

Cotham School Pupil Premium and Y7 Catch-up strategy 2019-20

1. Vision

At Cotham School we believe very strongly that all our students, particularly our most disadvantaged students, deserve the best possible education and we strive to have high expectations for every child. We understand that our students are individuals and have a vast range of needs both in terms of learning but also socially and emotionally. We aim to harness the opportunities given to us through the pupil premium grant to ensure teaching is excellent and that additional support and interventions are of high quality and high impact. We strive to eliminate inequalities and have a 'can do' approach towards all we do with our students and families. The senior leadership team are supporting staff to believe in the potential and abilities of all our students and are dedicated to giving our learners every opportunity to do their best. Teachers and Higher Level Teaching Assistants (HLTAs) are fully aware of the students eligible for pupil premium and ensure that this knowledge is used in the planning and delivery of lessons and interventions. How we will address these barriers and spend the Pupil Premium grant:

Teaching and Learning

We target a high percentage of our spending on ensuring that our teaching is high quality and teachers are equipped with the skills to personalise their teaching. This means that lessons are adapted effectively to make sure all students make good or better progress. The school understands the importance of high-quality feedback and marking, and sees this as essential to students making excellent progress. Many of our PP students also have a SEND need, with our highest category of specific learning need being dyslexia difficulties, and non-specific learning need being low literacy. Therefore, we regularly train teachers in using dyslexia-friendly strategies in class and how to support our weakest readers, and our HLTAs are deployed strategically to deliver interventions to ensure maximum impact. There is an emphasis on the value of oracy and accurate verbal language use in the classroom, as well as developing the general Tier 2 vocabulary of our PP students through reading a wide range of texts. Our students eligible for PP are given greater focus, time and support if needed in multiple ways around talk, feedback, vocabulary and language.

Emotional and Social Well Being

We place real emphasis on delivering a high quality PSHE curriculum which permeates all aspects of school life. We promote a strong ethos of inclusivity and respect of difference which influences the way in which staff, children and families relate to each other. We use a number of strategies and external organisations to support our preventative work in achieving positive mental health and wellbeing for all of our students. In addition, we provide targeted support for students with specific emotional, social or behavioural issues. These interventions include: the provision of a 'Safe Space' sensory room, a nurture group alternative curriculum for Year 7 students who are not secondary-ready, art therapy, 1:1 emotional support from a trained mentor or a qualified ELSA-trained HLTA; school counselling and school nurse services, and small group focussed support in such areas as life skills, resilience-building, anger management, organisation.

Interventions

We plan for a small number of researched informed interventions across the school. This is in addition to quality first teaching. Interventions are delivered by teachers or well-trained HLTAs and the impact of this work is measured by intervention through entry and exit criteria and baseline assessment, as well as across the board twice a year through a review of this strategy. Interventions include: Nessy for Spelling, Bedrock Vocabulary for Y7, Lexia, Y8 English booster classes, Y9 Skillsbuilder and Preparation for English GCSE classes, a range of EAL interventions. The biggest intervention is the creation of the Y7 nurture group - an alternative curriculum of intensive Literacy, Numeracy and Social Skills sessions for students who have arrived not secondary-ready e.g. with a reading age below 6.

Curriculum and Enrichment

Our curriculum provides experiential learning opportunities throughout the academic year and we are fundamentally committed to redressing the imbalance of social and cultural capital between some of our PP students and non-PP students. We aim to do this through ensuring that the academic curriculum prepares our students adequately for the social and cultural capital required in our society whilst still embracing and celebrating the diverse cultural and historical experiences of the communities that our students represent, so we are committed to starting our work on the Bristol One Curriculum and linking with the Bristol Education Partnership in 2019-20 to achieve this. We recognise, though, that developing social and cultural capital through the academic curriculum alone is not enough, so we invite visitors into school e.g. theatre groups, as well as organise trips to visit places that will allow our students the opportunity to develop social and cultural capital in experiences outside of school. These opportunities mean that whatever a student's own life experiences have been, there will be a shared context for learning for the class. In addition, we provide a wide range of enrichment clubs and organise a Y7 camp. PP students can be supported financially to enjoy these rich experiences. We are a school for outdoor learning and recognise the power of physical activity in raising children's self-esteem. We are continually increasing our music tuition and reaching out to our students eligible for pupil premium to engage in these opportunities.

Family and Community

We prioritise the opportunity for the parents/carers of our PP students to meet with their child's teachers at parents' evening. We invite parents/carers in regularly for information sessions about their child's learning, including regular parent forums for specific community groups where translation services are available. We communicate weekly with parents through a newsletter and also encourage parents/carers to make contact with their child's tutor, Learning Coordinator (Head of Year) or teacher via email or phone. The recruiting of our Somali Family Support Worker and our Safer Schools Officer have supported us in fostering stronger relationships with our parent community and also the local residential and business community. We are committed to using our links with the local community to provide in-school projects for our students, particularly in supporting them with their sense of identity and place in our world. For example, we have engaged the services of an organisation called TALO who work with our male and female students separately on BAME empowerment projects.

Use of Research and Evidence

Our school uses national and school-based evidence to inform much of the work we do. We make sure that we employ approaches with a track record of making a difference. We strive to monitor all we do in a systematic and robust manner and only continue with approaches and interventions that have a positive impact on our students. Key sources of research used by the school include the Sutton Trust and EEF (Education Endowment Foundation) as well as current highly respected researchers in this field, such as Marc Rowland, author of 'A Guide to the Pupil Premium' and 'Learning Without Labels.' Since January 2019 we have been involved in a project with an educational consultancy, Inclusion Expert, called the Gap Project. This is ongoing through 2019-20.

2. Summary information

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|-------------------------------|---------------|---|----------|---|------------|
| School | Cotham School | | | | |
| Academic Year | 2019-20 | Total PP budget | £373,829 | Date of most recent PP Review | Oct 2019 |
| Total number of pupils | 1,510 | Number of pupils eligible for PP | 402 | Date for next internal review of this strategy | April 2020 |

3. PP attainment over the last three years

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| | 2016/17 | 2017/18 | 2018/19 |
|---|----------------|----------------|----------------|
| Attainment 8 per pupil (All students) | 49.03 (C++) | 51.02 (C++) | 45.30 (C+) |
| Attainment 8 per pupil (Pupil Premium only) | 39.37 | 39.85 | 34.91 |
| Att 8 Gap | - 9.66 | - 11.17 | - 10.39 |
| Progress 8 (All students) | -0.10 | 0.032 | -0.099 |
| Progress 8 (Pupil Premium only) | -0.351 | -0.371 | -0.310 |
| Progress 8 Gap | - 0.251 | - 0.403 | - 0.211 |
| Basic 4+ % (All students) | 71.4 | 74.2 | 59.3% |
| Basics 4+ % (Pupil Premium only) | 50.8 | 51.4 | 32.4% |
| Basics 4+ % Gap | - 20.6 | - 22.8 | - 26.9 |
| Basic 5+ % (All students) | 58.2 | 54.0 | 40.3% |
| Basics 5+ % (Pupil Premium only) | 33.3 | 30.0 | 19.1% |
| Basics 5+ % Gap | - 24.9 | - 24.0 | - 21.2 |

4. Barriers to future attainment (for pupils eligible for PP and/or Y7 Catch-Up funding)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

- A. Substantially more students with low reading ages (RA below 9) and poor general literacy skills
- B. Significantly higher levels and number of students with SEMH needs
- C. Sharp increase in PP students with SEND issues, especially moderate learning difficulties

Additional barriers (including issues which also require action outside school, such as low attendance rates)

- E. Low attendance rates including increased persistent absence or students unable to access school at all
- F. Lack of access to adequate food, clean uniform supply, specialist equipment and support with homework
- G. A significant gap in social and cultural capital compared to their non-PP peers

5. Intended outcomes (specific outcomes and how they will be measured)

Success criteria

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| A. | <p>To improve reading ages and progress in English, particularly for boys. To be measured through: repeat NFER testing; entry and exit criteria for Literacy-based and EAL interventions; progress seen between data drops by English teachers; analysis of data arising from the additional Y7 Literacy lessons e.g. Bedrock Vocabulary; evaluation of the school's Literacy Action Plan held by the Literacy Coordinator and supported by the EAL Coordinator and SENDCo.</p> | <p>Students reading ages meet age-related expectations. There is a sustained narrowing of the gap between PP and All students in attainment and progress in English.</p> |
| B. | <p>To increase the provision of support for students with SEMH needs, encompassing a wide range of strategies. To be measured through: baseline entry and exit criteria for all pastoral provision; regular review of mentoring and counselling provision; evaluation of the specific work of the ELSA-qualified HLTA and Designated Mental Health Lead, in particular; external review of overall SEND and Inclusion provision; evaluation of the mental health actions embedded within the school's overall Safeguarding Action Plan.</p> | <p>All students are regularly taught preventative strategies to achieve positive mental health, developing resilience in the face of adversity and are able to articulate coping strategies that they can use. Students with high-level SEMH needs are able to access and enjoy a broad and balanced education.</p> |
| C. | <p>To provide increased specialist intensive support to students with moderate learning difficulties who are not 'secondary-ready' by creating a short-term alternative curriculum at KS3 (with greater emphasis in Y7) to allow them to catch-up to their peers. To be measured through: baseline entry and exit criteria for all academic interventions; regular quality assurance of the delivery of all academic interventions; evaluation of the holistic experience of the Y7 nurture group students; progress seen between data drops in English and Maths in particular; evaluation of the specific work of the ELSA-qualified HLTA.</p> | <p>Students who are not quite 'secondary-ready' are able to transition back into full-time mainstream lessons with success and make progress similar to that of their peers i.e. to meet age-related expectations.</p> |
| D. | <p>To improve the overall attendance of all students but particularly PP and SEND students. To be measured through the school's attendance data.</p> | <p>All students who are unable to access school at all are able to transition back into full-time education in the most appropriate setting for them. Persistent absence is reduced.</p> |
| E. | <p>To provide a basic level of food, uniform, access to key equipment and resources where students and their families are financially or otherwise unable to do so. To be measured through: case studies of the impact of providing these resources to some students.</p> | <p>All students have their basic needs met so that they are able to make the best of their learning opportunities</p> |
| F. | <p>To provide increased enrichment and enhancement opportunities for students from disadvantaged backgrounds to develop wider social and cultural capital. To be measured by: regular review of PP students' access to enrichment opportunities; evaluation of the school's work in achieving the Gatsby Benchmarks; regular student feedback on the enhancement and enrichment opportunities provided to them.</p> | <p>Students from disadvantaged backgrounds have the tools, skills and wider experiences that adequately prepares them for access to higher education and their working life as an adult.</p> |

6. Planned expenditure

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| Academic | |
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i. Quality first teaching for all

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will we ensure it is implemented well? | Staff lead | Cost | When will we review? |
|--|---|---|---|------------|----------|--|
| Revise the school's overall Teaching, Learning and Assessment (TLA) strategy | All students are provided with consistently good teaching. | The gap in student outcomes over time between PP students and all students. The analysis of quality assurance from the last two years. Educational research proves that disadvantaged students make significantly more progress than their peers when provided with consistently good teaching. | Robust quality assurance: learning walks every 3 weeks; work checks; regular student voice. | DL | £0 | Mid-strategy: May 2020 End of strategy: Sept 2020 |
| Review the quality of the KS3 curriculum | Disadvantaged students are provided with a broad curriculum that adequately prepares them for external qualifications at KS4 and KS5 but also, crucially, gives them the social and cultural capital, as well as confidence in their own identities, to succeed in the world. | The gap in student outcomes over time between PP students and all students. The analysis of quality assurance from the last two years. | An audit of the current KS3 curriculum. Standardising the principles of curriculum design across subjects. Quality assurance of revised KS3 curriculum plans. | DL | £0 | Mid-strategy: May 2020 End of strategy: Sept 2020 |
| Increase subject-specialist examiners in all faculties | All students are taught by teachers who know exactly how to prepare them to succeed in their qualifications. | The gap in student outcomes over time between PP students and all students. | Providing in-school time for teachers to train and mark as examiners; quality assurance of TLA | JBU DL | £0 £0 | End of strategy: Sept 2020 |
| Lead the whole-school strategy on improving literacy and oracy | Ensure that there is the capacity and skill to strategically diagnose, implement and evaluate actions that will drive improvement in literacy across the school. | A significant increase in students with low or very low reading ages, and low literacy in general. Research evidence of the impact of improving oracy | Evaluation of the school's Literacy Action Plan. Analysis of data and quality assurance of English and Literacy interventions | JOX | £12,319 | End of strategy: Sept 2020 |

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| | | on overall literacy and outcomes in all subjects. | | | | |
| Resource and provide an additional Year 7 Literacy lesson for all students | Using diagnostic analysis of KS2, CATs and other baseline testing, Year 7 students receive double-staffed lessons that extend their Tier 2 vocabulary, | A significant increase in the number of Y7 students arriving with low or very low reading ages | Evaluation of the school's Literacy Action Plan. Analysis of data and quality assurance of English and Literacy interventions | JOX | £12,319 | Mid-strategy: May 2020 End of strategy: Sept 2020 |
| Manage the Separated Learning space / Restorative room | To allow teachers to be able to provide quality first teaching, and for students to learn, free from persistent low-level disruption. To support recidivists to be successful in mainstream lessons. | Students repeatedly sent out of lessons will be provided with interventions by an expert team in a dedicated space to support them to succeed in their mainstream lessons | Analysis of behaviour data, in particular, high level sanctions data. | \$KG \$EE | £22,759 £7,736 | End of strategy: Sept 2020 |
| Subsidise compulsory curriculum trips, revision materials, equipment, and resources for PP students who are in most financial hardship. | To remove these simple barriers for the most disadvantaged students to experience a broad and balanced curriculum. | Students should not be culturally or academically disadvantaged as a result of poorer financial circumstances at home. | Uptake of PP students for curriculum trips. Analysis of outcomes data for PP students. | DL CR | £6000 | End of strategy: Sept 2020 |

Total budgeted cost

ii. Targeted support

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will we ensure it is implemented well? | Staff lead | Cost | When will we review? |
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| Create the provisions for the KS3 alternative curriculum | Students who are not secondary-ready are able to make as much progress as their peers. | A significant increase in students arriving at secondary school who are working well below expected levels e.g. at Year 3 levels or below. | Quality assurance of provision delivery. Analysis of progress data in interventions, English and Maths. | JMC \$MM JOX | £0 £7,460 £12,319 | Mid-strategy: May 2020 End of strategy: Sept 2020 |

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| Develop an ELSA-qualified HLTA | Students with high levels of social, emotional and mental health (SEMH) needs are supported to develop their emotional literacy to help them build resilience and improve their social interactions. | The ELSA programme is an evidence-based intervention considered very successful by the DfE and other agencies. There is a significant increase in students with high level SEMH needs arriving in Year 7. | Student voice feedback Analysis of attendance, behaviour and Safeguarding data for these students. | \$MPI | £12,823 | Mid-strategy: May 2020 End of strategy: Sept 2020 |
| Provide mentoring to students most in need | Students with medium-high levels of social, emotional and mental health (SEMH) needs are supported to improve their wellbeing, build resilience and improve their social interactions. | Safeguarding data indicates a rise in medium-high level mental health and wellbeing concerns of students. | Entry and exit assessment. Student voice feedback Analysis of attendance, behaviour and Safeguarding data for these students. | \$ES \$HWM \$MK | £34,416 £34,416 £31,372 | End of strategy: Sept 2020 |
| Provide counselling to students most in need | Students with high levels of social, emotional and mental health (SEMH) needs are supported to improve their mental health and wellbeing. | Safeguarding data indicates a rise in high-level mental health concerns of students. | Entry and exit assessment. Analysis of attendance, behaviour and Safeguarding data for these students. | \$AC | £26,688 | End of strategy: Sept 2020 |
| Resource and provide a range of SEND interventions inc. identifying and supporting students requiring exam access arrangements | Students with specific learning difficulties, such as dyslexia, dyscalculia and others, are supported to develop strategies to overcome these difficulties. | Prior KS2 attainment data Progress data for each year group Baseline NGRT, CATs, English and Maths testing upon entry to the school, Prodigy Learning, CRICK | Analysis of interventions data and progress in English and Maths; quality assurance of intervention delivery; appraisal of individual staff. | JMC \$MM \$KBK JOX Licences | £0 £14,921 £12,995 £12,319 £16,108 | Mid-strategy: May 2020 End of strategy: Sept 2020 |
| Resource and provide a range of Literacy interventions | Students who are working below age related expectations in English, so are struggling with reading, writing and/or spelling and grammar, | Prior KS2 attainment data. Progress data for each year group. Data from intervention programmes. | Analysis of interventions data and progress in English; quality assurance of intervention delivery; appraisal of individual staff. | JOX \$KBK \$MPI | £12,319 £12,995 £12,823 | Mid-strategy: May 2020 End of strategy: Sept 2020 |

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| | are supported to catch up to their peers. | Baseline NGRT, CATs and English testing upon entry to the school | | \$EK | £9,372 | |
| Resource and provide a range of Numeracy interventions | Students who are working below age related expectations in Maths are supported to catch up with their peers | Prior KS2 attainment data Progress data for each year group. CATs testing in Y7 Baseline Maths testing upon entry to the school. | Analysis of interventions data and progress in Maths; quality assurance of intervention delivery; appraisal of individual staff. | \$KC \$PM | £17,969 £22,759 | Mid-strategy: May 2020 End of strategy: Sept 2020 |
| Resource and provide a range of EAL interventions, inc. identifying students able to gain a qualification in their home language | Students at all EAL levels make as much progress as their peers. | Prior KS2 attainment data and progress data for each year group. Baseline NGRT, CATs and English testing upon entry to the school. Arrival of students new to the country. | Analysis of interventions data and progress in English; quality assurance of intervention delivery; appraisal of individual staff. | LDP \$EK \$LG | £32,719 £9,372 £23,726 | Mid-strategy: May 2020 End of strategy: Sept 2020 |
| Implement attendance-specific mentoring | Students with poor attendance are supported to improve their attendance to school | Attendance data demonstrates a need for targeted intervention for individuals and small groups of students | Analysis of overall attendance data including persistent absence rates and broken weeks | \$TR | £4,135 | Mid-strategy: May 2020 End of strategy: Sept 2020 |
| Provide 1:1 support for a Year 7 student with severe SEMH needs | This student is able to access mainstream education and the school is able to apply for an EHCP | Information from primary school, behaviour and safeguarding records, reports from other professional agencies, all indicate this need | Analysis of attendance, behaviour and safeguarding records for this student | 1:1 LSA | £16,184 | End of strategy: Sept 2020 |
| Enable access to off-site Alternative Provision (ALP) for targeted PP students and tutoring for Children in Care (CiC) | Students who are at severe risk of permanent exclusion and/or are no longer able to manage full-time mainstream education are supported with part or full access to Alternative Educational Provision. CiC receive 1:1 | To ensure that students who are unable to access full-time mainstream education are provided with an appropriate alternative education provision. CiC are able to make as much progress as their peers | Quality assurance of the provision at the ALP placement. Improved attendance, behaviour, safeguarding and engagement of some of | AFR \$MM | £3000 | End of strategy: Sept 2020 |

| | tutoring | | the most vulnerable students. | | | |
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| iii. Other approaches | | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Cost | When will you review? |
| Create the role of a Designated Mental Health Lead | Increase preventative work with all students in developing their positive mental health and wellbeing, as well as supporting the most vulnerable students with mental health issues | Increasing numbers of students presenting with a wide range of mental health issues. | Quality assurance of the mental health provision across the school. Achieving the Bristol Mental Health and Wellbeing Award. Analysis of attendance, behaviour and safeguarding data. | \$EE | £15,472 | Mid-strategy: May 2020 End of strategy: Sept 2020 |
| Provide the skills and capacity of the Inclusion managers | Act as the frontline team for Safeguarding and Child Protection concerns | A dedicated Core Safeguarding team is needed to ensure that there is always coverage to respond rapidly to Safeguarding concerns that arise | Annual statutory Safeguarding audit and the school's Safeguarding Action Plan. Analysis of safeguarding, attendance and behaviour data. Ongoing, up-to-date training. | \$AD \$CR | £30,219 £29,542 | End of strategy: Sept 2020 |
| Provide a Somali Family Support Worker | Improve parental and community engagement with our Somali and Somaliland students | The second largest demographic by ethnicity in the school is our Somali and Somaliland students. Language and a lack of understanding of the British education system can be a significant barrier. | Parent feedback on the range of activities and support provided by the school and the Somali Family Support Worker. | \$3AA | £20,000 | End of strategy: Sept 2020 |
| Provide a Safer Schools Officer | Working with the Inclusion team to support the general safeguarding and wellbeing of | There is much evidence from schools around the country that have a Safer Schools Officer of | The work of the Safer Schools Officer in the school will be continually | PC Lucy | £4,200 | End of strategy: Sept 2020 |

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| | the school. Improve in-school and wider community relations. | improved community relations and improved relationships between young people and the police. | quality assured by the senior leaders and the Core Safeguarding team. | | | |
| Implement the 'Safe Space' provision | Provide a sensory and therapeutic space for students with high levels of SEMH to access when needed | As a school with highly inclusive values, we wish to do our very best to enable all students to access a mainstream education. | Quality assurance of the therapeutic interventions provided in the Safe Space. Analysis of safeguarding, behaviour and attendance data | JMC \$MM \$EE | £0 £14,921 £15,472 | Mid-strategy: May 2020 End of strategy: Sept 2020 |
| Lead whole-school strategy to raise the aspirations and engagement of BAME PP students through a BAME working group. | Improved attainment for BAME PP students. Improved uptake of extra-curricular activities by BAME students. | Student voice suggests the need to deepen the sense of belonging for BAME students who live beyond the local community. BAME PP students underperform their compared to their peers. | Accountability in measuring the impact of the BAME working group's action plan. Student voice showing a positive recognition by students of the work being done in this area. | \$MK | £7,843 | End of strategy: Sept 2020 |
| Implement the tutor reading programme | Close the gap between students with low and very low reading ages and their peers. Improve the cultural capital of disadvantaged students in particular. | KS2 data shows an increase in Y7 students arriving with reading ages well below age related levels. National evidence shows that PP students are more likely to have many gaps in cultural capital. | Quality assurance of the tutor reading programme. An improvement in reading ages for students with low reading ages. Improved progress seen in English and other highly literacy-based subjects. | AT | £0 | End of strategy: Sept 2020 |
| TALO self-empowerment programme | Develop the confidence, self-esteem and career aspirations of BAME PP students by providing strong role models. | Student voice demonstrates that some BAME PP students are lacking in self-esteem and/or struggling to envision their future career aspirations | Quality assurance of the delivery of the programme. Student and parent voice. | AFR | £5000 | End of strategy: Sept 2020 |

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| Provide basic resources for students who are most in need when required | Provide breakfast club, other food, uniform, travel money as required for PP students facing severe financial hardship. | Incidents of students requiring their basic needs to be met by the school have risen. | Analysis of safeguarding logs to ensure that this is being put to use for the students who are most in need. | DL CR | £9500 | End of strategy: Sept 2020 |
| N. B. The payroll cost of the Pupil Premium (PP) strategy is higher than the funding received; however; non-PP students also benefit as not all staff work exclusively with PP students. | | | | | Total cost | £606,512 |

Section 6 below does not apply for this academic year as the school is transitioning from a different format to this one and the review of last year's expenditure has been undertaken using the old format in a separate document.

| 7. Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether we will continue with this approach) | Cost |
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| ii. Targeted support | | | | |
| Action | Intended outcome | Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether we will continue with this approach) | Cost |
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| iii. Other approaches | | | | |

| Action | Intended outcome | Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether we will continue with this approach) | Cost |
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