



Pupil Premium 2022-2023 Review

This document details the impact of the Barnhill Community High School 2022 – 2023 Pupil Premium (PP) strategy. The report outlines how the school use PP funding to improve the education outcomes for our disadvantaged students and ensure their progress is in line or above with other students in the school as well as nationally. A complete breakdown of the school’s Pupil Premium outcomes of our last formal examination (2023) can be found here: [2023 KS4 Outcomes data](#)

Summary Information			
School	Barnhill Community High school		
Academic Year	2022 - 2023	Total PP Budget	£479692
Total Number of pupils	1522	Number of pupils eligible for PP	535 (35%)

Pupil Premium Strategy Outcomes

Year 11 Summer Examinations 2023

Figure 1 below demonstrates that the Barnhill High school overall progress 8 score and the Others P8 for PP students are above the 2023 national averages and also based on the 2019 data. The data shows recorded outcome differences between PP students and non-PP. There are marginal differences between the 9-4 English and Maths headline measures (5). Closing the performance gap between our PP and non-PP remains a key priority for all staff.

	Pupil Premium (110) 2023	Non-Pupil Premium (130) 2023	2023 National average (all pupils)
Progress 8	+0.39	+0.77	+0.03
Attainment 8	48.05	57.55	46.5
9-4 English and Maths	74%	84%	63%
9-5 English and Maths	52%	70%	39%
Ebacc score	4.39	5.38	4.04
Others P8	+0.06	+0.74	-0.04

Figure 2 demonstrates that progress for the middle ability group is consistently higher than that of the high and low prior attainers. Attainment score gap for High Prior attaining students between PP and non-PP is consistently closing and it is less than (4). When making general performance comparisons between PP and non-PP, the data shows that progress for low prior attainers for both PP and non-PP are above national averages. Attainment gaps are above the national. Some exploration is required when looking at the difference between prior attaining group.

Figure 2: Key Stage 4, 2023 Outcomes by prior attainment.

	High Prior Attaining students 2023	Middle Prior Attaining students	Low Prior Attaining students
Pupil Premium			
Progress	- 0.08 (16)	+0.44 (60)	+0.34 (26)
Attainment	64.97 (16)	52.47 (60)	31.01 (26)
Non-Pupil Premium			
Progress	+ 0.23	+1.1	+1.36
Attainment	68.81 (32)	58.31 (64)	42.32 (22)

Figure 3 below, demonstrates progress and attainment scores over the last six years on an upward trajectory. In addition, the 2022-23 outcomes when compared with both the national and 2019 school data, they are greater on attainment. The attainment score is still higher than all the other years (excluding the years 2021 and 2022). Reducing the progress 8 gap between PP and non-PP remains the school's main focus.

Figure 3: Key Stage 4 Three Year Trend

	2018	2019	2020*	2021*	2022	2023	NA 2022/3
Pupil Premium Students							
Progress 8	+0.4	+0.48	+0.61	+0.80	+0.45	+0.38	
Attainment 8	43.2	47.19	45.8	53.6	50.9	48.2	
Maths and English Grade 5+	44%	47%	44.0%	56%	57.0%	52%	
Maths and English Grade 4+	58%	65%	65.9%	74%	73%	74%	
All Pupils							
Progress	0.67	+0.57	+0.95	+0.88	+0.79	+0.66	+0.03
Attainment	47.1	49.1	53.4	55.2	55.61	53.2	46.5
Maths and English Grade 5+	51%	52%	59%	58%	64.96%	61%	39%
Maths and English Grade 4+	65%	63%	79%	74%	79.91%	79%	63%

Attainment and Progress 8

Figure 4 shows performance comparisons for 2022 and 2023 between PP and non-PP in all key school options. Overall, attainment for both PP and non-PP are higher (48% and 57.52%) than the 2019 figures (46.19% and 48.73%) respectively. Additionally, the PP group performed better in 2023 than in 2019 across all the GCSE key qualifications.

Figure 4 – Headlines on Attainment and Progress scores

	No#	Overall			English P8			Mathematics P8			Ebacc P8			Open P8		
		2023	2022	2019	2023	2022	2019	2023	2022	2019	2023	2022	2019	2023	2022	2029
Overall	240	53.22	55.61	47.47	0.52	11.55	10.24	0.92	11.34	10.14	0.6	16.29	14.55	0.32	16.34	12.54
Male	127	53.17	56.21	45.2	0.25	11.41	9.54	1.08	12.12	10.49	0.68	17	14.16	0.18	15.67	11.02
Female	113	53.27	55.03	50.91	0.58	11.68	11.31	0.52	10.58	9.6	0.51	15.78	15.59	0.49	17.19	14.87
PP	110	48.05	50.64	46.19	0.28	10.97	10.19	0.65	10.08	9.56	0.43	14.49	13.86	0.22	15.1	12.57
Non-PP	130	57.59	59.26	48.73	0.61	11.97	10.29	1.08	12.27	10.67	0.89	17.61	15.2	0.55	17.41	12.58

Figure 5: Average reading age scores of PP and non-PP between 2021 and 2023

Year group	July 2023	November 2022	July 2022	November 2021	Difference July 2022 – July 2023 for PP students
Year 7 PP (91)	11.3	10.7			
Year 7 Non-PP (151)	12.2	11.2			
Year 8 PP (96)	13.1	12.7	12.2	11.5	+0.9
Year 8 Non-PP (150)	13.1	12.5	12.2	11.5	
Year 9 PP (87)	13.7	13.4	13.1	13	+0.6
Year 9 Non PP (172)	13.2	12.9	12.7	13.2	
Year 10 PP (82)	14	13.7	13.1	14.1	+0.9
Year 10 Non PP (159)	14	13.8	13.4	14.5	

The Pupil Premium Strategy Impact Summary

Barriers to future attainment (for students eligible for PP, including high ability)	Success criteria	Impact Summary
In-school barriers		
A	In some cases, students show low levels of literacy with low reading scores, failing to access and understand subject specific vocabulary.	Reduce the P8 gap between PP and non-PP students. Reduce the reading age gap between PP and Non-PP students.
		High When making performance comparisons between PP and non-PP, the data in figure 5 shows progress in average reading age scores across year groups from 7 to 10 in the 20222 – 20233 academic year. The rising trend in the reading age scores related to the tested year groups is testament to the articulation skills acquired by both PP and non-PP students. The closing of gaps is particularly pleasing to see, where between Nov 2022 – July 2023, there was no gap in reading ages in year 8 and 10, year 9 PP scores were better than non-PP with a closing gap. Thus, demonstrating the positive impact of our reading strategy.
B	In some cases, boys demonstrated poor attitudes to learning.	Boys improve their overall attitude to learning focusing mainly on closing the gap between WBRI PP and non-PP boys. Raising attainment for boys to be in line with females.
		High Our summer 2023 GCSE results show the gap between male and female progress has closed and both are in line with each other at +0.66, demonstrating a positive impact on our strategy to engage boys in their learning and raise their aspirations. Our summer 2023 Attitude to Learning data shows positive figures in attitude to learning (ATL) scores for PP students across all year groups. Attitude to Learning (ATL) has a small insignificant whole school gap of (0.1) for PP v. non-PP. ATL data is in line with non-PP in all year groups except for year 9 where PP exceeds non-PP. In year 11 the ATL gap reduced to 0.4. ATL as well as Behaviour and Standards issues are consistently on the agenda in Achievement and Behaviour meetings. Positive points each half term have increased for PP students. In 2023, positive points went up for boys resulting in a negligible gender gap of (0.3). Negative points awarded to PP students each half term have increased at the same level as Non-PP. Proactively awarding positive points for PP students has become part of our commitment to PP students.

			Lesson drop-ins demonstrate that students are engaged and active in their learning. The school creates opportunities for PP students to practice needed skills in lessons which include retrieval and routines. Students have benefitted from a steady supply of learning provisions in the form of textbooks. Trips that help to build cultural capital are paid for by the school. Lesson observations carried out in Summer Term 2 and autumn1 2023 show that the culture for learning is highly purposeful in more than 90% of lessons. Teachers have high expectations for all students.
C	In some cases, high prior attaining students who are eligible for PP are making less progress.	High prior attaining PP students will perform in line with other key learner groups.	<p>High</p> <p>The attainment 8 for the majority of students who are PP middle prior attainers improved by (+4.84) in the 2023 exams when compared to 2019 outcomes. In 2023, attainment 8 for High Prior Attainers (HPA) was 67.16, which was slightly higher than PP HPA at 64.78, but not a significant gap. The performance of all our HPA students remains a key priority for our school with a sharp focus on our PP HPA.</p> <p>The school strategic priorities remain at reducing the performance gap between ability groups who are Pupil Premium. The strategies range from pre teaching vocabulary and opportunities for articulating thinking to teachers provide feedback to push students beyond their 'personal best'</p>
D	Our disadvantaged students are more likely to be late or have unauthorised absences.	Regular attendance for PP students ensures they are in school, ready to learn and start the day at a sensible time. Reduce the gap in attendance between PP and non-PP students.	<p>High</p> <p>The school has robust systems in place to help reduce persistent absenteeism, improve attendance, support school refusers, challenging punctuality and attendance to lessons.</p> <ul style="list-style-type: none"> • Attendance is in line or above national averages for PP but is marginally 2% below non-PP. The gap between PP and Non-PP punctuality to school has closed by 0.7%. • Students with low attendance and punctuality are supported by the school's attendance and pastoral teams who have worked to improve attendance and punctuality using tactics such as reports, parent meetings as well as visits to homes. <ul style="list-style-type: none"> • Day 1, 2 and 3 letters are all sent home in line with the attendance policy and support is sought from the participation team when all strategies have been exhausted and are not working. • Clear and effective use of the school's attendance and punctuality policy, with appropriate referrals made once the threshold is met. <ul style="list-style-type: none"> • Overall, the attendance figures for PP across school academic terms show a level trend in which the attendance gap for PP against non-PP has been reduced to (2.2%) and further decreased to (1.5%) when compared with all the students.

			<ul style="list-style-type: none"> • The average attendance percentage gap per term between PP and non-PP has been fixed at 2.1%. • Our overall attendance figures demonstrate that pupil premium students are responding well to the provisions put in place by the school. There are marginal differences in recorded figures between PP and non-PP. • Our breakfast club, aimed at our vulnerable students but open to all has helped to improve punctuality to school, particularly for the PP students who are SEND in KS3.
External barriers			
E	In some cases, students may experience social and emotional issues affecting their wellbeing.	PP students are able to develop personal as well as academic skills.	<p>Moderate</p> <p>PP students are supported throughout their learning using a variety of strategies that are formulated during planned achievement and behaviour meetings. Support comes in the form of mentoring, student voice, in/out-class intervention and material support. The level of pastoral support available to PP students in particular through a heavy LABS focus means that these students are fully supported and any changes in behaviour and study habits are quickly recognised. Over 50% of students discussed in LABS across all year groups were PP. New opportunities have been created to support the learning of PP students, such as targeted study skills workshops and targeted invites for Saturday school. Additionally, a programme has been commissioned for two members of staff to carry out mentoring or counselling for PP students.</p>
F	In some cases, students may not feel secure and confident at school to participate in wider school life.	PP students feel safe and secure at school, participating in wider school life as well as making good academic progress	<p>Moderate</p> <p>Student voice shows students feel safe and supported by the school. PP students attend trips and cultural enriching activities, in line with other non-PP students. 99% of all students feel safe and supported in school as evidenced by the student voice survey. In 2022 -2023, 100% of PP students participated in at least one careers events, 79% participated in a sports or curriculum club and 79% participated in a trip for cultural capital. All figures were above non-PP student participation. 81% of students felt the club or trip had added value to their life or enhanced their wisdom.</p>
G	In some cases, students may not aspire to appropriate post 16 courses.	PP students have access to level 3 Post 16 courses and secure places at Russell Group Universities.	<p>Moderate</p> <p>Destinations records demonstrate an increasing number of PP students taking Level 3 post 16 courses, with an increase in 20% this year. In summer 2023 PP students achieved slightly better than non-PP with a 0.25 difference, hence demonstrating a positive impact of the drive we have had to encourage success for our PP students at post 16.</p>

			99% of PP students have received well planned and befitting advice. Data shows a 3-year rising trend, with 100% of PP students entering university in September 2023. Disadvantaged students are well represented amongst the Gifted and More Able cohort.
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Table1: Spending Summary

Provision	Annual Cost	Aim
Pastoral Support Mentor	£25100	Helps students who struggle with organisational skills or encounter emotional barriers to learning overcome barriers in order to maximise learning time in the classroom.
Student attendance officer	£29200	Allows for the close tracking and monitoring of student attendance, enabling the pastoral teams to put measures in place aimed at reducing persistent absence and potential school refusers.
School Counsellor	£38730	A necessary post resource aimed at helping students who struggle to overcome emotional barriers to learning
Student mentor	£36410	Aimed at providing students struggling to cope with school life in the ongoing academic and personal support allowing them to engage and participate in all areas of school life.
Academic interventions	£107300	These are targeted at those who would most benefit from learning in smaller groups. The process involves a series of interventions with a particular focus on core subjects.
Staffing	£115500	We have no doubt that hiring subject specialists who can deliver the best quality teaching and learning experience has the greatest impact to the progress of our disadvantaged pupils.
RSL KS4	£10000	Aimed at increasing students' cultural capital
RSO KS4/5	£15200	To work alongside student's focussing on aspirations and attitudes to learning. Play a key role in the options process in order to ensure that students are in the correct subjects with the Ebacc at the heart of the curriculum
RSL KS3	£5500	To ensure that schemes of learning and assessments at KS3 are well planned and adapted to suit the needs of all pupils
RSO GAMA	£2500	Ensures students who make exceptional progress and attainment are recognised and supported in through post 16 and higher education processes.
Deputy SENDCO	£9200	Aimed at providing our disadvantaged pupil who are also SEND with the correct provision that allows them to overcome barriers to learning linked to their specific needs
Rewards budgets	£2000	Acts as a constant incentive, celebrating achievements and attitudes

AHT 1 day per week	£14,078.12	Leads and reviews the Pupil premium strategy and offer
Careers	£6350	Provides all students with the necessary advice and opportunities focussed on educational and career aspirations, leading to an increased uptake of courses at post 16 and employment, education or training at post 18.
Attendance	£21000	Looks and tracking and monitoring attendance closely in order to ensure that our disadvantaged pupils do not missing out on their learning.
Resources for all	£13000	Students have access to all materials, including revision resources, laptops and specialist equipment needed for subjects such as art or music.
Literacy	£28623.88	The literacy gap is the biggest barrier to learning experienced by our disadvantaged pupils, strategies aimed to reduce the gap allows students to make progress across their subjects.
Total		£479692

Pupil Premium Strategy Impact Breakdown

Planned expenditure		
Academic year	2022-2023	
The three headings below enable schools to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
Allocated Budget: £251779		
Ensuring all students receive quality first teaching – Universal Approach		
Chosen Action/ Approach	Impact Summary + How we know	Lessons Learned and Next Steps
Curricular literacy	Curricular literacy was a whole school development strategy and a key area for development for all. Curriculum areas were responsible for planning clear opportunities that allowed students to access and use subject specific vocabulary. A recent audit of this area shows that most curriculum areas have made literacy the central point of the everyday learning experience for students. Literacy on-line data (figure5) demonstrates that pupils reading age increases as they progress through the	Literacy on-line data needs to be used more widely to inform planning across all subjects. <ul style="list-style-type: none"> • ‘Fluency and comprehension’ have been the curricular literacy focus but will now have an emphasis on Tier 2 and 3 vocabulary.

	<p>curriculum. In years 7, 8, 9 and 10 the PP group continue to make exceptional progress in literacy year on year. Average reading scores July 2023 show that PP students performed better than their non-PP counterparts as shown in figure 5. In several instances, the average reading gap has narrowed to an insignificant value. PP students reading ages improve as they progress through the curriculum. The reading age gap between PP and non-PP pupils decreases year upon year. Learning walks show that reading activities are well embedded across the curriculum. Pupil voice regarding opportunities and the benefits of reading is positive.</p>	<ul style="list-style-type: none"> • Students below their chronological reading age are enrolled in one of the school's reading intervention programmes; making sustained rapid progress. Literacy on-line has replaced NGRT <p>Whole staff training on teaching literacy takes place every year and is a focus for departmental meetings, learning walks and work scrutiny</p>
<p>All staff will receive appropriate CPD to facilitate development of effective high-quality teaching</p>	<p>The school will continue to provide bespoke CPD programmes in all areas to help with the development of all students. We have no doubt that the continuous development of our staff, specifically in Quality First Teaching, is a key contributing factor to the schools outstanding outcomes of the last 4 years. The reading CPD is central to the school Teaching and Learning programme.</p>	<p>A more tailored CPD programme aimed at developing staff at all stages of their career.</p> <ul style="list-style-type: none"> • A sharper focus on the high prior attaining students to ensure appropriate challenge for all and specifically PP HPA students
<p>Students will have the opportunity to do 2 work placements</p>	<p>The school (Careers) were able to invite a number of guests including doctors, paramedics, authors, accountants, musicians, Army Engineers who delivered a variety of workshops and talks. The feedback from them was quite positive with most students stating they found the events useful and enriching. Some year groups have piloted the Morrisby survey, highlighting their strengths, areas of development and potential career fields. This was well received by year 10 and 12 and will be rolled out to the whole school over a three-year period, to raise aspirations and help students set goals to achieve,</p>	<p>Develop a student participation log to allow for better analysis of attendance by cohort.</p> <ul style="list-style-type: none"> • Devise a system that allows the school to match the careers activity to the pupil's future aspirations. • Potentially explore personality testing to support student reflection of learning styles, interests and career path. <p>Disadvantaged pupils attend extra-curricular activities/clubs, in line with other non-disadvantaged pupils.</p>

Funding allocation

Allocated Budget: £175300		
Targeted Support		
Chosen Action/ Approach	Impact summary	Lessons learned and Next steps
Fortnightly LABS (Learning, Attendance, Behaviour, Safeguarding) meetings will allow for the clear identification of student needs and the correct intervention to be implemented.	<p>Both Achievement and Behaviour meetings for year 7 – 13 (LABS) act as instrumental platforms, allowing all representatives to discuss and triangulate information central to pupil's academic and personal progress. The aim of the meetings is to use data to identify the students who are/or run the risk of underachieving; collaboratively we identify potential barriers to learning and commission the most suitable intervention aimed at removing the identified hurdle. The impact of these is evident across the board, from the improvement in A2L scores to the excellent outcomes, it is clear that students are being supported in order to reach their full potential.</p> <p>During LABS at least 50% of the students discussed are PP, and intervention strategies put in place.</p> <p>The level of pastoral support available to PP students in particular through a heavy LABS focus means that these students are fully supported and any changes in behaviour quickly recognised.</p> <p>In order to maximise students' opportunities to achieve top grades at KS4, the school looks at withdrawals of extra subjects to maximise their progress and attainment.</p> <p>There has been equal representation by PP students in school related committees, namely: Ethos Committee, Prefects and Student council.</p>	<p>Each area represented in LABS to come up with their own set of termly impact measures in order to increase ownership and accountability of the interventions. Whilst PP students in most cases represent a larger cohort of those in IFTE and RR. The work to recover and support students from repeating such incidents is having an impact.</p> <p>This is a key area which must be addressed next year as there is an over-representation in FTSs and PP students.</p> <ul style="list-style-type: none"> • Develop a systematic approach to student and parental feedback on impact.
Monitoring of boys' behaviour to learning and overall attitudes to school.	<ul style="list-style-type: none"> • There is a marginal difference in ATL ranging from 0.2 to 0.4 between PP and non-PP. <p>The school pastoral team work strategically to ensure that boys' overall attitude to learning matches that of girls at Barnhill in particular PP boys. As well as LABS they use a variety of monitoring systems such as G4schools, which allows for the close analysis of behaviour by gender as well as category. Interventions such as reports and lesson monitoring allow the pastoral teams to pinpoint specific barriers to learning experienced by boys.</p>	<p>The attitude to learning data shows that boy's attitude to learning is improving. 61% of PP students across all year groups have been awarded a 4 (Expected) for their attitude to learning. This was in comparison the non-PP value of 67%.</p> <ul style="list-style-type: none"> • Boys will continue to be a priority cohort.

<p>Gold/ Silver ties/ Subject badges</p>	<p>Pupil Premium students are well represented amongst our Gifted and More Able cohort, with 35%. An increased number of disadvantaged students are entered for the full Ebacc qualification, with 59% in 2022-23.</p> <p>Almost half of the student's leadership and ethos committee (school council) members are PP students, ensuring the cohort's needs are well represented at all levels.</p> <p>Subject external reviews showed that PP students were as articulate as the non-PP students in explaining the work in their books. PP students are also highlighted for their academic achievements in the lower year groups. As a result of these initiatives, we have seen a significant increase in the number of Barnhill students attending Russell Group Universities last year, over 93% of all Sixth form and 100% of PP students.</p>	<p>The school will continue to design strategies that appeal to passive and disaffected GAMA (PP) students.</p> <p>Develop strategies that encourage students to become active and independent learners; mainly through Curriculum Area rewards plan</p>
<p>Academic support</p>	<p>Assessment data allowed for clear identification of students in need of extra academic support. Intervention plans were bespoke, using question level analysis to correctly identify and target subject specific gaps in knowledge and skill. Attendance to intervention by PP students improved every term with a percentage gap less than 5.7%. Most Saturdays are filled with intervention sessions, led by classroom specialists and attended by our students.</p>	<p>Quality of learning provisions need to be continuously reviewed in order to keep the PP students enthused and motivated.</p> <p>Specific Saturday sessions for PP students who are underachieving.</p> <p>Continue to target those hard-to-reach families to ensure the students are utilising this support available to them.</p>
<p>Parental Communication</p>	<p>The school reports to parents three times a per year. In cases where a student falls under the cause for concern category parents are invited for a meeting. Our protected cohorts PP included are a priority. All students are given their report to stick into their planner with a reflection exercise facilitated by the form tutors. This has seen an increase in ownership by our students in their learning journey.</p>	<p>Leaders at all levels engage with parents regularly and when the need arises. The approach has enabled the school to build a more collaborative way of to develop learning.</p>

Allocated Budget: £52613		
Specialist Support/Other Support		
Chosen Action/ Approach	Impact summary	Lessons learned and Next steps
PP Students below the reading score of 100 will be enrolled on to the 'Thinking reading programme'	<p>Pupil Premium pupils enrolled in the 'Thinking Reading' programme last year all made steady progress. Those students with the least rapid progress will continue on this programme until they reach their expected reading age.</p> <p>'Thinking Reading' doesn't test or develop comprehension, as such pupils who graduate from this provision must be enrolled in the Lexia programme. the impact of this can be seen in some years where there is no gap and in others where it has been significantly reduced.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop a model of tiered support which increases in intensity in line with need. 2. Use assessment to match students to appropriate types of intervention and monitor the impact of intervention. 3. Whole school leadership is important to drive a coordinated system of support. 4. Monitor their progress for graduation from the programme
LAC students provided with bespoke curriculum and support plan that will encourage personal and academic progress.	<p>According to our Yr11 LABS records, several bespoke interventions were commissioned aimed at improving personal and academic progress of our protected cohorts' students in Yr11 last year. These included curriculum adaptations, PEP meetings, learning walks as well as providing resources such as laptops and revision guides. As a result, all students completed the academic year and were able to secure Post 16 placements in line with their future aspirations. The school registered zero NEETS students.</p>	<p>Continue to work with external agencies in order to ensure LAC pupils feel supported to achieve their best.</p> <ul style="list-style-type: none"> • All LAC students will have a school mentor available to them.
Special arrangement made for any vulnerable students during assessment periods	<p>Access arrangements were successfully applied during exams. This provision ensured our Pupil Premium, SEND and/or EAL students were not disadvantaged during the examinations process.</p> <p>The impact of the provision is evident in our A8 score for PP in 2023 was 48 compared to the 2019 national average of 46.19.</p>	<p>Discussions with students and their families should be held, where students are not utilising their extra time.</p> <ul style="list-style-type: none"> • SEND department to train students who receive bespoke access arrangements to use provision effectively.
Resources and cultural enriching experiences	<p>Throughout the year students participated in a broad variety of activities ranging from sporting activities, trips, clubs to academic and inspirational events. Every department provides students with the necessary resources allowing pupils to access learning beyond the classroom.</p>	<p>Continue gathering regular student voice in order to identify which resources students need and what they feel is the impact.</p>

	<ul style="list-style-type: none"> • Disadvantaged pupils attend extra-curricular activities/clubs, alongside their peers. o By the end of Term 2, the majority of students had accessed available Personal Development provisions. See below, recorded statistics. 100% of PP students involved within a careers opportunity (Aspiration) 100%% of PP students involved in a trip/cultural capital (Respect) 78% of KS3&4 PP students involved in a trip/cultural capital (Respect) Y12 100% of PP involved within a careers opportunity (Aspiration) & 100% of Y13 PP. 	<ul style="list-style-type: none"> • Use the character curriculum to create opportunities aimed at enriching pupil’s cultural capital and experiences.
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Total Cost for all areas: £479692