

New Park Academy Pupil Premium Grant Expenditure Plan September '19 to July '20

Background

- introduced in April 2011
- allocated to schools who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM')
- for children who have been looked after continuously for more than six months since 1st April 2011.

Purpose

- address the current underlying inequalities between children eligible for free school meals (FSM) and their peers
- ensure the funding reaches the pupils who need it most.

Accountability

- headteachers and school leaders decide how to use the Pupil Premium
- an evaluative report needs to be published for school governors and parents

Funding

- paid direct to schools, allocated to them for every pupil who receives free school meals
- For looked after children in mainstream provision in respect of children who have been looked after continuously for at least 6 months.
- *(In Salford, it has been agreed by all schools that the Virtual School Team for LAC 'top slices' the PP+ funding, with £700 per student going to their team to finance strategic approaches as well as LAC in crisis)*

Overview of the school

- Approx. 116 boys and girls aged 7-16, with an EHCP for experiencing severe social, emotional and mental health difficulties, alongside with other related specific and/or moderate learning and/or communication difficulties. This is 20 pupils above the PAN.
- School population is mainly (98%) drawn from Salford, which is amongst the 5% of most deprived LAs in England.
- 3 pupils have EAL.
- Approx 13% (14) of all pupils are 'Looked After Children' and/or living with carers other than parents (7 LAC, 6 living with relatives or adoptive parents).
- A high proportion of pupils have been involved at various stages of their life in the criminal justice system (May'19: 29% i.e. 34 students). 5% (6 students) were in and out of youth custody in the year 2018/19
- 40% are on either CP, CIN or TAF.
- All students show signs of mental health difficulties with 65% of all pupils having diagnosed mental health needs but do not necessarily access CAMHS.
- At point of admission, 100% of all pupils have significant associated learning difficulties and/or have significant gaps in their education and hence the attainment is not age appropriate.
- Approx 80% were either excluded from their previous schools or 'advised not to attend'
- At least 60 % have had a history of poor or non-attendance.
- An above average number of pupils (other than LAC) are eligible for free schools meals (75% in KS2, 82% in KS3&4) and therefore eligible for support through pupil premium funding.

(Based on sum19)	Out of	Cognitive diff	2+ years below	ADHD	ASC/traits	Anxiety	Attachment	ODD	Communication Difficulties	Pupils with 2+ add difficulties
Whole School %	100%	73%	79%	38%	40%	65%	23%	8%	32%	84%
KS2	15	10	13	8	10	6	3	1	8	12
KS3	38	26	30	9	10	28	11	2	15	32
KS4	33	23	25	19	16	19	7	4	9	28
EOTAS	24	22	19	6	8	19	4	2	5	20
Whole School	110	81	87	42	44	72	25	9	36	92

Number of pupils and pupil premium grant (PPG) received

Amount of PPG+ for LAC expected (i.e. not yet received) per pupil <i>(PP+ is spent on an individual basis and accounted for on a termly basis as part of the PEP review process)</i>	TBC (paid termly) <i>(this figure is likely to fluctuate as the year goes on related to admissions throughout the year)</i>
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Total number of pupils eligible for PPG	88 (plus 13 LAC): 76% (87% incl LAC)
Total PPG received	£ 86,900

Evidence of school performance

Key statements from OFSTED Dec 16 and external review from May 17 to March 18 relating to the performance of disadvantaged pupils

Assessment

- Pupils are assessed when they start in the school.
- This information is used well to provide a reliable baseline for teachers to check if they are making rapid enough progress to make up for learning time lost due to exclusion or absence.
- Assessment is also used well by teachers who identify gaps in learning resulting from pupils missing work due to frequent exclusions or absences.
- There is no distinguishable difference in the achievements of disadvantaged pupils compared with others in the school.

Strengths seen in the lessons visited:

- good relationships between staff and students
- high expectations and good planning that stages learning well and helps to maintain a brisk pace
- well-constructed questioning that builds on what students already know and helps them develop their thinking and regular checks on students' understanding as the lesson moves on
- accurate use of subject-specific vocabulary
- guided discussions in preparation for written tasks, including gathering relevant vocabulary
- good modelling of social interactions by teachers engaging resources

EOTAS

- Staff use EHC plans as a starting point for identifying students' needs. Each student has an individual programme tailored to these and adjusted, sometimes very frequently, to promote their engagement with education as successfully as possible.
- Many of these students have been out of education for sustained periods. Consequently, their programmes often begin with a small number of hours that may gradually be increased but often up to only 50% of full time. Components of these individual programmes include home tuition and alternative provision.
- The content of home tuition sessions is systematically recorded, as is the level of a student's engagement. Detailed individual progress reports are pulled together every half-term. Wherever possible, students complete external qualifications.
- Case studies show that EOTAS has considerable success with some, although not all, students.

Outcomes

- The school has adopted an assessment system that works back from end of KS4 accreditation criteria (often GCSE) and breaks learning down into graduated stages and component parts. These are framed as key performance indicators (KPIs).
- In consultation with staff, leaders have decided to introduce Classroom Monitor from September 2018 to record and analyse assessments. This will also be used at KS2, giving the school the benefits of a consistent system.
- In the light of changes to the specifications for GCSEs, leaders are considering which external accreditation would be most suitable for students in the future.

Barriers to future attainment (for pupils eligible for PP)

A. Possible In-School Barriers

1. Underdeveloped Literacy Skills and/or Numeracy Skills (KS2-4)
2. Underdeveloped social communication and receptive language skills (KS2-4)
3. Lack of aspirations and engagement (KS3&4)

B. Possible External Barriers

1. Low school attendance (KS3&4)
2. Lack of Family Support (KS2-4)
3. Involvement in anti social behaviour in community (KS2-4)
4. Misuse of illegal substances (KS3&4)

Focus of PP spend on following issues during 2019/20

A. In School Barriers

1. Underdeveloped Literacy skills (KS2-KS4)
2. Underdeveloped Numeracy skills(KS2-KS4)
3. Underdeveloped social communication and receptive language skills (KS2-KS4)
4. Lack of aspirations and engagement of boys (KS3&4)

B. Possible External Barriers

(Addressed through different funding streams where possible)

Key Objectives 2019/20

1. Improve pupils' functional literacy skills that allows them to access the curriculum increasingly independently, particularly focussing on reading skills across all KSs
2. Identify pupils who have dyscalculia and/or whose numeracy skills are well below the expected age-related attainment level and offer specialist support in and out of the classroom to help them close the gap
3. Identify unmet speech, language and communication needs, provide intervention to support and develop the communication skills and develop staff knowledge and awareness of SLCN so more children and young people can be reached consistently
4. Identify a group of disaffected young men at risk of gang involvement/county line involvement who have a history of non-engagement in education, assess social, emotional and academic needs, supported by the Educational Psychology and the Youth Justice Service, and create a bespoke programme that will allow these boys to engage and make progress, using a range of other professionals to support this project

Quality of Teaching for All

Desired Outcome	Chosen Action/ approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well	Staff Lead	Review Date
All teaching is at least good and better	Regular access to CPD; moderation meetings within and outside of school	Quality of teaching has steadily improved since the last inspection, as evidenced by own lesson observations and external observations; progress of students is good	On-going lesson observations by Deputy as well as external advisors; regular scrutiny of work; Asst HTs to be increasingly involved	IT/PP/LC	Half termly
Maths: grading of student progress is continued to be moderated across school to ensure pupils make progress in line with ability and are challenged appropriately	Teacher with Maths TLR is given time: -to go into classes across school for spot checks -for maths meetings for non-specialist teachers -for maths moderation lessons	Maths data has been more accurate since moderation meetings have been introduced, making it possible to also undertake gap analysis which in turn helps students advance in their learning (see evaluation July 2018)	Minutes of maths meetings Moderation marks Progress in Maths across the KSs	IT/JPe	termly
All students and their parents are aware of pupils' progress and know the next learning steps.	Classroom Monitor continually updated with targets and achievements evidenced. Continually development of Classroom monitor to include pupil interventions programmes and personal development targets Termly reports to parents	The recording of progress and achievements has steadily improved as staff become more confident with linking teaching to targets and using a range of tools to evidence pupils achievements.	Targets displayed in books/portfolios and monitored by SLT to ensure teaching links with targets. Detailed and accurate termly reports to parents.	PP/LC	termly

Planned Spending 2019/2020

Key Objective A1: Improve pupils' functional literacy skills that allows them to access the curriculum increasingly independently (KS2-4)

This objective will be met by:

- Assessing every student's literacy skills to offer baseline
- Setting criteria for access to literacy intervention programme with particular focus on reading
- Ensuring intervention programme takes place as scheduled 90% of time
- Re-assessing by July '20
- Continuing to offer bespoke training to non-specialist staff to raise their confidence in teaching literacy cross the curriculum
- Purchasing additional resources for the class room to target reading skills in the classroom

Rationale: Based on findings from EEF

One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching.

How effective is it?

Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately **five additional months' progress**.

Evidence indicates that one to one tuition can be effective

Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers.

Desired Outcomes A1	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July '20 (linked to Success Criteria)
Pupils' functional literacy skills will increasingly allow them to access the curriculum independently (KS2-KS4)	1:1 literacy intervention (HLTA led, supervised by SENCo) CPD led by Ed Pscyh as well as co-teaching focusing on group strategies for children with MLD	Base line assessment and follow up assessment Having bi-annual reading assessments that cover a range of literacy skills enables teaching staff to see areas of need in individual pupils. Targeted packs are to be created and distributed for those pupils who have areas of difficulty that can be addressed during lesson time rather than in a directed intervention. Direct interventions will happen with specialist Literacy SEN TA for those students with areas of difficulty that cannot be addressed solely by work packs. Staff evaluation: they feel more comfortable teaching students with MLD Pupil progress	Pupils' literacy skills will increase at least by their individual set targets, leading to the expected progress throughout the curriculum being met. Literacy data to be more accurate due to moderation meetings, making it possible to also undertake gap analysis which in turn helps students advance in their learning) Staff feel comfortable setting more challenging targets for next round	PP, BE,NW	TA4@ £20/hr KS2: 8 hrs TA4 x38= £6,080 KS3: 20 hrs TA4 x 38= £15,200 KS4 5 hrs TA4 x 38= £3,800 = £25,080 + Ed Psych Time: 20 hrs x £80 = £1,600 = £26,680	

Key Objective A2: Identify pupils who have dyscalculia and/or whose numeracy skills are well below the expected age related attainment level and offer specialist support in and out of the classroom to help them close the gap.

This objective will be met by:

- Assessing every student's numeracy skills to offer baseline and test for dyscalculia
- Further train staff in being able to understand the criteria for access to numeracy intervention programme with particular focus on use of practical maths tools for less able students
- Ensure intervention programme takes place as scheduled 90% of time
- Re-assess by April '19

Rationale: Based on findings from previous OFSTED inspection (ABW: my feeling is we could scrap this paragraph now?)

In the Ofsted inspection from Dec 2016, inspectors stated that standards in mathematics across the school were not as strong as in English. Whilst a wide range of topics was taught, they felt pupils had restricted opportunities to think more deeply about mathematics or to make sure concepts were fully grasped, or mastered.

Since then, with school continuously exploring and developing other maths teaching pedagogy (numicon, Cuisenaire and Bar Modelling Methods) across school, it is pleasing to note that maths results across the KSs have improved greatly over time. The evaluation 2018 demonstrates that the approach taken has been of benefit to the students and the Maths Department will continue with the interventions as outlined above.

It has also been decided to continue to offer bespoke internal training to non-specialist staff to raise their confidence in teaching maths.

Rationale: Based on findings from EEF

Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.

How effective is it?

Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.

How secure is the evidence?

The evidence is limited and mainly relates to low attaining pupils receiving additional support to catch up with their peers. In recent years a growing number of rigorous UK studies have been conducted. In a 2014 evaluation Year 6 and 7 pupils made an additional three months' progress from Switch-on Reading, a structured programme involving small group tuition. In addition, an intensive coaching programme that involved one to one and small group tuition has an average impact of five additional months' progress.

A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one to one basis, or with groups of two or three, with all group sizes making similar amounts of progress.

(see also above: One to One Tuition)

Desired Outcomes A2	Chosen action/approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July '20 (linked to Success Criteria)
Pupils' numeracy skills will increase and interventions will allow pupils to fully grasp new concepts, gradually closing the gap between ability and attainment (KS2-KS4)	Training for staff; 1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo) CPD led by Ed Psych as well as co-teaching focusing on group strategies for children with MLD	Base line assessment and follow up assessment and assessment for Dyscalculia Staff evaluation: they feel more comfortable teaching students with MLD Pupil progress	Pupils' numeracy skills will increase by their individual set targets, leading to the expected progress linked to the new KPIs Staff feel comfortable setting more challenging targets for next round	PP/JPe/ NW/MH	TA4@ £20/hr UPS @ £37/hr KS2: 10 hrs TA4 x38= £7,600 KS3: 11 hrs TA4 x 38= £7,600 KS4 5 hrs TA4 x 38= £3,800 Maths Lead (UPS): 4 hrs x38= £5.624 + Ed Psych Time: 21 hrs x £80 = £1,680 = £ 26,304	

Key Objective A3: Identify unmet speech, language and communication needs, provide intervention to support and develop the communication skills and develop staff knowledge and awareness of SLCN so more children and young people can be reached consistently

This objective will be met by:

- Having a Service Level Agreement with SRFT (SALT Enhanced Service) in which school will have 1 day/week SALT input during the school year.
- SALT will support teaching staff in being able to identify potential Speech, Language and Communication needs through classroom observations, discussions, joint working and training.
- SALT will check whether any new pupils to school have had previous SALT input and ensure recommended strategies/interventions can be implemented within school.
- SALT will gather both quantitative and qualitative information from those working with SALT during the year.

Rationale:

(Information below has been provided by the Royal College of Speech and Language Therapists (RCSLT))

SLTherapists have a unique role in identifying communication difficulties (Pearce et al, 2014). By assessing and profiling a CYP's communication strengths and needs, SLTs can help others understand them better, thereby contributing to more positive outcomes.

All children and young people who have SEMH should be assessed for SLCN, ideally by a speech and language therapist. The Department for Education in England says "where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues." (Department for Education, 2016, p.14). []

SLTs can contribute to differential diagnosis in CYP who have SEMH (Im-Bolter and Cohen, 2007). CYP with mental health diagnoses often present with unusual communication profiles that need careful analysis and a detailed case history in order to determine if behaviours are due to an unidentified SLCN or the mental health diagnosis.

A child's behaviour can influence others' judgments about their communication skills, for example in attention deficit hyperactivity disorder (ADHD) or autism spectrum disorder (ASD). It is therefore important to have a speech, language and communication assessment as part of the diagnosis of SEMH, especially in relation to ADHD (Gooch et al, 2017).

The CYP's views of their communication skills and how effectively others communicate with them should be an integral part of any assessment. An assessment may take time, as gaining the trust of the CYP and understanding their communication strengths and needs in different situations is vital for accuracy.

Department for Education statistics show that social, emotional and mental health (SEMH) is the most prevalent primary type of special educational need for Children in Need. However research shows that a high proportion of children and young people with SEMH are likely to have co-occurring SLCN, which may not have been identified or supported: in a meta-analysis of 22 studies, 81% of children with emotional and behavioural disorders were found to have communication needs that had not previously been identified. (1)

At secondary school, vocabulary skills at age 13 strongly predict both maths and English GCSE results. (2)

How effective is it?

By working collaboratively with school staff, young people and their parents/carers the SLTherapist can:

- Support and teach skills
 - enable CYP to integrate socially, learn functional skills, participate in life roles (in a range of education, work and social contexts) and access and benefit from verbally mediated interventions.
- Differentiate
 - Support staff to ensure materials, resources and meetings are accessible to young people.
- Advocate
 - Support the young person in having their views heard in education, health and social care decisions.
- Train and educate
 - Provide training through formal and informal ways to develop knowledge and skills of those people working with the CYP.

How secure is the evidence?

1. Hollo A, Wehby J.H, Oliver R.M. (2014) Unidentified Language Deficits in Children with Emotional and Behavioral Disorders: A Meta-Analysis. *Exceptional Children* 80(2): 169-186
2. Spencer, S., Clegg, J., Stackhouse, J. and Rush, R. (2017), Contribution of spoken language and socio-economic background to adolescents' educational achievement at age 16 years. *International Journal of Language & Communication Disorders*, 52: 184–196.

Desired Outcomes A3	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July '20 (linked to Success Criteria)
<p>Unmet speech, language and communication needs of the children and young people are identified</p> <p>Intervention to support and develop the communication skills of the children/young people will be provided.</p> <p>Staff knowledge and awareness of SLCN will be further developed.</p> <p>School will achieve Communication Friendly Settings status.</p>	<ul style="list-style-type: none"> • 36 days of SALT input into High School • Approx. 8 days SALT input in KS2 resource. • 5 sessions 1:1 or small group work with TA4 	<ul style="list-style-type: none"> • Children and young people engage in assessment and intervention process • Positive shift in qualitative and quantitative measures taken by SALT. • Staff report increased confidence in identifying and supporting children and young people's communication skills. • School successfully achieve Elklan CFS status 	<ul style="list-style-type: none"> • Children and young people engage in assessment and intervention process • Positive shift in qualitative and quantitative measures taken by SALT. • Staff report increased confidence in identifying and supporting children and young people's communication skills. • School successfully achieve Elklan CFS status 	<p>Fiona Taylor (SALT) – High School</p> <p>Jackie Lee (SALT) – KS2</p> <p>Philippa Peploe (SENCo)</p> <p>Beth Emery (Teacher)</p>	<p>£320/day x 44 days= £14,080</p> <p>TA4@£20 x 5 x 38 = 3,800</p> <p>= £17,880</p>	

Key Objective A4: Identify a group of extremely vulnerable KS3&4 boys at risk of gang involvement who have a history of non-engagement in education, assess social, emotional and academic needs, supported by the Educational Psychology and Youth Justice Service, and create a bespoke programme that will allow these boys to engage and make progress, using a range of other professionals to support this project

This objective will be met by

Putting the following procedures into place:

- Ed Psych Service supplies assessment materials as appropriate:
 - Pearson's Resilience Scales
 - Beck Youth Inventory to evaluate children's and adolescents' emotional and social impairment
 - Boxall Profiles
- Decision has been made that assessments will be undertaken by school staff, on a 1:1 basis, with the ed psychologists offering guidance and advice and evaluating the assessments at the beginning of the project and later on to measure progress
- It has been agreed to take a topic based approach to learning across the curriculum: the class teacher will coordinate with subject specialists

Rationale:

Over the last two years, a number of male students of an increasingly younger age have been identified as being extremely vulnerable to gang involvement and criminal activities including county lines. At least half of these boys are known to the Youth Justice Service and most if not all to CAMHS, and most of them are/have been on CP or CIN plans. A considerable number have experienced youth custody

Some of them are recognised by other professionals as being amongst the most challenging young men in Salford. As a group, they are likely to present with further challenges as they have stopped cooperating in formal education for considerable time, most of them know each other outside of school and 'cause havoc' in their respective community, often gathering together in changing locations.

The school team believes the only hope they have to reach them and make a difference to their lives, is to work with them on a multi-agency basis. Support has been sought both for practical elements in the delivery of a bespoke group and individualised programme, and also for support, guidance and suggestions 'outside of the box'.

The suggested plan for the first 3-5 months is to focus on the development of social skills, emotional wellbeing and learning behaviours rather than necessarily academic progress (although clearly, there is still the expectation that the boys will undertake academic assessments and begin the journey on their individual learning paths. Long-term aim is to re-engage the young men in education, engage them in the pursuit of positive activities outside of school, increase their resilience and develop their self-esteem whilst addressing their anxieties and often distorted self-image.

Response from other professionals has been positive, with the YJS, the Ed Psych Service taking a lead jointly with school, School Nurse and a member from the School Advisory Board volunteering to take part in this odyssey. It is envisaged that the attachment of an ex-soldier as an additional member of staff to the group will offer the opportunity to develop aspirations in the young people, help them experience 'lived' resilience skills, help reduce fixed term exclusions by offering 1:1 full day mentoring sessions when and where appropriate, and engage the young people in positive out of bounds activities

How effective is it?

This will be measured in terms of school and in class attendance, reduction in serious incidents, reduction in fixed term exclusions and individual pupil progress

How secure is the evidence?

"British culture is very moralistic about violent children, it shows no curiosity – the minute you decide the child has 'chosen' to be violent, you go down the punishment route." *Batmanghelidjh (Youth Worker, London)*

"Sense of belonging" is a key reason for (young people) joining gangs, although it's usually a complex mix of the this and "fear, the desire to access protection, disengagement from education and a lack of positive alternatives, poverty and social exclusion, family and or peer involvement and social norms within their social networks". (Beckett, H. et al (2014) *Tackling Child Sexual Exploitation: A Study of Current Practice in London*.

Beckett, H. et al (2013) *'It's wrong...but you get used to it' A qualitative study of gang-associated sexual violence and exploitation*)

Dennis Piper (2017, *The Piper Model*), states that many childhood anxiety disorders cause a child significant distress and interfere with academic and social functioning. The Children and Families Act 2014 acknowledges that "certain individuals are more at risk of developing mental health problems than others...and that the role that schools play in promoting the resilience of their pupils is important...(and) that schools should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust openly adults about their problems".

Piper suggests that personalised interventions, promoting emotional resilience (PIPER Model), allow the child/young person to develop their emotional intelligence, leading to increased self-confidence which enables them to access education. The conclusion has to be, supported by Dr Janet Muscutt, Educational Psychologist (2018), that school needs to provide safety, a sense of belonging, a sense of pride and a means of achievement

Desired Outcomes A4	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July '20 (linked to Success Criteria)
Individual boys who meet the criteria for this group have been identified, ready for Sep 19	Screening of referrals and EHCPs; Discussion with Ed Psych and YJ Service	The students start to identify with the group and spend more time in class over time	The students show an increased level of school and in-class attendance over the course of the school year	LC ABW	None	
All students are assessed re their academic and emotional resilience at beginning and end of project	Ed Psych provides assessment materials as appropriate ; school staff undertake assessments	Students cooperate with assessments	Profiles are available for all students at beginning and updated profiles are available at end of project	PP/Ed Psych	Ass Ed Psych Support: 21 hrs @ £50= £1,050	
A programme of study/ individualised programmes are in place	Discussion in prof project group/ involvement of students	Students engage	Students make progress in line with their academic and emotional regulation skills and aspirations are raised through additional input from Careers Service	LC/Ed Psych/ ABW	Full time TA2 support (ex Soldier) 19,106 =£ 20,156	
Students show a more informed understanding of how to keep safe, have developed further life skills and show increased levels of resilience	targeted group work led by add staff; resilience training programmes supported by Ed Psych and school counsellor	boys attend sessions and show engagement	There are less incidents reported about anti-social/criminal behaviour in the community; assessments show increased levels of resilience; increased life skills are observed	LC/Ed Psych YJS and other agencies as identified		

TOTAL	£87,020 (£120 differential will be paid from school funds)
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