



Fowey River Academy Pupil Premium Strategy 2017 -18

The Government provides schools and academies with a ‘pupil premium’ which is additional to main school funding. This funding is provided to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools and academies are held accountable for the spending of these monies; performance tables will capture the progress and achievement of disadvantaged students covered by the Pupil Premium.

At Fowey River Academy, we are committed to meeting the pastoral, social and academic needs of all students within a caring environment. As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need. Our core principles emphasise that there should be no underperforming groups of students and we want all students to make at least good progress.

1. Summary information					
School	Fowey River Academy				
Academic Year	2017/18	Total PP budget	£164,00	Date of most recent PP Review	04/09/2017
Total number of pupils	618	Number of pupils eligible for PP	160	Date of next internal review of this strategy	April 2018
Number of PP (FSM) pupils	72	Number of PP+ (CIC or have been adopted or special guardianship)	4	Number of service children eligible for PP	7
Previous Academic Year	2016/17				
Number of PP (FSM) pupils	83	Number of PP+ (CIC or have been adopted or special guardianship)	9	Number of service children eligible for PP	0

2. Attainment and progress – 2017 results	Whole School	Pupil Premium	Difference between whole school performance and PP	National	Gap between national average and FRA PP average
% 9-5 English & Maths	42%	15%	-27%		
% 9-5 Maths	46%	23%	-23%		
% 9-5 English	63%	31%	-32%		
% 9-4 English & Maths	59%	42%	-17%		
% 9-4 Maths	64%	50%	-14%		
% 9-4 English	77%	50%	-27%		
Progress 8 score for the cohort	-0.31	-0.98	-0.67		
Attainment 8 score for the cohort	47.64	34.69	-12.95		
Ebacc entered	50%	27%	-23%		
Ebacc achieved	27%	12%	-15%		
Attendance	93.70%	92.80%	-0.90%		
PA 10%	19%	30%	11%		

Attainment and progress – 2016 results (PREVIOUS YEAR)	Whole School	Pupil Premium	Difference between whole school performance and PP	National	Gap between national average and FRA PP average
% English & Maths (A* - C)	59%	40%	-19%	71%	-31%
% A* - C Maths	49%	49%	-19%	72%	-23%
% A* - C English	66%	58%	-8%	72%	-14%
Progress 8 score for the cohort	-0.22	-0.69	-0.47	0.10	-0.79
Attainment 8 score for the cohort	47.8	40	-7.8	48.4	-8.4
Ebacc entered	72%	58%	-14%	36%	+22%
Ebacc achieved	21%	11%	-10%	23%	-12%
Attendance	91.6%	88.6%	-3%		
PA 10%	13%	31%	19%		

2. Attainment and progress – 2017 results	Non Pupil Premium	Pupil Premium	GAP between Non Pupil Premium and Pupil Premium	COMMENT ON GAP POSITION WHEN COMPARED TO PREVIOUS YEAR AND COHORT
% 9-5 English & Maths	51%	15%	-36%	No Comparison on 9-5 as reformed GCSE
% 9-5 Maths	53%	23%	-30%	No Comparison on 9-5 as reformed GCSE
% 9-5 English	73%	31%	-42%	No Comparison on 9-5 as reformed GCSE
% 9-4 English & Maths	64%	42%	-22%	Narrowed by 5%
% 9-4 Maths	68%	50%	-18%	Remains the same
% 9-4 English	85%	50%	-35%	Widened by 22%
Progress 8 score for the cohort	0.31	-0.98	-0.67	Narrowed by 0.2%
Attainment 8 score for the cohort	47.54	34.69	-12.95	Widened by 1.95
Ebacc entered	57%	27%	30%	Widened by 9% (due to restructure of curriculum)
Ebacc achieved	32%	12%	-20%	Widened by 4%
Attendance	93%	89%	4%	

PA 10%	21%	31%	10%	
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Attainment and progress – 2016 results	Non Pupil Premium	Pupil Premium	GAP between Non Pupil Premium and Pupil Premium
% 5 A*-C incl English & Maths	63%	40%	23%
% A*-C Maths	74%	49%	25%
% A*-C English	70%	58%	12%
Progress 8 score for the cohort	0	-0.69	-0.69
Attainment 8 score for the cohort	51	40	11
Ebacc entered	79%	58%	19%
Ebacc achieved	26%	11%	15%
Attendance	93%	89%	4%
PA 15%	10%	17.29%	17%
PA 10%	21%	31.3%	10%

Year 10 Attainment and progress – 2017 results	Non Pupil Premium	Pupil Premium	GAP between Non Pupil Premium and Pupil Premium
% 9-5 English	43%	27%	-16%
% 9-4 English	60%	47%	-13%

4. Planned expenditure:					
Academic year	2017 - 2018				
Pupil Premium used for:	Amount allocated (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice? Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the EEF Teaching & Learning Toolkit the NFER report on supporting the attainment of disadvantaged pupils.
The creation of a <u>Pupil Premium Academy Lead</u> who's focus will be to lead strategies to close the gap between PP and non PP students.	Enhanced pay of £750	<p>Will routinely monitor and assess PP students' progress across the academy, liaising with teachers, HOFs and RSLs ensuring PP students progression is prioritised within lessons, specifically as a result of data drops in weeks 3, 6 and 10.</p> <p>Also, collating whole academy data, evaluating impact of a range strategies, inc. interventions, FRA College programmes and resources on PP students' progression.</p> <p>Comparison of data regarding PP students in across year groups, as well as analysis of data by faculty and by teacher.</p> <p>To investigate, promote and lead on PP strategies to raise achievement and progress so all pupils have a 'love of learning'.</p> <p>A minimum of 6 1-1 mentoring sessions will take place with each student in year 11. These sessions will target actions and tools which students can take to reach full potential in subjects. Facilitate the building of relationships between students who are underperforming in some or all subjects, mentoring students to help identify problems or barriers,</p>	<p>PP gap reduces in each subject area after each data point.</p> <p>PP gap with year 11 results narrows moving towards being consistent or better than national figures.</p> <p>Consistent monitoring of PP students' progression, correlated with other data, to ensure the gap is closed between PP and Non-PP students across the whole academy.</p> <p>Consistent monitoring of students' progression and well-being improves attendance of PP students towards and then better than 95%.</p>	<p>Monitored by RSL through PP Lead.</p> <p>RSL monitors progress of PP at each data point.</p> <p>RSD in each subject area monitors PP progress.</p>	

		<p>identification of opportunities for development and improvements.</p> <p>Developing relationships with students' parents/carers, to improve home/school relationships, where needed.</p>			
Pupil Premium used for:	Amount allocated (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice? Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the EEF Teaching & Learning Toolkit the NFER report on supporting the attainment of disadvantaged pupils.
Revision materials and resources for PP students on GCSE courses	£1K	<p>PiXL suite of apps in English Literature, Maths, History and Geography.</p> <p>Times table rockstars in mathematics</p>	All PP students will have all recommended revision guides provided free of charge so that they are not disadvantaged,	Heads of Faculty/ Subject Leads	

		<p>GCSE Revision Guides – PP students to have access to relevant GCSE revision guides to support independent revision.</p> <p>Exemplar exam papers in English and Maths to be made available to PP students as a revision and high aspiration tool.</p>	<p>GAP narrows in each subject area moving towards national or better figures.</p>	<p>PP Lead with subject leads</p>	
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Catch Up Literacy and Numeracy programs in year 7 and 8	<p>Staffing costs:</p> <p>PP = 26% of whole Academy, so 26% of total Salary</p> <p>Maths HLTA ENG HLTA</p> <p>11K</p>	<p>2 HLTAs focusing on Numeracy and Literacy inc tutor time and afterschool specific groups.</p> <p>Working with year 7 and 8 to ensure students are at ARE in numeracy and literacy and then working with year 9 – 11 on specific targets to allow good progress.</p>	<p>Students will be identified with specific gaps in foundation knowledge. An intervention plan with regular monitoring and knowledge checks will be put in place, focusing on DDI.</p> <p>Students will then be able to progress further with a firmer foundation of knowledge and skills, narrowing the gap across subjects.</p>	<p>Progress monitored by RSL through PP lead and RSD Maths and RSD English.</p>	

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<p>Develop iCollege and Comapss support to benefit PP students who are at risk of poor attendance or behaviour by allowing them to focus on a suite of qualifications that allow them to reach potential P8 and A8 score. This means, if deemed necessary to have extra time in their best 8 subjects allowing them a reduced curriculum as a support plan.</p>	<p>Staffing costs:</p> <p>PP = 26% of whole Academy, so 26% of total Salary</p> <p>Compass Manager</p> <p>Safeguarding Lead</p> <p>Student Services Manager</p> <p>£27K</p> <p>Compass Support</p> <p>£11K</p>	<p>Students who are struggling with a broader curriculum of 10 – 12 subjects are able to focus on their best 8 – 10 subjects, which allows a more successful strategy and to grow a passion for learning. Students will have support plans which will include a wrap around care service that will also develop:</p> <ul style="list-style-type: none"> • Team Around The Child • Careers Advice • Student Wellbeing • Academic Progress 	<p>PP Attendance gap narrows in all year groups and will be inline with national figures.</p> <p>All PP students will successfully follow an A8 curriculum.</p> <p>All PP students receive timely support before attendance and progress lapse so A8 score is in line with similar non PP students.</p>	<p>PP Lead</p> <p>Attendance Officer</p> <p>Safeguarding Lead</p> <p>Compass Manager</p> <p>RSD Maths and English</p> <p>RSL</p>	

	PIXL Applications for Maths, English Lit, History and Geography plus TTRS. £500				
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Development of <u>creative arts and technology</u> subjects to engage and inspire students, and the creation of a breadth curriculum in year 7 and 8 to give students a breadth of experiences in different subject areas from the creative and humanities class of subjects.	Staffing costs: PP = 26% of whole Academy, so 26% of total Salary 2 x creative teachers and 1 extra humanities teacher 28K	<p>New staffing positions created: Teacher of Art Teacher of technology subjects inc Catering which is a prevalent career aspiration for many PP students in the context of FRA being where a high percentage of careers are in tourism and service industry.</p> <p>Also the development of technology leads to many students following career aspirations in agriculture, and craft (such as boat building) which again is the main incomes for the surrounding areas.</p> <p>These teachers are engaging students through 7 – 11 by the development of the breadth curriculum exposing pupils in younger year groups to regular creative and engaging subjects.</p>	<p>Percentage of PP students opting for humanities and technology subjects increases.</p> <p>PP Progress matches that of non PP students of similar prior attainment in humanities and creative technology subjects.</p> <p>PP students find a passion to develop an interest engaging them and then develop those learning habits to other subjects.</p>	RSD Creative Art RSD Humanities PP Lead and RSL	

	<p>Development of Art studios and classrooms</p> <p>21K</p>	<p>This engagement lower in the school motivates academic habits which can be developed further in PP students.</p> <p>These teachers are also year 7 tutors to support this and instil high aspiration from the outset.</p>	<p>Attendance increases by PP students having a love of learning so they are at national levels.</p>		
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Increased attendance and ensuring that pupils feel included and safe in the Academy.	<p>£25K</p> <p>Attendance Manager, training and resources, outreach work and associated costs.</p> <p>Plus creation of inhouse PSCO role</p> <p>Attendance Officer</p> <p>26% of cost of refurbishment of student areas</p>	<p>Closer, accurate monitoring of attendance, incl.: evidencing reasons for absence, liaising with parents to ensure students attend school regularly, building relationships with 'hard to reach' families.</p> <p>Use of CAF process and early help hub referral process, working with other agencies to resolve issues.</p> <p>Ensuring that the school feels a safe and inviting place for PP students by refurbishing key student areas:</p> <ul style="list-style-type: none"> Toilets – creating extra toilets enabling each year group to have their own toilets so it is less intimidating for students. Packed lunch room – enabling students a place to sit and eat lunch with tables and chairs, promoting social activities and developing friendship groups. FRC – A safe study area where students have access to desks – quiet areas and IT 	<p>Improved relationships with students and their families</p> <p>Overcoming barriers to education</p> <p>Use of the CAF process to address and monitor concerns as well as gain interventions from relative agencies</p> <p>Monitoring of Holiday Request forms</p> <p>Reduce absence and persistent absence in all year groups</p>	<p>Assistant Principal Attendance and Safeguarding</p> <p>PP Lead</p>	

	<p>7K</p> <p>FRC 3K</p> <p>Uniform</p> <p>1K</p> <p>Adventure Learning Weeks</p> <p>5K</p>	<p>after school and at break / lunchtimes for study and revision.</p> <p>Where a PP student is not meeting uniform expectations, and therefore may stand out among his peers, having spare uniform and the ability to purchase uniform if the correct uniform is not able to be purchased by the family.</p> <p>Two adventure-learning weeks, which engage students including visits out of school, therefore including food and transport so PP students are not disadvantaged.</p>			
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Academic year
2016/17

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...'												
Appropriate alternative provision via Alternative Provision Academy (Acorn); Academy 21 online provision, CHES and one-to-one targeted intervention via tutors	Fee to Alternative Providers 2016/17 £4K Acorn £6K Acad 21 £3.5K CHES	Continued	: <table border="1" data-bbox="943 304 1435 711"> <thead> <tr> <th>Student</th> <th>Outcomes</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>Female PP CHES</td> <td>English 3 English Lit 2 Maths 1 Science E</td> <td>Medical</td> </tr> <tr> <td>Male PP HPA ACADEMY 21</td> <td>English 5 English Lit 4 Maths 2 Add. Sci. D Science D</td> <td></td> </tr> <tr> <td>Female PP HPA ACADEMY 21</td> <td>English 1 English Lit 1 Maths 1 Science G</td> <td></td> </tr> </tbody> </table>	Student	Outcomes	Notes	Female PP CHES	English 3 English Lit 2 Maths 1 Science E	Medical	Male PP HPA ACADEMY 21	English 5 English Lit 4 Maths 2 Add. Sci. D Science D		Female PP HPA ACADEMY 21	English 1 English Lit 1 Maths 1 Science G		Enable PP students who, due to a range of circumstances, are unable to attend school, to attain passes at GCSE qualifications.	As a result of this alternative provision 100% of Academy 21 and CHES Students achieved GCSE passes in core subjects, where all three were likely to not sit any GCSE exams due to different reasons. Academy 21 students were at risk of not being in education, therefore they still achieved secure passes in core subjects. As a result of this action, named students achieved 6-9 GCSE passes at grades B-G (or equivalent)
Student	Outcomes	Notes															
Female PP CHES	English 3 English Lit 2 Maths 1 Science E	Medical															
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Female PP HPA ACADEMY 21	English 1 English Lit 1 Maths 1 Science G																
Creation of FRA iCollege (own brand cost effective Alternative Provision)	£ 20 K	New	PP students could work independently, using online programmes such as Tassomi and Pixl Maths App, to develop their leaning. Also, using the same strategy, iCollege helped studnets who were at risk of exclusion to remain in school.	This enable PP students at risk of leaving education to secure GCSE passes in 6 to 9 subjects, by enabling these students to improve their engagement in their learning.	As a result of this 3 PP students who were at risk of exclusion were able to complete the year at FRA with 2 of them completing a full A8 curriculum, with all passing core subjects. Other PP students with varying needs were able to continue learning in Academy and improve attendance.												
COMPASS – create COMPASS Centre – a facility in FRA to benefit PP students and their families in a range of social and academic	Staffing costs: PP=30% of whole academy cohort, so 30% of the total salary of:	New and continued	<ul style="list-style-type: none"> - Safeguarding Lead has been appointed to oversee Safeguarding - Compass Centre Manger appointed 	Safeguarding – J Ede Delivered Assemblies regarding safeguarding, including esafety	As a result of this 71% of year 10 PP group in the maths intervention made progress of improving by at least 1 grade.												

<p>areas, incl: counselling, academic monitoring, catch-up/intervention (numeracy and literacy), emotional well-being, IAG and careers, counselling, School Nurse service.</p>	<ul style="list-style-type: none"> • Compass Manager salary • Safeguarding Lead • Student Services Manager • £27K - Counsellor projected costs - £5K - SLA with MBA re Careers Advisor (10 days @ £100) - £1K - Maths Tutor £5K - TLR Literacy and Numeracy co-ordinator - £8K - HLTA Lit; HLTA Numeracy - £30K - Refurbishment - £10K - Resources - Cost of STFR - Allocation of resources for toolkits - Pxl Edge membership and resources 		<ul style="list-style-type: none"> - Student Services Manager appointed - Job Centre Plus – careers guidance - Maths/Numeracy HLTA - Read Write Inc. Trained HLTAs - Pxl Edge LORIC principals delivered via Compass lessons - PP Questionnaires were not implemented – this strategy needs to be further examined for this coming academic year. - No Pxl Accreditation - PP students’ Action Plans incl. IAG and University Action Plans <p>Maths Tuition –small group maths intervention from specific maths tutor.</p> <p>This was numeracy and catch up in year 7 and 8, and specific targeted intervention in year 11.</p> <p>Y10 Maths Interventions groups with maths HLTA</p> <p>Y7 Literacy Intervention – delivered by English staff, targeting Y7 students who required ‘catch up’ session to improve reading, grammar and writing skills.</p>	<p>Care, Guidance and Support System: identifying stage 3 students, implementing a 360 which would result in an IAP, via a Compass referral.</p> <p>Over the Summer term, 132 separate occurrences where PP students have used Compass. This includes: School Nurse visit Social Worker visits Annual review Intervention (learning) Intervention (medical) Writing statements Alternative provision Returning to school sessions End of Year Assessments LORIC “Out of Lessons’ Quiet space Maths Nurture Group Repair and Rebuild</p>	<p>As a result of this Year 7 English Catch-Up students were able to close some of their gap, in line with the rest of their year group.</p> <p>As a result of this Aal PP students who are under their Y7 MEG have received further support during lessons, inc. differentiated tasks, scaffold and support via seating plans.</p> <p>35% of year 11 PP students improved their grade from the mock exam through various intervention strategies.</p>
<p>Increased attendance rates for PP students</p>	<p>£25K incl. salary uplift of Attendance Manager, training and resources, outreach work and associated costs.</p>	<p>new</p>	<p>Closer, accurate monitoring of attendance, incl.: evidencing reasons for absence, liaising with parents to ensure students attend school regularly, building relationships with ‘hard to reach’ families. Use of CAF process and early help hub referral process, working with other agencies to resolve issues.</p>	<p>Improved relationships with students and their families Overcoming barriers to education Use of the CAF process to address and monitor concerns as well as</p>	<p>As a result of this action, the following impact has been made with attendance:</p> <p>- Prosecution rates – 12 Fixed Penalty requests to LA. 4 have</p>

	Plus creation of inhouse PSCO role Attendance Officer			<p>gain interventions from relative agencies Monitoring of Holiday Request forms Reduce absence and persistent absence in all year groups</p>	<p>been issued by LA – 2 of these were PP.</p> <p>-Students' improved attendance – Attendance improved by 1.77% from previous year. - PP improved 2.54% 16/17 91.45% 15/16 – 88.91%</p> <p>-Impact on persistent attendance – PA improved by 2.26% from previous year. PP students' PA PP PA 2016/17- 30% . PP PA 2015/16- 29%</p> <p>-Rates of parents taking holidays during term times (both which have been applied for and those who have not submitted any holiday forms) 112 holiday requests. 60 requests were unauthorised. 36 of these were from PP families.</p>								
Revision materials and resources for PP students on GCSE Courses	£2K	new	Revision guides for all Y10 Students, inc. PP, who sat GCSE English early. Y11 Revision Guides were bought for all students, including PP in Maths, sciences and other subjects	<p>To support students' independence as learners, to encourage and support revision practices, from home.</p> <p>Revision Guides were routinely used in English to set homework and give guidance in lessons.</p>	<p>As a result of this English results improved by 10% Science Revision Guides – impact on GCSE grades A*-C: Non PP = 80 students (75.4%) PP = 26 Students (24.5%) % of PP students who sat Science GCSES, the following achieved A*-C:</p> <table border="1" data-bbox="1845 1214 2145 1377"> <thead> <tr> <th>Subject</th> <th>% of PP students who achieved A*-C</th> </tr> </thead> <tbody> <tr> <td>Add. Sci</td> <td>17.61%</td> </tr> <tr> <td>Bio</td> <td>57.1%</td> </tr> <tr> <td>Chem</td> <td>71.4%</td> </tr> </tbody> </table>	Subject	% of PP students who achieved A*-C	Add. Sci	17.61%	Bio	57.1%	Chem	71.4%
Subject	% of PP students who achieved A*-C												
Add. Sci	17.61%												
Bio	57.1%												
Chem	71.4%												

					Physics	42.9%
					Science	10.5%
6. Additional detail						
2017 data is provisional data only at the current time.						staff actively using them as part of the lessons delivered. Also, the format of such guides need to be examined.
PETXi	£9.5K	continued	Intensive week long revision and methodology programme for targeted Y11 students, including PP, specifically for those whose numeracy age is below chronological age. Number of students in programme =20	Targeted students will be able to master techniques to secure at least their FFT expected outcome		As a result of this 55% of students on the PET xi program increased their grade.
Music Lessons	£3K	continued	Students developing their musical abilities, including 4 students who have joined bands (in and out of school) and worked with professional musicians during their work experience.	Music lessons have helped build the confidence of PP students as well as improved attendance of others		As a result of this students involved have developed outside interests and improved their attendance in the academy.