

2018/19	Cost	Initiative	Staff	End of year review 2018/19	
Academic Intervention	£66,000	One to one tuition in core subjects focusing at KS4. Diamonds group in Y7 boosting literacy and numeracy. Additional literacy support for High attaining PP students who are underperforming.	EQU NWA JNI		2019 results
				P8	-0.08
				English 4+	80%
				English 5+	61.4%
				English 7+	18.6%
				Maths 4+	66%
				Maths 5+	45%
				Maths 7+	9.7%
				Basics 4+	64%
				Basics 5+	41%
				Ebacc	-0.78
				Open	+0.20
		Mathematics	All underachieving PP pupils have received 121 tuition. 2 PP ALT students have been provided with workbooks and revision guides 1 pupil has been entered for Entry level math's through the 121 teachers 4 PP Pupils who sat further math's GCSE done through the 121 tuition all achieved a grade. Y11 improvements for HA students Mock 1 in Year 11 to final grade (5.1% to		

				6.6%)
Hardship fund	£5,000	Uniform and equipment for students who require additional support	JHO	The hardship fund was used to support our most vulnerable families through times of difficulty. Examples are purchasing uniform, trips, and equipment.
Inclusion support	£69,110	Working With the 'hardest to reach' PP groups within school preventing early disengagement, supporting effective transition, developing and effective home-school partnership, developing social and learning skills. 5 x Learning managers 1 x Inclusion manager	GOL JNI	Fixed term exclusions were significantly lower with a 90% reduction. Attendance was significantly improved. Students personal development, behaviour and welfare was graded as GOOD in 2019 OFSTED.
Enhanced attendance team	£37958	1 x attendance manager 1 x attendance support officer Ensuring PP students are attending school. Supporting parents to keep attendance high.	GOL	Attendance in the academic year was 94.5% increased from 92.3% in 2017/18 Persistent absence in the academic year was 13.8% decreased from 21.1% in 2017/18
Hegarty maths	£1,700	Online homework and intervention	EQU	All pupils have access to Hegarty homework, we have provided afterschool and lunch time enrichment to ensure pupils have access. Follow up phone calls, emails, letters and text have been sent home to challenge pupils not completing this. Celebration events such as Hegarty Handshake, Easter Eggarty and other half-termly reward sessions.
Numeracy	£14,981	Intervention lessons for numeracy for students who have not achieved expected levels in Y6. P16 mentoring for numeracy of students below expected level	JTR	PP students who are below target have been mentored during VMG time by myself and LCL. This is focused on year 8 and 9 students, specifically those who are likely to take the higher paper. Questions were taken from Mathsbox sets of 10 GCSE questions. Progress on each type of question was recorded but weekly totals are summarised below. The intervention ran over the course of the last term.

Reading improvements	£4,788	Accelerated reading program Reading age baseline assessments	ABO	<p>Increased consistency in Accelerated Reader lessons, with Yr7 & 8 all having a specific timetabled period in the library for the delivery of AR. AR books assigned to all Yr7 & 8 students who can read them externally outside of their AR lesson. Library clubs focused on literacy provided. Reading intervention based on GL and STAR reading data. Improvements:</p> <ul style="list-style-type: none"> 66% of Yr8 PP students improved their reading age by 6 months or more <p>73% of Yr7 PP students improved their reading by 6 months or more</p>
In school alternative provision	£29,066	1 x Bridge manager supporting the wellbeing of students social and emotion needs 1 x inclusion manager supporting behaviour needs	GOL JNI	<p>Fixed term exclusions were significantly lower with a 90% reduction. Attendance was significantly improved. Students personal development, behaviour and welfare was graded as GOOD in 2019 OFSTED.</p>
Library	£10,350	To increase opportunities for pupils to read to further enhance their literacy skills	ABO	<p>Increased consistency in Accelerated Reader lessons, with Yr7 & 8 all having a specific timetabled period in the library for the delivery of AR. AR books assigned to all Yr7 & 8 students who can read them externally outside of their AR lesson. Library clubs focused on literacy provided. Classroom environment created in one half of the library for greater usage across the curriculum, allowing students a wider variety of access to library resources. ICT resources increased and updated. Library stock increased, with newer titles acquired and available to all students. Staff CPD provided for subjects who use the library for curriculum time.</p>
Celebration events	£10,000	Half termly breakfasts with the principal Y8 Graduation Y11 post mock celebration assemblies Post cards home	SHA	<p>Principal's Brunch has been developed to ensure that there are half termly celebrations calendared and themed around national and global events such as Advent thus embedding diversity and mutual respect. Due to the change in assessment policy the criteria for invitations is also wider than previously to recognise RAK, enrichment and achievements across the academy, this gives greater opportunity to recognise a variety of students across the academy.</p> <p>The last brunch of the year included 30% PP.</p>

				<p><u>Y8 Graduation:</u></p> <ul style="list-style-type: none"> • 94.8% Students graduated • 90.7% parental attendance • 5 students didn't graduate – all 5 PP. <p>Postcards home have continued to be embedded and the procedure developed to ensure that more postcards are being delivered. 50% of students that gained a postcard through the final term were PP students. Also, there is was greater focus on aligning above and beyond recognition and postcards being delivered.</p>
Alternative curriculum	£35000	Bespoke provision targeted for our most vulnerable students to meet their needs.	GOL JNI	11 students attended St. Wilfrid's Academy to gain skills in a more suitable environment and to meet their needs. Opportunity to work and learn in a therapeutic setting to ensure they succeed to the best of their abilities and to reduce to risk of FTEs/PEX, along with becoming NEET.
Made in Sheffield	£6000	Students working with industry on a work based project to raise aspirations.	JCL	<p>During the year students have participated in a number of engineering and business related events. These have included visits to Sheffield Hallam University, Tinsley Bridge Engineering, Elsecar Heritage Centre and The Advanced Manufacturing Research Centre in Sheffield. Year 10 students competed in two Dragon's Den style challenges against other schools in the programme and have won both of the most recent challenges.</p> <p>Participation in events has varied during the year for reasons outside the students' control. One student from each year group has opted not to continue with programme (primarily because they are not interested in the engineering field).</p> <p><u>Impact</u></p>

				<p>Y10 students on the programme have a predicted average progress 8 score of +0.51 compared to the average for the Y10 cohort as whole of -0.15. Y10 attendance in 2018/19 was 9.2% above the cohort average.</p> <p>Y11 students on the programme have a predicted average progress 8 score of +0.52 compared to the predicted average for the cohort as a whole of -0.17. Y11 Made in Sheffield students had an average attendance in 2018/19 9.1% above that of the cohort average.</p>
Ed Lounge	£8000	Online learning personalised tuition for our most vulnerable.	GOL JNI	As required students who were unable to attend school accessed Ed lounge for a short period of time to ensure they continued with their academic provision.
Instrumental lessons	£16244	To provide peripatetic music lessons for all Disadvantaged students who request them at a discounted cost	JBE	<p>84% of Y10 PP students achieved or exceeded their target overall and 75% of PP students achieved or exceeded their target for Unit 5 – the Performing Music unit. These instrumental lessons were vital for students preparing for this particular unit and also for unit 2 – Managing a Music Product as performing plays a large part in this unit too.</p> <p>Learning a musical instrument gives you not just the obvious skill of playing a musical instrument but also, if you stick with it, it gives you self-discipline. There is extensive research that suggests learning a musical instrument actually improves your cognitive abilities. Students with access to peripatetic lessons want to perform to showcase their work both in lessons and in concerts. For some it is building their confidence, for others it is developing their social skills, for others it's having a focus and being able to learn. There are so many different skills you can learn through music.</p>