

Queen Elizabeth High School: 2018-2019 Pupil Premium / Disadvantaged Pupil Strategy Statement

Summary information			
Total number on roll pupils	906	Number of pupils eligible for pupil premium funding	130
Number of pupil premium children / Disadvantaged pupils (DPs) in each year group: Yr9 = 43 Yr10 = 44 Y11 = 43			
Total pupil premium budget:	£128,000.00	Amount per pupil: Years 7 to 11 = £935 Armed forces children = £300 Children Looked After = £1,900	

End of Key Stage 4 (Year 11) 2018 progress KS2 to KS4 and attainment										
		Cohort	Progress 8	English element	Mathematics element	Ebacc element	Open element	Attainment 8	English and maths grade 4 or above	English Baccalaureate grade C or above
2018	All pupils*	305	0.64	0.57	0.66	0.70	0.62	5.70	80%	23%
	Disadvantaged*	33	-0.36	-0.29	-0.18	-0.58	-0.30	3.93	49%	3%
	National other		0.12	0.11	0.09	0.12	0.14	4.99	71%	27%
	Gap		-0.48	-0.40	-0.27	-0.70	-0.44	-1.06	-22%	-24%

\*These figures are provisional whilst awaiting ASP.

Desired Outcome	Actions	Estimated impact	Lessons learned for 2018 - 2019	Cost
Progress 8 score for disadvantaged pupils in line with other pupils nationally	<ul style="list-style-type: none"> <li>• Appointment of a senior leader with overall responsibility for co-ordinating a range of strategies that will improve the progress of disadvantaged pupils</li> <li>• Senior leader met with EBACC Curriculum Leaders (CLs) to identify DP students requiring support. CLs disseminated information to their teaching staff and briefed them on detailed and appropriate wave 1 interventions. Follow up meetings after every data round</li> </ul>	<ul style="list-style-type: none"> <li>• The Attainment 8 figure and Open P8 figure have increased overall from the 2018 results. The P8 is lower than predicted throughout the year, however, we have a small number of students within this measure who have a significantly low P8 score which is skewing this. There are positives within the P8 figure. HAP – +0.18 (13 students – predicted to be negative throughout the year, huge national focus) MAP - -0.596 (13 students) LAP - -0.934 (6 students). Compared to their predicted A8 at the end of Year 10, 21 DP students have improved in their GCSEs, which is a huge achievement in a cohort of 33 students.</li> <li>• Focus on raising awareness of DP across all subjects – open P8 is improved with a jump of 0.2.</li> </ul>	<ul style="list-style-type: none"> <li>• Their needs to be greater focus on middle and low ability DP students.</li> <li>• Increased awareness, throughout the year, is needed to keep the focus at the forefront of teachers’ minds.</li> <li>• Maintain focus on DP throughout all lessons and everything that we do. Curriculum leaders to maintain high expectations for this cohort.</li> </ul>	£69,370
Progress in maths and English for disadvantaged pupils in line with national average for other pupils	<ul style="list-style-type: none"> <li>• DP champions to co-ordinate strategies and track progress in department. They will share best practice across the school with other DP champions from other departments</li> <li>• Additional sessions on the maths timetable to support Year 9, 10 and 11 students in bi-weekly small group sessions Anyone with time on their timetable should be put on support lessons</li> <li>• Literacy groups established in Year 9 – Accelerated Reader used with Year 9. Year 10 and Year 11 literacy groups taught GCSE English in smaller groups</li> <li>• Early identification of</li> </ul>	<ul style="list-style-type: none"> <li>• Middle leadership plan to be undertaken this year with increased SLT capacity.</li> <li>• Maths department have run DP intervention sessions for Year 9 and 10 students, 3/10 year 9 students improved test scores between Jan and June, 6/7 year 10 students improved test scores between January and June.</li> <li>• Accelerated Reader students made substantial progress in their reading ages (from their Year 9 starting points) on the basis of their STAR reading tests – on average, learners made +12 months of improvement during Year 9 with an increased in reading standardised score of over 100 points. Students from this group have started</li> </ul>	<ul style="list-style-type: none"> <li>• Any department with teachers under timetable will be assigned an intervention lesson so the good practice from maths can be done across the school.</li> </ul>	

	<p>underachieving DP students from baseline Yr9 data</p>	<p>their GCSE earlier compared to previous years, which was identified to bring about better GCSE English outcomes.</p> <ul style="list-style-type: none"> <li>• Baseline data shared with curriculum leaders. All Year 9 students interviewed early in Sept and data sent out to all staff to accelerate relationship building and to ensure all students had the equipment (PE kit, calculators, etc.) that they needed to be successful.</li> </ul>		
<p>New marking focus / system with increased monitoring across the school with a DP focus</p>	<ul style="list-style-type: none"> <li>• New policy shared with all teaching staff</li> <li>• SLT and CL work scrutiny will focus on DP books</li> <li>• SIP work scrutiny will focus on DP books</li> <li>• CLs and teaching staff sharing good practice within meetings</li> <li>• SLT observations with a focus for DP</li> </ul>	<ul style="list-style-type: none"> <li>• Marking system and planning for marking has been improved to focus on feedback designed to support individual student progress</li> <li>• With the new marking policy, it can be seen through work scrutiny by SLT and CLs that there has been a narrowing of the gap between DP and non DP books.</li> <li>• There has been enhanced work scrutiny at a CL level across all subjects, which has had an impact on closing the gap across all subjects, which can be seen in the large jump in the open DP P8.</li> <li>• Increased focus of all work done in terms of monitoring is with a DP focus. This can be seen with 21 of the DP cohort having an increased A8 compared to their predicted A8 at the end of Year 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff training needs to continue throughout the year</li> <li>• The increased emphasis must continue throughout all monitoring throughout the school</li> <li>• Positive impacts with DP must be shared with all staff throughout the year to keep the focus buoyant.</li> </ul>	
<p>Improve attendance and punctuality of disadvantaged students</p>	<ul style="list-style-type: none"> <li>• Close monitoring of attendance and punctuality of DP students. SEH to monitor this and feedback to pastoral department. Those causing a concern will lead to early intervention from the EWO. Following procedure for</li> </ul>	<ul style="list-style-type: none"> <li>• Across that school, attendance of DPs was 89% compared to 91% in 2016/17.</li> <li>• Persistence absence (DP students below 90% attendance) was 27.5% compared to 19% in 2016/17.</li> <li>• National comparisons are not</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance figures affected by EOTAS provision – more focus of the attendance officer on getting these students back into school</li> </ul>	<p>£30,070</p>

	<p>communication with parents</p> <ul style="list-style-type: none"> <li>• Ensure that work is caught up with persistent absentees by spending additional time in the base to catch up – priority given to EBACC</li> </ul>	available as yet.		
Increased targeted provision for DP students for all subjects outside of lessons	<ul style="list-style-type: none"> <li>• EBACC (English and Science) targeted lunchtime one to one sessions with a 6<sup>th</sup> form academic mentor. Calendared to reduce clashes.</li> <li>• LRC afterschool homework club with refreshments and subject DP champions (staff)</li> <li>• Afterschool revision/support sessions for all subjects.</li> <li>• Targeted Easter school for GCSE students.</li> <li>• Strategies for revision shared with all pupils in form time</li> <li>• Achievement mentoring cohort established for 40 Year 11 students (21 DP students.)</li> <li>• All class teachers to be very aware of DP students through highlighting on data, in briefing.</li> <li>• Termly newsletter regarding whole school DP attainment and progress produced and circulated.</li> <li>• All year DP students to be provided with the relevant revision guides, equipment etc.</li> </ul>	<ul style="list-style-type: none"> <li>• English and Science lunchtime intervention - One to one sessions with 6<sup>th</sup> formers. 11/33 DP selected for English, 15/33 selected for Science (combined trilogy). 12/14 students improved their Science grades compared to their end of year 10 predictions. 7/11 students improved their 'best of' English grade compared to their end of year 10 predictions.</li> <li>• The extra-curricular offer for all subjects after school and in Easter was well attended by mentored DP students.</li> <li>• 21/33 DP students were part of achievement mentoring. 24/38 students in the AM cohort achieved a higher A8 compared to their end of Year 10 predictions.</li> <li>• DP students have a raised profile in school which can be seen by some of the positive outcomes for the 21 students and the fact that 21 DP students have improved in their GCSEs, which is a positive achievement in a cohort of 33 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of practice for tracking how many students attended individual interventions</li> <li>• More support from the pastoral team to pick up students for interventions.</li> </ul>	
Improved behaviour and engagement with school	<ul style="list-style-type: none"> <li>• Engagement at lunchtime with targeted group</li> <li>• Meetings with DP students by SLT to engage with and overcome barriers at home and school – must be done with Year 10.</li> <li>• 1 to 1 and small group support from mentors</li> <li>• PL early intervention with students who are persistently negatively part</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted group for lunchtime interventions was changed to a coaching course from NUFC which had 100% buy in from the students.</li> <li>• Year 10 Attitude to Learning scores saw an increase in every term in comparison to the same time the previous year.</li> <li>• DP parents contacted for parents' evening for Year 9/10/11. Year 9 PE</li> </ul>	<ul style="list-style-type: none"> <li>• Data to be collected year on year for DP parents' attendance to allow comparisons.</li> <li>• New behaviour ladder in place for 2018/19</li> <li>• Review the way we contact parents – what more can be done above a phone call? Review a different type of parents' evening for certain students.</li> </ul>	£11,040

	<p>of the behaviour system</p> <ul style="list-style-type: none"> <li>All DP parents/carers personally invited in for parent evenings to increase engagement</li> </ul>	<p>56% of DP parents attended in comparison to 76% of overall students. Year 11 PE 33% of DP parents attended in comparison to 83% overall. All DP parents contacted prior to parents' evenings.</p> <ul style="list-style-type: none"> <li>58/120 DP students have had support from pastoral mentors</li> </ul>		
Raising aspirations and ambitions of DP students	<ul style="list-style-type: none"> <li>Additional DP meetings with careers advisor in Yr11, with additional support where needed</li> <li>Careers fairs in school</li> <li>Yr11 DP students taken to North East careers fair</li> <li>Monitor and track destination data by key groups, including DP students</li> <li>Every student met by curriculum advisors for Year 10 and Year 12 options</li> </ul>	<ul style="list-style-type: none"> <li>No DP students are NEET</li> <li>30% are continuing into 6<sup>th</sup> Form at QEHS, 53% are continuing education at college, 10% have an apprenticeship.</li> </ul>	<ul style="list-style-type: none"> <li>An earlier meeting with the careers advisor for all DP students has been arranged</li> </ul>	
Ensure transition is smooth for DP students	<ul style="list-style-type: none"> <li>Selected DP students to work with mentors on transition days</li> <li>All DP information from middle schools shared with all staff</li> <li>Early intervention for attendance and known BfL issues</li> <li>Kirkley Hall team building trip in first half term</li> <li>Early meetings with SLT to overcome barriers.</li> <li>Yr 9 character education special forms created.</li> </ul>	<ul style="list-style-type: none"> <li>Character education forms has created a link with our most vulnerable student and the PL.</li> <li>Kirkley Hall visit in October. Very positive feedback from staff and students. 47/50 DP students from year 9 attended.</li> <li>All students supported through transition and feel part of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Character education form to continue with the possibility of another being created in Year 10.</li> </ul>	

Outcome targets for DPs - Summer 2019	Success criteria for DPs - Summer 2019
Close the attainment and progress gap for DPs (the gap with national others)	<ul style="list-style-type: none"> <li>Improved attainment in English &amp; Maths GCSE results for DPs compared to national other (compared to summer 2018 results)</li> <li>Improved overall progress 8 score for DPs compared to national other (compared to summer 2018 results)</li> </ul>
Close the attendance gap for DPs (the gap with national others)	<ul style="list-style-type: none"> <li>Improved attendance for DPs compared to national other (compared to 2017 2018 attendance figures)</li> <li>Reduced Persistent Absence (PA) for DPs compared to national other (compared to 2017/2018)</li> </ul>
Improved participation and engagement in lessons and extra-curricular support / interventions	<ul style="list-style-type: none"> <li>Improved Attitude to Learning (ATL) scores in data and report rounds for DPs (compared to 2017/2018)</li> <li>Improved attendance rates at extra-curricular activities / intervention sessions for DPs (compared to 2017/2018)</li> </ul>

Barriers to success to be overcome for students eligible for pupil premium funding in 2018-2019
Where <b>attendance</b> is below 95%
Where <b>literacy and numeracy</b> skills are weak
Where <b>aspirations of students and parents</b> are low
Where <b>attitudes to learning</b> are poor
Where <b>engagement in intervention</b> is low
Where <b>engagement in extra-curricular activities</b> is low

**Planned Expenditure 2018-2019**

**Strengthen the quality of teaching and learning**

Desired Outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	How impact will be assessed.
Progress 8 score for disadvantaged pupils in line with other pupils nationally	<ol style="list-style-type: none"> <li>1. Appointment of a senior leader with overall responsibility for co-ordinating a range of strategies that will improve the progress of disadvantaged pupils</li> <li>2. RZ meeting with EBACC Curriculum Leaders (CLs) to identify DP students requiring support. CLs to disseminate information to their teaching staff and brief them on detailed and appropriate wave 1 interventions. Follow up meetings after every data round.</li> <li>3. RZ to meet with students (and parents) of those most underachieving.</li> <li>4. RZ to highlight foci for 'marginal gains' in this cohort through staff briefings/communication.</li> <li>5. Focused use of LSAs in lessons to support LAP and MAP DPs.</li> </ol>	<ul style="list-style-type: none"> <li>• Having a lead focus will enable all key staff to be informed about disadvantaged students with senior leaders having responsibility for gap closure</li> </ul>	<ul style="list-style-type: none"> <li>• Progress measures will be checked after each review to check students are meeting expectations, and interventions will be put into place for those who are not</li> </ul>	RZ	<ul style="list-style-type: none"> <li>• This will be a focus throughout the year but monitored alongside data rounds</li> <li>• Regular meetings set up to monitor subject areas and response to data</li> <li>• An agenda item in SLT meetings moving forwards</li> </ul>
Review Feb 2019	1.				
Review Sept 2019	1.				
Review Sept 2019 Website	<b>Estimated Impact Lessons Learned for 2019/20</b> <ul style="list-style-type: none"> <li>•</li> </ul>				
Progress in maths and English for disadvantaged pupils in line with national average for other pupils	<ol style="list-style-type: none"> <li>1. DP champions to co-ordinate strategies and track progress in department. They will share best practice across the school with other DP champions from other departments</li> <li>2. Additional sessions on the maths timetable to support Year 9, 10 and 11 students in bi-weekly small group sessions Anyone with time on their timetable should be put on support lessons</li> <li>3. Literacy groups established in Year 9 –</li> </ol>	<ul style="list-style-type: none"> <li>• Having a focus for these key departments will lead to the sharing of good practice throughout the school</li> <li>• Regular meetings between key staff to ensure progress is being focussed on</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review of pupil student progress through the data round cycle</li> <li>• Tracking of key underperforming students and intervention available to ensure that DP students are achieving in line with or exceeding expectations</li> </ul>	RZ	1. Throughout the year in line with data rounds

	Accelerated Reader used with Year 9. Year 10 and Year 11 literacy groups taught GCSE English in smaller groups 4. Early identification of underachieving DP students from baseline Yr9 data 5. Focused use of LSAs in English and Maths lessons to support LAP and MAP DPs.				
Review Feb 2019	1.				
Review Sept 2019					
Review Sept 2019 Website	<b>Estimated Impact</b> <b>Lessons to be learned for 2019/20</b> •				
Focused monitoring across the school with a DP focus	<ol style="list-style-type: none"> <li>1. Marking policy re-shared with all teaching staff with a focus on DP.</li> <li>2. SLT and CL work scrutiny will focus on DP books</li> <li>3. New Leader of Teaching for Learning to have focus on DP.</li> <li>4. SIP work scrutiny will focus on DP books</li> <li>5. CLs and teaching staff sharing good practice within meetings</li> <li>6. SLT observations with a focus for DP</li> </ol>	<ul style="list-style-type: none"> <li>• Marking system and planning for marking has been improved to focus on feedback designed to support individual student progress</li> <li>• DP students will be set post-feedback actions which will ensure they correct misconceptions and are challenged to progress further</li> </ul>	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Work scrutiny</li> <li>• Staff feedback</li> <li>• CL meetings</li> <li>• New posters for all classrooms and learning areas</li> </ul>	JAA JUM	2. Students work and response from marking will be enhanced
Review Feb 2019	1.				
Review Sept 2019	<b>Estimated Impact</b> • Lessons to be learned 2019/20 •				
<b>Total Budget Cost</b>					£83,480

Targeted support for disadvantaged students					
Desired Outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	How impact will be assessed.
Improve attendance and punctuality of disadvantaged students	<ul style="list-style-type: none"> <li>• Close monitoring of attendance and punctuality of DP students. SEH to monitor this and feedback to pastoral department. Those causing a concern will lead to early</li> </ul>	<ul style="list-style-type: none"> <li>• Closely monitoring attendance and punctuality of DP students applying early intervention and</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly checks on attendance with attendance officer</li> <li>• Regular monitoring</li> </ul>	SHE, DAT, RIZ	<ul style="list-style-type: none"> <li>• Impact will be shown through attendance figures at the end of every half term</li> </ul>



	<p>intervention from the EWO. Following procedure for communication with parents</p> <ul style="list-style-type: none"> <li>• Ensure that work is caught up with persistent absentees by spending additional time in the base to catch up – priority given to EBACC.</li> <li>• Closer monitoring or EOTAS, ensuring continuation of provision is backed up by medical evidence.</li> </ul>	<p>applying rewards will improve awareness of parents and students when attendance is falling</p> <ul style="list-style-type: none"> <li>• The key to academic success is good attendance</li> </ul>	meetings with key staff		<ul style="list-style-type: none"> <li>• Positive impact is increased attendance and PA reduced</li> </ul>
Review Feb 2019	1.				
Review Sept 2019	<p><b>Estimated Impact</b> <b>Lessons to be Learned 2019/20</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>				
Increased targeted provision for DP students for all subjects outside of lessons	<ol style="list-style-type: none"> <li>1. EBACC (English and Science) targeted lunchtime one to one sessions with a 6<sup>th</sup> form academic mentor.</li> <li>2. LRC afterschool homework club with refreshments and subject DP champions (staff).</li> <li>3. Afterschool revision/support sessions for all subjects.</li> <li>4. Targeted Easter school for GCSE</li> <li>5. Strategies for revision shared with all pupils in form time</li> <li>6. Achievement mentoring cohort established for 40 Year 11 students (24 DP students.)</li> <li>7. All class teachers to be very aware of DP students through highlighting on data, in briefing etc.</li> <li>8. Termly e-newsletter regarding whole school DP attainment and progress produced and circulated.</li> <li>9. All year DP students to be provided with the relevant revision guides, equipment, etc.</li> </ol>	<ul style="list-style-type: none"> <li>• As provision is targeted from teacher and assessment data, pupils that are underachieving have a wide variety of support to help them succeed</li> <li>• Some students who have transport issues will have lunchtime provision</li> <li>• Some students have poor behaviour for learning (BfL), DP champions and 6<sup>th</sup> form mentors will be a positive influence</li> </ul>	<ul style="list-style-type: none"> <li>• Timings for intervention are calendared to avoid clashes</li> <li>• Support for mocks and exams is timely to ensure maximum impact</li> <li>• Some interventions are compulsory with support from parents and pastoral staff</li> <li>• Careful selection of students from data</li> </ul>	RIZ and CLs	<ul style="list-style-type: none"> <li>○ Impact will be shown through data rounds and exam results</li> <li>○ Impact will be measured by student attendance and attitude at events</li> </ul>
Review Feb 2018	1.				
Review Sept 2018	<p><b>Estimated impact</b> <b>Lessons to be learned 2019/20</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>				
<b>Total Budget Cost</b>					£31,330

**Other approaches to raise the attainment and progress of disadvantaged students**

Desired Outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	How impact will be assessed.
Improved behaviour and engagement with school	<ol style="list-style-type: none"> <li>1. Engagement with targeted group</li> <li>2. Meetings with DP students by SLT to engage with and overcome barriers at home and school – must be done with Year 10.</li> <li>3. 1 to 1 and small group support from mentors</li> <li>4. PL early intervention with students who are persistently negatively part of the behaviour system</li> <li>5. All DP parents/carers personally invited in for parent evenings to increase engagement</li> <li>6. Targeted tutor groups in Year 9 and 10: a group of 15 MAP/LAP DP students from each yeargroup will register with Rachael Edgar 2 days a week.</li> </ol>	<ul style="list-style-type: none"> <li>• Early intervention for students with negative behaviour points to reduce the escalation of poor behaviour</li> <li>• External agencies used when needed</li> <li>• Early and sustained parental engagement to remove barriers at home and school</li> <li>• Focused tutor group will provide extra level of pastoral support. Problems can be picked up and addressed/signposted quicker.</li> </ul>	<ul style="list-style-type: none"> <li>• Timetabled meeting with students with SLT</li> <li>• PLs acutely aware of behavioural issues – monitored through SIMs</li> <li>• BfL scores from reports checked after every data round</li> <li>• Parent attendance monitored at parent nights</li> <li>• Registration group monitored by PLs.</li> </ul>	DAT/RI Z/PLs	<ul style="list-style-type: none"> <li>• Students have improvements in behaviour with lower negative points</li> <li>• Attendance of parents is higher at parent nights</li> <li>• Behaviour at lunchtime is improved by lunchtime clubs</li> </ul>
Review Feb 2018	1.				
Review Sept 2018	<b>Estimated Impact</b> <b>Lessons to be learned 2019/20</b> <ul style="list-style-type: none"> <li>•</li> </ul>				
Raising aspirations and ambitions of DP students	<ol style="list-style-type: none"> <li>1. Additional DP meetings with careers advisor in Yr11, with additional support where needed</li> <li>2. Careers fairs in school</li> <li>3. Yr11 DP students taken to North East careers fair</li> <li>4. Monitor and track destination data by key groups, including DP students</li> <li>5. Every student met by curriculum advisors for Year 10 and Year 12 options</li> </ol>	<ul style="list-style-type: none"> <li>• Yr11 are guided onto the best post 16 options for them individually and no DP students are NEET</li> <li>• Students are given tailored guidance that suits their P8 score</li> </ul>	<ul style="list-style-type: none"> <li>• Students are on the right courses for their ability in Year 10 with a full curriculum</li> <li>• No school leavers are NEET</li> </ul>	DAT, RIZ, KAI	<ul style="list-style-type: none"> <li>• Students will have higher aspirations and will engage in school interventions as they have a destination in mind</li> </ul>
Review Feb 2018	1.				
Review Sept 2018	<b>Estimated Impact</b> <b>Lessons to be learned 2019/20</b> <ul style="list-style-type: none"> <li>•</li> </ul>				

Ensure transition is smooth for DP students	<ol style="list-style-type: none"> <li>1. Selected DP students to work with mentors on transition days</li> <li>2. All DP information from middle schools shared with all staff</li> <li>3. Early intervention for attendance and known BfL issues</li> <li>4. Outward bound visit for Year 9</li> <li>5. Early meetings with SLT to overcome barriers.</li> <li>6. Yr 9 character education special forms created – via RAE in registration.</li> </ol>	<ul style="list-style-type: none"> <li>• Settling into school quickly will enhance pupil engagement and encourage a positive attitude to learning</li> <li>• Early identification of barriers to learning will allow us as a school to enhance learning sooner</li> <li>• Confidence built in weekly character education forms with RAE</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with middle schools to gain information</li> <li>• Meetings with students timetabled and planned</li> <li>• Year 9 data rounds</li> <li>• Year 9 attendance data</li> </ul>	RIZ PLs	<ul style="list-style-type: none"> <li>• Students to be quickly integrated into the school with recorded behaviour incidents low (with high BfL marks in reports)</li> <li>• All students having the correct tools to access learning</li> </ul>
Review Feb 2018	1.				
Review Sept 2018	<b>Estimated Impact</b> <b>Lessons to be learned 2019/20</b> <ul style="list-style-type: none"> <li>•</li> </ul>				
<b>Total Budget Cost</b>					£12,630