> </thead> <tbody> <tr> <td rowspan="3">Year 7</td> <td>P1</td> <td>505</td> </tr> <tr> <td>P2</td> <td>58</td> </tr> <tr> <td>P3</td> <td>2</td> </tr> <tr> <td rowspan="2">Year 8</td> <td>P1</td> <td>492</td> </tr> <tr> <td>P2</td> <td>33</td> </tr> <tr> <td rowspan="2">Year 9</td> <td>P1</td> <td>893</td> </tr> <tr> <td>P2</td> <td>77</td> </tr> <tr> <td rowspan="3">Year 10</td> <td>P1</td> <td>893</td> </tr> <tr> <td>P2</td> <td>218</td> </tr> <tr> <td>P3</td> <td>8</td> </tr> <tr> <td rowspan="3">Year 11</td> <td>P1</td> <td>253</td> </tr> <tr> <td>P2</td> <td>709</td> </tr> <tr> <td>P3</td> <td>146</td> </tr> <tr> <td colspan="2"></td> <td>TOTAL</td> <td>4286</td> </tr> </tbody> </table>	Intervention breakdown			19/4/2021 to 23/7/2021			CATEGORY	SUBCATEGORY		Year 7	P1	505	P2	58	P3	2	Year 8	P1	492	P2	33	Year 9	P1	893	P2	77	Year 10	P1	893	P2	218	P3	8	Year 11	P1	253	P2	709	P3	146			TOTAL	4286	Introduction of Go4Schools would enable staff to quickly and efficiently track the progress of PP pupils through bespoke assessment sheets as well as other information relating to attendance and contextual data.
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Attendance above 96%	Tiered Early Help interventions implemented. Attendance team to support with home visits on 1 st day of absence for current safeguarding concerns and 3 rd day with other pupils.		<ul style="list-style-type: none"> Achieved 87.01% (official figures) COVID related illness and absence was a large contributing factor in this attendance figure 90.56% (exc. C codes Which are defined as: As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The Department expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable) There are no national attendance figures currently available for the academic year 2020-21 	Attendance at school is key to ensuring progress can be made academically and pastorally																																												
Pastoral Support	2 designated pastoral managers to support PP pupils and families with a wide variety of different needs.	£276 858.76	<ul style="list-style-type: none"> 70% of all safeguarding concerns dealt with by the pastoral team were PP pupils. 219 PP pupils received support from the pastoral team during the academic year Only 33% of all pastoral concerns for PP pupils resulted in further concerns being raised. 	Mental Health concerns are rising and have been the top concern for the past 4 years. Pastoral support enables pupils to be offered the right support to get them back into the classroom																																												

				as quickly as possible
EAL assessments	<ul style="list-style-type: none"> EAL specialist employed and proficiency banding assessments will guide teachers on how to support them Learning village, Bell foundation, Nexus and Edukey used for EAL resources and support. 		<ul style="list-style-type: none"> All pupils now have an EAL assessment recorded and are proficiency banded A-E. These bandings are visible on Classcharts for classroom teachers to enable them to have a deeper understanding of the pupils they teach. A new dedicated EAL classroom has been refurbished to ensure all pupils banded A or B can have bespoke literacy and phonics lessons before entering their usual timetable. <ul style="list-style-type: none"> Current data for PP pupils is: <ul style="list-style-type: none"> Band A - 0.6% Band B – 3.7% Band C – 3.4% Band D – 4.6% Band E – 87% 	Rising number of pupils arriving at school assessed with a proficiency banding of A and B. Ensuring appropriate support is in place to enable them to access the curriculum is key.
Remote education engagement	Ensuring all pupils could engage with remote lessons was key this year to ensure we minimised the risk of pupils falling behind	£2000	<ul style="list-style-type: none"> 86.26% attendance at remote lessons during school closures, compared to 87% whole school All pupils had access to a device to work on and broadband (dongles given out where needed) No national data is available to compare attendance figures at this moment 	High numbers of PP pupils meant that there was a high chance that if any school closures were to occur then many pupils would be adversely affected and unable to access the remote education unless additional provision was put in place. Government laptop scheme was utilised as well as internet dongles and webcams were purchased.
Poverty and Deprivation		£2769.07	<ul style="list-style-type: none"> 207 Laptops have been acquired since September for our disadvantaged pupils Laptops have been allocated to all disadvantaged pupils who have requested one Pupils not eligible have been offered a desktop computer and encouraged to reapply for pupil premium support 	The vast majority of our pupils live in three of the most deprived wards in Birmingham.

<p>Distance from School (Saturday School)</p>	<p>Many pupils travel on community vans and are not therefore able to stay after school to partake in additional study time. Saturday school is available and focuses on ensuring KS4 pupils can have extra learning time in core subjects as well as independent study time which many pupils do not have appropriate study space at home to complete.</p>	<p>£2650.85</p>	<ul style="list-style-type: none"> • 718 - year 11 pupil marks for attendance • 392 - year 10 pupil marks for attendance • Average 56 pupils per Saturday • 156 SEND pupil marks • 55% of pupils attending are PP • 54 extra hours of teaching delivered • 36 hours of extra computer usage and study space <p>Saturday School Impact</p> <ul style="list-style-type: none"> • Overall FFT5 residual for all year 11 pupils -0.53 <ul style="list-style-type: none"> • Pupils who attended 10% or more: -0.38 • Pupils who attended 50% or more -0.21 • Pupils who attended 75% or more 0.05 over half a grade improvement 	<ul style="list-style-type: none"> • Allow intervention opportunities which reduces pupils' stress • Improve knowledge and skills in subject areas • Improves Cultural Capital opportunities • Pupils to be taught core subjects between 9.00 and 13.00. on Saturdays • Lead teachers from the area are employed to deliver bespoke intervention which is set by the HOD. • Pupils can stay from 13.00 to 15.00 to use the IT facilities (which may be lacking at home)
<p>Cultural Capital/Music</p>	<p>Provided by Birmingham Music Service. Lessons taught for keyboard, dhol, violin, flute and clarinet Lessons free for PP students</p>	<p>£6183.25</p>	<ul style="list-style-type: none"> • 47 PP pupils have participated in free music lessons. 	<p>The school has invested in a mini bus to use for travel to and from a wide variety of school trips, aimed to enhance our pupil's cultural capital, as well as providing free music tuition where requested.</p>

Equipment and educational resources	<ul style="list-style-type: none"> Teachers can request resources for PP pupils using the school's application form. Parents also are able to contact the school to enquire about this provision. 	£331.16	A range of resources have been provided for PP pupils to use during lessons. Science GCSE revision guides Maths – KS3 and 4 workbooks	Pupils struggle to purchase the necessary resources required for lessons, including textbooks and revision guides
Total	£333 521.50			

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.