

1. Summary information					
School	Trinity Academy Sowerby Bridge				
Academic Year	2020-21	Total PP budget	£378,180	Date of most recent PP Review	School Review Feb 2020
Total number of pupils	798	Number of pupils eligible for PP	436	Date for next internal review of this strategy	Nov 2020

2. Current progress and attainment		
	Pupils eligible for PP (TASB)	Pupils not eligible for PP (National Average 2018-19)
Average Progress 8 2019-20	+0.88	+0.12
Average Progress 8 2018-19	+0.42	
Average Progress 8 2017-18	+0.20	
Average Attainment 8 2019-20	45.8	52
Average Attainment 8 2018-19	45.4	
Average Attainment 8 2017-18	41.6	

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

**In-school barriers** (*issues to be addressed in school, such as poor literacy skills*)

<b>A.</b>	Star reading tests indicate that 68% of students in KS3 have a reading age below their chronological age, and 53% of this cohort are identified as PP.
<b>B.</b>	Student movement is an academic barrier because many have a significant gap due to relocation leading to time on a waiting list to start at a different school. Students then often return to TASB at a later stage within the school year or Phase. During the 2019-20 academic year there were 62 school leavers and 96 school joiners giving a net gain of 34 students.
<b>C.</b>	Students in higher year groups spent part of their education in Sowerby Bridge High School (SBHS), a school that Ofsted deemed inadequate. This has led to poor foundation knowledge which Trinity Academy Sowerby Bridge is working hard to rectify.
<b>D.</b>	Historically at TASB white British pupil premium students have tended to make less progress than their non-pupil premium peers at GCSE level, while the pupil premium Roma students tend to have lower attainment than their non-pupil premium peers.
<b>E.</b>	Reasonable adjustments are made for students whose primary need is SEMH. However, we still face challenges to help these students regulate and improve their challenging behaviour. We offer a comprehensive package of support for our SEMH cohort which is ever-changing based on individual student need. For example, one-to-one interventions with wellbeing teams.
<b>F.</b>	Lack of regular engagement with Home Learning from March 2020 to July 2020 due to Covid19 may have led to gaps developing in student knowledge and this is likely to be more significant in students identified as PP. Adjustments to the Curriculum will be made to close any gaps in knowledge and to support those who may need to self-isolate during the AY2020-21.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>G.</b>	Attendance, although much improved on SBHS, still represents a barrier to progress: <ul style="list-style-type: none"> <li>• SBHS PP Absence (2016-17): 18%</li> <li>• TASB PP Absence (2017-18): 7.3% (Above the national average for Disadvantaged students)</li> <li>• TASB PP Absence (2018-19): 9.5%</li> <li>• TASB PP Absence (2019-20): 9.4%</li> </ul> We know this is directly correlated to success at the end of Y11.
<b>H.</b>	The behaviour of a minority of students, both pupil premium and non-pupil premium students, is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.
<b>I.</b>	83% of PP students at TASB come from the most deprived areas in England ( <i>Lowest 30% as per IDACI data</i> ). This has led to a lack of resilience in our students due to a lack of academic aspirations at home and/or challenges they face at home which affects their motivation in school.
<b>J.</b>	Increasing opportunities and broadening pupils' experiences remains a priority for our pupil premium students who have not had the opportunity to take theatre trips, travel within the UK and to read extensively for pleasure.
<b>4. Aims</b>	
<p><b>What is Pupil Premium funding for?</b>  The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Our PP strategies have been effective over the past year as our Pupil Premium attainment 8 figure has risen from 35.2 to 41.6 in one academic year. We endeavour to improve this figure further and the strategies in this statement will enable us to do this.</p> <p><b>What is our Academy approach to the use of the Pupil Premium?</b>  No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.</p> <p>The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:</p> <ul style="list-style-type: none"> <li>• a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,</li> <li>• pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,</li> <li>• regular whole school data entry points that allow progress to be tracked over time,</li> <li>• a 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,</li> <li>• explicit support for more able disadvantaged pupils, particularly during years 7 and 8, as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council),</li> <li>• integration and supported involvement in activities with their peers,</li> <li>• interventions to close the gap in achievement and address barriers to learning and progress,</li> <li>• access to funding for those suffering hardship to meet costs for access to enrichment opportunities.</li> </ul>	
<b>5. Multi-year and in-year strategic plan</b>	

From September 2018, schools are encouraged to consider a multi-year strategy. This is not compulsory but at Trinity Academy Sowerby Bridge we have decided to adopt this approach.

At Trinity Academy Sowerby Bridge, we adopt long-term pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. They are challenges that we will face each year. However, our pupil premium cohort needs change each year and therefore we believe it is essential to set bespoke in-year pupil premium targets, which we realise may become multi-year targets.

6. Planned expenditure					
Academic year			2020/21		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the quality of T&L so students experience a greater frequency of outstanding teaching over time. This will ensure all students (inc. pupil premium students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.	<ul style="list-style-type: none"> <li>Quality time, and money, set aside for CPD for all staff.</li> <li>Rigorous but supportive QA processes which are not graded.</li> <li>Achieve/P6 at specific points in the year Y10 and Y11 students to support in GCSE subjects.</li> <li>Collaboration across the MAT for CPD and resources in all curriculum areas.</li> </ul>	<p>EEF (Education Endowment Foundation) – High impact, strong evidence base.</p> <p>‘Improving teaching quality generally leads to greater improvements’ EEF (Education Endowment Foundation). ‘There is particularly good evidence around the potential impact of teacher professional development’ (EEF).</p> <p>‘Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school’. (Effective pupil premium reviews. A guide developed by the Teaching Schools</p>	<ul style="list-style-type: none"> <li>Implementation of QA processes at all levels of leadership.</li> <li>Conducting staff feedback on the CPD programme.</li> <li>Continue to develop leadership team and assistant leadership roles so they can effectively coach identified staff.</li> </ul>	<ul style="list-style-type: none"> <li>CMN</li> </ul>	<ul style="list-style-type: none"> <li>Termly in-school monitoring through QA processes.</li> <li>Regular internal faculty reviews.</li> <li>SIP Visits: dates TBC</li> <li>Termly reports to the GB.</li> </ul>

		<p>Council).</p> <p>Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford - National Pupil Premium Champion &amp; chair of Whole Education and the Chartered Institute of Educational Assessors.</p>			
<p>To keep staff at the academy and develop the next generation of leaders by offering high quality and career-point appropriate support.</p>	<p>As a minimum, the CPD on offer to all staff includes:</p> <ul style="list-style-type: none"> <li>• Weekly CPD (a mixture of whole school and departmental)</li> <li>• Termly book looks</li> </ul> <p>CPD on offer for identified staff:</p> <ul style="list-style-type: none"> <li>• 10 Minute Tips</li> <li>• Weekly NQT/RQT sessions</li> <li>• New starters induction program</li> <li>• Weekly T&amp;L meetings</li> </ul>	<p>As above</p>	<ul style="list-style-type: none"> <li>• Whole-school QA processes are adhered to: <ul style="list-style-type: none"> <li>○ Termly book looks</li> <li>○ Lesson observations</li> <li>○ Follow-ups</li> <li>○ Performance Appraisal</li> <li>○ Standards visits</li> <li>○ Staff voice via drop-in sessions with a wellbeing focus.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CMN</li> <li>• Lead Teacher Team</li> <li>• CLs</li> </ul>	<ul style="list-style-type: none"> <li>• Termly in-school monitoring through QA processes.</li> <li>• QA of subject CPD – lesson visits</li> <li>• Termly reports to the GB.</li> </ul>
<p>The quality of Teaching &amp; Learning is consistent across all subject areas.</p>	<ul style="list-style-type: none"> <li>• Increased focus on subject specific CPD.</li> <li>• Sharing best practice with the MAT to include collaborative planning, assessment writing and moderation.</li> </ul>	<p>Data indicates that students are not performing equally well across subject areas as national data.</p>	<ul style="list-style-type: none"> <li>• Collaborative planning of curriculum CPD with CLs and SLG links.</li> <li>• QA of CPD by the T&amp;L team.</li> <li>• Lesson Observations.</li> <li>• Standards visits.</li> </ul>	<ul style="list-style-type: none"> <li>• CMN</li> <li>• Teaching &amp; Learning Team</li> <li>• All CLs</li> </ul>	<ul style="list-style-type: none"> <li>• QA of subject CPD – lesson visits.</li> <li>• Regular faculty reviews.</li> <li>• Termly tracking of data.</li> <li>• Termly reports to the GB.</li> </ul>

<p>Best practice in the explicit use of Mint Class is identified and shared to plan for the rapid progress of all students with a particular focus on PP and SEND.</p>	<ul style="list-style-type: none"> <li>• CPD provided – on a whole- school and faculty level.</li> <li>• CPD provided to all observers. Staff files available for any lesson visits/observations.</li> <li>• Continue to develop the use of MINT in the RAP process to ensure data is used to drive improvements in the classroom.</li> </ul>	<p>Recommendation from the PP review (January 2017) that followed the Ofsted report (October 2016)</p>	<ul style="list-style-type: none"> <li>• Part of the lesson observation process.</li> <li>• Baseline data collection and any actions following.</li> </ul>	<ul style="list-style-type: none"> <li>• CMN</li> <li>• ECM</li> </ul>	<ul style="list-style-type: none"> <li>• Termly checks by CLs</li> <li>• Regular faculty reviews</li> </ul>
<p>Ensure pupils are effective oral communicators.</p>	<ul style="list-style-type: none"> <li>• All year 7s are trained on ‘track me’</li> <li>• Effective staff training for and new and current staff to relaunch ‘track me’.</li> <li>• All staff trained on how to deliver high-quality literacy support so that everybody is a literacy role model.</li> <li>• Daily repetition of Tier 2 and Tier 3 vocabulary for all students with a view to expanding their lexicon.</li> </ul>	<p>‘Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum’ (Ofsted: ‘The pupil premium. How schools are spending the funding successfully to maximise achievement’)</p>	<ul style="list-style-type: none"> <li>• Whole-school QA processes <ul style="list-style-type: none"> <li>○ Termly book looks</li> <li>○ Lesson observations</li> <li>○ Follow-ups</li> <li>○ Standards visits</li> <li>○ Data collection by the T&amp;L team to inform CPD</li> </ul> </li> <li>• Use of the 10 Minute Tips program</li> <li>• Staff Voice</li> <li>• Student Voice</li> </ul>	<ul style="list-style-type: none"> <li>• ABH</li> <li>• CMN to oversee QA</li> </ul>	<p>Termly</p>
<p>Students are able to upscale their Language.</p>	<ul style="list-style-type: none"> <li>• Staff PM targets linked to literacy explicitly require staff to engage with improving student vocabulary, this is also noted in lesson observations.</li> <li>• CPD practice to ensure the use of the selected language of the lesson is used throughout the lesson.</li> <li>• CPD in departmental areas to select the relevant terminology for language of the lesson.</li> <li>• Word of the Week is explored in form time and displayed around the school on monitors.</li> </ul>	<p>Based on the work of Quigley 2018, Word of the Week not only seeks to expose students to a plethora of new vocabulary but equip them with morphology skills to help recognise patterns in words and identify word trees.</p>	<ul style="list-style-type: none"> <li>• Standard walks of VT with a specific focus on Word of the Week and short story delivery.</li> <li>• QA of all language of the lesson selections by the T&amp;L team.</li> <li>• Lesson observations.</li> <li>• Book Looks.</li> <li>• Staff Voice.</li> <li>• Student voice.</li> </ul>	<p>ABH</p>	<p>Termly</p>

<p>Increased engagement with reading and improvement in reading ages.</p>	<ul style="list-style-type: none"> <li>• Library to be open break times and lunch times (Covid permitting).</li> <li>• Weekly English lessons taking place in the library and linked to a PM target.</li> <li>• Selected staff to conduct small group (a maximum of 1:5) reading intervention.</li> <li>• Showing an active engagement with reading is required as part of graduation (year 7 and year 8).</li> <li>• All KS3 pupils will be expected to have an independent reading book.</li> <li>• Reading is mapped across all curriculum areas so that quality opportunities to expose students to reading are exploited.</li> <li>• Book suggestions in the library.</li> <li>• Extended reading project for KS3 students with high reading ages to promote the love of reading in all curriculum areas.</li> <li>• World Book Day: 05.03.2020.</li> <li>• Participation in Calderdale Children's book of the Year award (6 students).</li> <li>• Virtual author days.</li> </ul>	<p>As above</p>	<ul style="list-style-type: none"> <li>• Library engagement/lending records</li> <li>• Student voice on VT short story programme</li> <li>• AR weekly quiz data</li> <li>• STAR reading tests (termly)</li> <li>• Virtual Author days</li> <li>• Standards walks of library lessons.</li> <li>• QA of reading column on Curriculum Maps.</li> <li>• QA of the extended reading project activities.</li> </ul>	<p>ABH</p>	<p>Termly</p>
<p>Equal curriculum opportunities for all students through a comprehensive information, advice and guidance (IAG) process.</p>	<ul style="list-style-type: none"> <li>• 1:1 interview with all Y9 students following a PCE to ensure appropriate options subjects are selected.</li> <li>• 2 workplace visits linked to options subjects for all Y10 students (this may be a virtual tour).</li> <li>• Priority careers interviews for students identified as 'at-risk' in Y11.</li> <li>• Implantation of the Gatsby Benchmarks within the curriculum.</li> </ul>	<p>Student level data would suggest that students at TASB are less likely to gain access to careers experiences as Non-PP students nationally.</p>	<ul style="list-style-type: none"> <li>• PCE for Y9 Parents</li> <li>• Student voice on options choices</li> <li>• Student voice on workplace visits.</li> </ul>	<p>RSS ECM</p>	<p>Termly</p>

<p>Home learning is used effectively to support students who are self-isolating or during lockdown to continue to make progress.</p>	<ul style="list-style-type: none"> <li>• CPD for all teaching and classroom support staff on the use of MSCT.</li> <li>• Contingency plan in place in the case of increased restrictions to allow for a blended learning or home learning model.</li> <li>• Assessments planned to identify gaps in knowledge following lockdown to allow amendments to the curriculum to close those gaps.</li> </ul>	<p>Students need to be prepared for remote education should the need to lockdown arise. Increased engagement with platforms such as Outlook and MS Teams will fully prepare students for the world of work.</p>	<ul style="list-style-type: none"> <li>• Minutes from Blended Learning</li> <li>• Staff Voice</li> <li>• Student Voice</li> <li>• QA of resources on MSCT</li> </ul>	<p>ECM</p>	<p>Termly</p>
				<p>ABH</p>	<p>Funded through catch up</p>
				<p>CMN</p>	
				<p>RSS</p>	
				<p>ECM</p>	
				<p>ITR</p>	
				<p>KCN</p>	
				<p>Librarian &amp; Literacy Budget</p>	
				<p>MINT seating plan</p>	
				<p><b>*Total Cost of 'Quality of teaching for all'</b></p>	<p><b>91,571</b></p>

ii. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students with very low reading ages are able to make progress towards their chronological age.	A Primary Specialist teacher has been employed to work with the students in KS3 who have the lowest reading ages. This allows for a more holistic overview of reading development through a multitude of curriculum areas rather than solely in English.	Key Stage 3: the wasted years? Ofsted (2015) identifies the progress of PP students at KS3 as a barrier to achievement later in school.  The EEF Teaching and Learning toolkit: Peer Tutoring (July 2012).	<ul style="list-style-type: none"> <li>• Review of Star reading data.</li> <li>• Learning walks</li> <li>• Lesson Observations</li> <li>• Work Scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>• ABH</li> <li>• CMN</li> </ul>	Termly
Improved attendance for PP/EAL students.	<ul style="list-style-type: none"> <li>• CPD for Co-Tutors for improved student level challenge of absence.</li> <li>• Appointment of new Vice Principal with a focus on Behaviour and Attendance.</li> <li>• Daily QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students.</li> <li>• Development of the role of EAL Officer</li> <li>• Weekly attendance cobra</li> </ul>	2017-18 and 2018-19 data shows a clear link between attendance and the progress students make.  DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcome.	<ul style="list-style-type: none"> <li>• Attendance cobra minutes and actions</li> <li>• Sessions Absence information QA</li> </ul>	<ul style="list-style-type: none"> <li>• SLG</li> <li>• AHL</li> <li>• DBS</li> <li>• GBY</li> <li>• EBS</li> <li>• HMs</li> <li>• HSN</li> </ul>	Termly
Improved engagement in education for students whose behaviour can be a barrier.	<ul style="list-style-type: none"> <li>• Monitoring of students' times in IEU to allow for early intervention where appropriate e.g. the use of the Arc to reduce the risk of PEX.</li> <li>• Alternative provision is offered to reengage students with education where appropriate e.g. Focus Training and College Placements. Where this is external to the Academy SLT will visit to ensure students are receiving a good education.</li> <li>• Core meetings between VP, AAP, Wellbeing Team and SENCO.</li> </ul>	DfE: The Impact of Pupil Behaviour and Wellbeing on Education Outcome.	<ul style="list-style-type: none"> <li>• Pastoral cobra minutes and actions</li> <li>• Isolation log</li> <li>• Monitoring of students accessing the Arc provision</li> <li>• Regular check-ins for students accessing alternative provision</li> </ul>	<ul style="list-style-type: none"> <li>• HSL</li> <li>• LDN</li> <li>• AHL</li> <li>• DBS</li> <li>• GBY</li> <li>• JHM</li> </ul>	Termly



Bespoke Social and Emotional Learning interventions for students identified as SEMH on the SEND register to enable them to self-regulate their behaviour.	<ul style="list-style-type: none"> <li>Review of the SEND provision through SEND parental consultation evenings three times per year.</li> <li>Small group/1:1 intervention with the wellbeing team/HMs so students feel well supported and can thrive socially and academically.</li> <li>Developing the role of the newly appointed counselor to enable the wellbeing team to offer more early interventions.</li> </ul>	DfE: The Impact of Pupil Behaviour and Wellbeing on Education Outcome.	<ul style="list-style-type: none"> <li>Pastoral cobra minutes</li> <li>Isolation log</li> </ul>	<ul style="list-style-type: none"> <li>HSL</li> <li>LDN</li> <li>JHM</li> <li>DBS</li> <li>GBY</li> <li>HoYs</li> </ul>	Termly
Pupil premium students do not fall behind their peers.	<ul style="list-style-type: none"> <li>Student tracking and monitoring of progress through all weekly cobra meetings.</li> <li>Paired Data Entry to ensure practical changes in classrooms to address emerging needs throughout the year.</li> <li>After school 'Achieve' sessions to target under-achievement.</li> <li>Homework folders are created for all students with work relevant to their KS.</li> <li>Employment of Curriculum Tutors to allow for small group intervention/more targeted classroom support.</li> </ul>	Although PP progress and outcomes are much improved there is still an in-school gap.	<ul style="list-style-type: none"> <li>Cobra minutes</li> <li>SLG focus on Reflection on Attainment and Progress for all subject areas.</li> <li>Achieve attendance monitoring</li> <li>Homework Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>SLG</li> <li>CLs</li> <li>TTN</li> <li>KGS</li> </ul>	Termly
HSL					27,420
Primary teacher in nurture					Funded through catch-up
TA support in nurture					Funded through catch-up
LDN					
EBS					
RHH					
DBS					
GBY					
HSN					
HoYs					
AHL					
<b>*Total Cost of 'Targeted Support'</b>					270,145

iii. Other Approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Broaden the experiences of students through extra-curricular programs and trips.	<ul style="list-style-type: none"> <li>• Relaunch of the 'Involve' extra curricular program by the new Involve co-ordinator.</li> <li>• Involve now to be accessed by all Y7 and Y8 students.</li> <li>• Trips are mapped across all subjects to ensure all students have the opportunity to go on one trip every year.</li> </ul>	Student level data would suggest that PP students at TASB are not gaining as much access to these experiences as Non-PP students nationally.	<ul style="list-style-type: none"> <li>• Involve attendance</li> <li>• Student voice</li> <li>• Trip map</li> </ul>	<ul style="list-style-type: none"> <li>• LHR</li> <li>• LBT</li> <li>• RSS</li> </ul>	Termly
A high quality, smooth transition process.	<ul style="list-style-type: none"> <li>• Meetings with Primary leads three times per year to develop stronger links.</li> <li>• Transition Plan for Y5 &amp; Y6 to ensure learners are well equipped.</li> <li>• Extended transition for SEND students to fully support transition to secondary.</li> </ul>	SEND Code of Practice: 0 to 25 Years (Jan 2015)	<ul style="list-style-type: none"> <li>• Meeting Minutes</li> <li>• Uptake of Transition days offered at TASB</li> <li>• CPOMS data/information</li> <li>• Student voice</li> <li>• Parent voice</li> </ul>	<ul style="list-style-type: none"> <li>• LHR</li> <li>• JHM</li> </ul>	Yearly
Raise the aspirations of students so more go on to study at an appropriate level.	<ul style="list-style-type: none"> <li>• Increased focus on careers across the academy with careers weeks.</li> <li>• Visits to HE institutes for Y11 students (post-16 and University) Covid permitting</li> </ul>	Destinations data for 2019-20 showed that a number of students who obtained L2 qualifications went on to start a course that was also L2 showing a need for increased careers guidance.	<ul style="list-style-type: none"> <li>• Y11 Overview</li> <li>• Careers appointment schedule</li> <li>• COBRA minutes</li> <li>• Student Voice</li> </ul>	<ul style="list-style-type: none"> <li>• ECM</li> </ul>	Termly
				RSS	
				LBT	
				LHR	
				ECM	
				JHM	
<b>*Total Cost of 'Other Approaches'</b>					<b>40,422</b>

\* All costs given at 55% of actuals to reflect the PP weighting in the school

**7. Review of expenditure**

**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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	•			
	•			
	•			
	•			
	•			
	•			
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**ii. Targeted support**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	•			
	•			
	•	•		
	•			

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	•	○		
	•			
	•	•		

## 8. Additional detail

The statement above is a working document and may be updated at any time.