

**PUPIL PREMIUM STRATEGY STATEMENT 2019/20**

**What is the pupil premium?**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

**Attainment gaps**

Attainment gaps exist nationally between students from deprived backgrounds and their more affluent peers through all stages of education. The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven. The gap widens further during secondary education and persists into higher education. The likelihood of a disadvantaged pupil achieving five or more good GCSEs including English and Mathematics is less than one third non-disadvantaged pupil. A student from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.

**Accountability**

It is for schools to decide how the pupil premium allocated to their school is spent. Schools will be held accountable for their use of the additional funding to support students from low-income families and the impact that this has on educational attainment.

**Ofsted and Pupil Premium**

Ofsted include a particular focus on the performance and progress of pupil premium students in their inspections. The performance of disadvantaged students in a school is particularly compared closely to the performance of non-disadvantaged students nationally.

**Redbridge Community School and the Pupil Premium**

With 54% of our students receiving the Pupil Premium funding, Redbridge Community School is committed to ensuring that any gaps between our disadvantaged students and non-disadvantaged students close rapidly. The following statement gives details of how we are attempting to do this.

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| 1. **Summary Information** | | | | | |
| **School** | Redbridge Community School | | | | |
| **Academic Year** | 2019-2020 | **Total PP Budget** | £504,400 | **Date of most recent PP Review** | Nov. 2016 |
| **Total number of Students**  **(September 2019)** | 1023 | **Number of students eligible for PP**  **(September 2017)** | 554 | **Date for next internal review of this strategy** | July 2020 |

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| 1. **Current Attainment (2019 Leavers)** | | |
|  | **Students eligible for PP** | **Students not eligible for PP**  **(national average)** |
| **Progress 8 Score Average** | -0.71 | -0.227 |
| **Attainment 8 Score Average** | 35.95 | 43.10 |

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| 1. **Barriers to future attainment (for students eligible for PP including high ability)** | |
| **In- School Barriers** *(issues to be addressed in school, such as poor literacy skills)* | |
| **A.** | **Literacy** – Many of our students have low levels of literacy. We are now into our 4th year of our Magic 3 strategy with a focus on teaching literacy across the curriculum as our way to support our PP students in particular.  GCSE expectations of literacy are demanding. New GCSEs demand students to read and write at a higher level than ever before and the 100% exam courses can also be extremely difficult to access for students with low levels of literacy. Therefore, we need a robust, clear and consistent literacy strategy that covers all curriculum areas and begins from year 7 all the way through to year 11. The comprehensive “i” literacy strategy continues to develop and evolve to the needs of the students, remaining as part of our Magic 3 to ensure all teachers take responsibility for the teaching of literacy in the subject area. Main strategies are:  iWrite – explicit teaching of writing using the same method across the curriculum.  iRead – explicit teaching of active reading using the same method across the curriculum.  iSpell – explicit teaching of spelling across the curriculum including common homophones, connectives and subject specific high frequency/value vocabulary.  iSpeak – use of talk to support reading and writing (in early phases) use of academic talk and discussion in lesson (ChatNav).  87% of PP students have a reading age below their chronological age and as such will find it extremely difficult to access GCSE exam papers with poor reading skills. After a keen focus on reading and the teaching of reading across the curriculum at the start of the Magic 3 drive, by the summer of June 2019, 42% of PP students had started to close the gap between their reading age and their actual age. Reading and a renewed spelling drive remains high on the agenda to continue to close the gap between reading age and actual age.  Many of our students do not come from a community or home with a reading culture. We must ensure that in school, the culture is as such to inspire and encourage students to read for pleasure. We have totally updated our library with brand new fiction books that are now owned by the school to show students that we hold reading as important and are willing to invest in the best for them.  Spelling has a huge impact on a student’s ability to read and write and currently too many of our students do not have the skills to spell accurately and will often choose language that is not as sophisticated for fear of getting it wrong. The spelling age gap increases as students get older from 33% in year 7 to 49% in year 11 and we need to ensure that this trend does not continue. Spelling strategies need to be explicitly taught through both key stages to ensure that students do not fall behind when they are faced with more difficult terminology. Strategies for spelling also help to build resilience when faced with reading new terminology for the first time. Departments continue to focus on marking for high frequency words, but now look at tier 3 words during iSpell weeks to support their own curriculum and help build knowledge.  In September 2019, 64% of students who come in below age related expectations for literacy were PP students in year 7 so will need extra support to catch up with their peers. The Literacy Catch-Up programme continues to focus on reading skills and spelling in 6 sessions across the year and a Read2 programme will begin in the library with support from older peers to encourage students to read for pleasure. We must continue to close the gap between reading age and actual age. We will also continue this support into year 8 for tutor time catch up sessions to revise and remember what they have learned in year 7.  Literacy training will continue to support will run alongside any developing needs. The new Teacher Development Review programme also ensures that literacy training can be targeted at those who need it and be much more bespoke to teachers’ needs. |
| **B.** | **Attendance**  PP attendance remains lower than non-PP students in all year groups.  PP (non PP) Attendance 2017/18 (as of September 2018)  Each year group has an Assistant Head of Year whose main responsibility is to focus upon and improve the attendance of students within their year group. Each week they focus upon those students within the PA category and from this we identify the % of students who are PP and subsequently work more intensively with them. There is the flexibility within Year group tutor teams to move students from one tutor group to another if there is benefit in doing so and each year group has a dedicated nurture tutor group where the provision for students can be tailored to meet their needs. The % of students who are in the nurture tutor groups is heavily weighted as PP meaning that they receive more intensive support.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | | PP | 96.70% | 92.88% | 92.74% | 92.30% | 94.21% | | Non PP | 98.19% | 94.76% | 96.65% | 96.08% | 96.81% | |
| **C.** | **Curriculum Entitlement** – A need for an evolving and relevant curriculum that continues to respond to the needs of students to ensure progress, achievement and employability.  2014/15 – 15 PP students entered for the Ebacc  2015/16 – 21 PP students entered for the Ebacc  2017/18 – 28 PP students entered for the Ebacc  2018/19 – 47 PP students entered for the Ebacc  2019/20 – 43 PP students entered for the Ebacc  Although we have increased our Ebacc offering, we also understand that this might not be right for all students. We must continue to offer a bespoke curriculum to those students who need it, including vocational qualifications where appropriate. This year we have introduced the Endeavour Pathway in year 9 for those students who need a more bespoke curriculum to keep them engaged and successful in school – this includes, subjects like DoE and Horticulture to compliment the core subjects. KS3 year groups also now have 2 nurture groups to ensure that all students have the support needed to access the KS3 curriculum and school life. |
| **D** | **Internal/External Exclusion** - Although internal and external exclusions continue to fall year on year, however, the concern is PP students have the highest  exclusion numbers (boys in particular). This remains a focus and AHO continues to work closely with PLs to ensure a proactive approach is taken to minimise  the repeat offenders returning.  The early identification of students who are causing concern is paramount and close liaison with EduK8 will continue. A large proportion of the students with whom  we currently work with in conjunction with EduK8 staff are PP. |
| **External** *(issues which also require action outside school, such as low attendance rates)* | |
| **E.** | **Opportunity** - Due to monetary constraints, many of our students have limited access to trips, materials, uniform etc. This fund is designed for staff and parents to request support for students who would benefit. |
| **F.** | **Cultural Literacy** - Students need continued exposure to the wider community and an understanding about the world around them beyond Millbrook. Many of our students come from many generations who have never left the Millbrook area. We have now appointed SAW who will coordinate what we offer and make recommendations as to how we can improve what we offer to students to help them access more than what is currently on offer to them. |

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| 1. **Outcomes** | | |
|  | **Desired outcomes and how they will be measured** | **Success Criteria** |
| **A.** | **Literacy** – higher levels of literacy for PP students at both Key Stages.   * Continued improvement of reading ages to close the gap * Continued improvement of spelling ages to support writing * Continued improvement in written tasks using iWrite strategies * Redbridge to have a ‘reading culture’ in and out of lessons * Lesson observations to show use of literacy strategy in action * Library uptake to continue to improve | * All students eligible for PP in all year groups make good progress by the end of the year – departments to track this and intervene with help of DARTs * Improved exam results – shown through question analysis by HODs * Reading age gap to continue to improve every term * Spelling ages to improve yearly. Department iSpell strategies will show   an improvement in marking and knowledge in assessments   * Improved use of the library and increased reading around the school –   both in lessons and for pleasure   * Lesson observations/learning walks and the Department Review to   monitor the literacy strategy and ensure it is being used consistently   * Library use to continue on an upward trend * Continued uptake from staff for further literacy training from RGO |
| **B.** | **Attendance** – improving and sustained improvement in attendance for PP  students. | * Overall attendance among students eligible for PP improves   to be at least in line with all students and close the gap towards  the national average attendance |
| **C.** | **Curriculum Entitlement** – offer a balanced and broad curriculum fit for all  students, including Ebacc, vocational and alternative provisions where  appropriate. | * A broad and balanced curriculum that results in an options process that   is successful and meets the needs of all students   * A range of options are available to students, including Ebacc, vocational   and alternative routes where appropriate – namely the Endeavour  pathway. |
| **D.** | **Internal/External Exclusion –** reduced numbers of PP students being internally  and externally excluded. | * Continued reduction of PP students being externally and internally   excluded, in particular boys   * Improved relationships with student/home to ensure improved   behaviour in lessons. |
| **E.** | **Opportunity** – all students are offered the same opportunities regardless of  background and financial status. | * All students are given the same opportunities, regardless of financial   status   * Staff continue to apply for funding and speak to parents where   appropriate |
| **F.** | **Cultural Literacy** - all students have a good understanding of the wider  community beyond Millbrook | * SMSC is embedded into the curriculum, tutor time, assemblies and the   ethos of the school and its environment   * Coordinator to highlight how we address this across the curriculum and   create action plans and recommendations for improvement |

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| **Academic Year** | 2018-2019 | | | | |
| **The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support**  **and support whole school strategies.** | | | | | |
| **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Continue to ensure that literacy levels increase across all year groups and literacy is taught consistently across the curriculum. | Continued development of the iWrite, iRead, iSpeak, iSpell approach as a whole school action.  Use of reading ages to inform planning in all subject areas to ensure students can access the texts in front of them. Whole school iRead approach to reading texts/sources.  Creating a ‘reading ethos’ within the school – use of library, tutor time, reading models etc.  New staff/NQT training provided to ensure up to date information about literacy and SEN are shared.  Continue to use Accelerated Reader with years 7 and 8 – timetabled lessons during English. Use of rewards/challenge to encourage reading.  Targeted enrichment offered to students who need further support – both after school and before school.  Single sex teaching in English at KS4 – PP boys underperform in English.  Dedicated NQT/new staff Guided Learning training as a tool to target PP underperformance.  Use of spelling ages and relaunch of iSpell to ensure explicit teaching and marking of spelling across the curriculum.  Quartets of Excellence to have a focus on Year 7 with Magic 3 in mind | iWrite continues to be successful at GCSE with longer writing responses improving year on year – see top sheet.  87% of our PP students have a reading age below their chronological age, so will struggle to access texts at GCSE level. A consistent approach to be taught to students on how to actively read any text they are given.  To ensure students are reading for pleasure, we need to ensure the library is well stocked and reading is normalised.  Literacy and SEN needs to remain high profile to all staff for it to be consistent across the school.  Library use has increased dramatically in years 7 and 8 due to AR and offers teachers a chance to intervene with weaker readers.  Students can access experts in the subject and have a place where they can revise productively as this is not always the case outside of school.  Data has shown boys achieve higher and make greater progress in single sex classes at Redbridge (as do girls).  Guided learning has a high profile in the school with excellent progress shown in lesson observations for the guided group in particular.  The gap between spelling and real age increases as students get older. Spelling supports both reading and writing of academic texts.  To address the gender gap in Year 7 through teaching and learning including literacy. | School CPD will continue to raise profile and share expertise – SIG, INSET, Twilight, Department Reviews, lesson observations and Teacher Development Reviews etc.  Targeted training to staff as identified by the Teacher Development Reviews. Literacy training offered weekly as drop-ins to all staff.  Reading in tutor time and during breaks in lessons across the curriculum. Staff model reading and library stock overhauled to ensure excellent choice for all students.  EBE and SLU to plan informative and useful training sessions to these staff in the Autumn Term.  Ensure AR is used to its full potential and ensure reports are used to diagnose which students are falling behind as well as students who are closing the gap.  Students are targeted and enrichment sessions developed based on a needs analysis of students.  Continued monitoring of progress of boys and girls in English at each data drop to ensure that the strategy is working – 2019 exam data shows the gap is closing.  Continued training on Guided Learning and peer support to ensure it is planned and delivered well to support the underachieving/Shine PP students.  New iSpell led by Middle Leaders and will be monitored by learning walks, spelling ages and marking scrutiny.  SMT QA and review of the Quartets of Excellence. | EBE  EBE/RGO  EBE  EBE/SLU  EBE/RPH  HODs/SMT  RTA  HJO  EBE  HJO | Summer 2020  Summer 2020  Summer 2020  Summer 2020  Ongoing  Ongoing  Ongoing  Ongoing  Summer 2020  Summer 2020 |
| **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Year 3 of our Magic 3 Strategy to be embedded into all lessons.  Assessment – Knowledge, Skills and Understanding  Literacy – to improve disadvantaged outcomes  Shine – challenge for the Shine and More Able students | Continued push on the Knowledge and Skills model in our curriculum to assess our students to inform teaching.  Continued development of the Shine opportunities for our Most Able students in lessons.  SMT Quality Assurance – learning walks, work scrutiny, reports, mentoring  In-house development of data systems including the DART to identify underperforming PP students in all classes. | Use of prior learning/assessment ensures students make progress as the teacher understands the strengths and weaknesses of their students in great detail and can plan accordingly.  Our most able students underperform at GCSE level and we recognise there is a need to ensure stretch and challenge in all lessons to ensure greater progress and also encourage independence.  To keep the Magic 3 high profile and ensure that it is led from the top down.  To ensure that staff know who their underperforming students are and can plan lessons/enrichment accordingly. | Staff CPD will continue to raise profile and offer support to all staff in SIG etc. QA monitoring, Department Review, lesson observations, curriculum continuum - assessments mapped to GCSE etc.  Shine co-ordinator to raise profile and ensure Shine is used effectively across the curriculum. SIG, Twilight and other CPD opportunities will help to ensure this.  SMT quality assurance and moderation of departments to identify strengths and weaknesses and action accordingly  Data coordinator ensures accuracy of data and shares with staff. | SRA  JCO  SMT  SSC | Ongoing  Ongoing  Half-termly  Half-termly |
| **Total Budgeted Cost** | | | | | £43,455 |
| **ii. Targeted Support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Ensure a relevant and evolving curriculum to meet the needs of all students and ensure curriculum opportunities are directly aligned to career opportunities. | Relevant curriculum including the vocational pathways e.g. hair and construction  Traditional aspirant curriculum with an increased exposure to the Ebacc  Subsidise materials in food technology  Redbridge Leading Practitioners  To liaise with outside agencies and offer new opportunities  Additional staffing to accommodate changes to curriculum  One-to-one mentoring/tuition to be offered to KS4 Shine students (URA\*) and targeted students in Engllsh and Maths.  Pupil voice – use of  pupil voice to ensure students feel valued and have the tools they need to make progress.  Use of nurture groups in year 7 and 8 for our most vulnerable students to ensure good progress and attendance  New Endeavour Pathway to offer a bespoke curriculum to students who need an alternative  SENCO to continue to offer class withdrawals for numeracy and literacy sessions to our SEN students  Close links between SEN department and core lessons.  Read2 programme – primary and peer.  Continue to offer half term and Saturday school revision sessions.  Targeted English and Maths breakfast revision.  Future Frontiers used to work with targeted students to raise aspirations and discuss career pathways.  Careers education developed with links to employers at both key stages. | One size fits all curriculum is not acceptable and must be adapted to each student’s needs.  Ensure more students have access to this to improve life chances and post 16 destinations.  Ensure no student misses out on learning due to financial issues.  Sharing of staff expertise is vital to improve teaching and learning.  To ensure students can see beyond Millbrook and what is available to them.  Staffing is vital to be able to offer a broad and balanced curriculum and be fully staffed – which we are.  Allows underperforming students the opportunity to work with an adult to ensure that they do make progress.  Pupil voice shows that students value having the opportunity to have their say in their education and how this looks.  Nurture groups have so far been effective in keeping our most vulnerable students in school and making progress due to the small class sizes, both academically and socially.  Students are successful in the mainstream and make good progress in all subject areas.  SEN students continue to make excellent progress at GCSE and feel supported throughout their time at Redbridge due to the thorough interventions of the SENCO and team.  Effective lessons ensure all students’ work is differentiated appropriately and for the needs of all students.  Many of our students need support for reading whilst reading for pleasure. Read2 gives them a peer mentor or year 5 student to work with to develop both students’ reading skills further.  Attendance at these schools is high, showing a need for it by students to ensure revision is effective.  To offer resources, expertise and time to students who need it to revise – ensure time is used well.  To improve employability and make students more aware of their futures and the barriers they may face and how they can overcome them.  Need for support with post-school destinations and what is available to them. This should lead to a reduction in our NEET figures. | SMT monitoring and adapting where appropriate.  SMT monitoring and adapting where appropriate.  SMT monitoring – line management.  Use of RLPs during all CPD sessions.  Student surveys, post 16 destination data, end of year evaluation.  Department reviews, SMT QA, line management, outcomes.  Use of data and prior assessment to inform which students need the extra support.  Ensure pupil voice is regularly sought and actioned.  PLs monitor the progress of the students – both from an academic and pastoral perspective.  SEL to monitor and support LMA with the running of this pathway and adapt where needed.  SENCO monitors progress of all SEN students at each data drop and intervenes/changes interventions where appropriate.  Regular TA/Teacher meetings to discuss students and their needs. Department SEN links to meet and feedback to their own departments.  Librarian and PP Co-ordinator to monitor impact and ensure quality reading sessions.  HODs to target key students using data and needs analysis to plan sessions.  HODs to target PP students who need support.  PL to evaluate programme and make changes when needed.  Careers lead to organise and support targeted students with information/support for options. | SMT  SMT  SMT  HJO  AHO  SMT  JCO/HODs  SEL  PLs  SEL/LMA  SLU  SLU/HODs  EBE/MSH/  MPE  SEL/HODs  HODs  JCO  AHO/DFL | Ongoing  Ongoing  Ongoing  Ongoing  Summer 2020  Summer 2019  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Spring Term  Ongoing |
| **Total Budgeted Cost** | | | | | £449,884 |
| **ii. Targeted Support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To improve attendance of our PP students – especially those who are PA or at risk of internal/external exclusion. | Educational Welfare Officer – additional 2 days buy-in.  Attendance bus.  Use of AHOYs to drive attendance – weekly meetings for PA students. Use of SOL tracking, truancy call, parent mail to invite to after school sessions.  PA/nurture tutor groups.  Rewards – Winter Wonderland, Party in the Park, Falconry display, Celebration assemblies, R-Fest, Hot 100, Doughnut meetings, VIP Hub etc.  EduK8/internal exclusion – removing behavioural barriers that prevent learning in mainstream and offers an alternative curriculum.  Internal exclusion on site for more consistent pastoral care when needed.  SMT mentoring of the students who are repeatedly being sanctioned  Breakfast Club/Homework Club – open to all included targeted PP students | Attendance has improved over time with the support of the EWO.  To collect and drive students to school to ensure attendance for key PP students. Home visits to improve parental engagement.  Ensuring attendance remains high profile has helped to increase attendance over the last few years of PP students.  PA/nurture tutor groups allow students to return to school with a nurturing tutor who has an excellent understanding of their needs on a pastoral level.  This allows students to take control over their attendance and give them a challenge to work towards and see that their hard work is rewarded and noticed. Regular resets of attendance allows all students to have the opportunity to attend a reward session.  Our external exclusion figures have decreased since the introduction of the EduK8 centre which offers an alternative to mainstream education for those at risk of permanent exclusion and our most vulnerable students.  Internal/external exclusion rates have reduced over time with consistent use of these sanctions. The number of ‘repeat offenders’ have also reduced since last year.  Ensure students are listened to and understood to ensure that we can support them academically and pastorally.  Attendance at breakfast club in particular is high and sees a core group of vulnerable PP students attend every day for breakfast and revision. | Assistant Head working with EWO to ensure support is effective.  AHOY to plan and organise weekly – embedded and clear systems in place. High success rate monitored.  Regular AHOY meetings to discuss strategies and impact of work done and share good practice.  Regular tutor meetings to ensure appropriate information is shared and monitoring continues at all levels.  Pupil voice considered to improve attendance and then impact of the rewards measured.  Line management with the Headteacher and Department Review.  SMT manager to monitor and ensure it is used effectively.  IEPs and Boxalls are used to target and support key PP students.  Continue to develop to the needs of the students who attend. | AHO  AHO  AHO  AHO  SEL  LST  AHO  AHO  EBE/JCO | Ongoing  Ongoing  Daily  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing |
| **Total Budget Cost** | | | | | £245,516 |

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| **iii. Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Opportunities Fund – applications for revision materials, trips.  Ensure students continue to develop good cultural literacy through assemblies and tutor time and ensure SMSC has been given dedicated time to show its priority.  Aspiration and informative displays maintained to high standard  More uptake in school meals by all students  Use of Fair Share to ensure an excellent stock of food for the library – this will also allow for food bags to be sent home  Providing of bagels for breakfast and delivering them to tutors and offering them to students as they enter school.  Coordinator appointed to track cultural literacy | Dedicated fund that all teachers/parents can apply for.  Embed SMSC across the curriculum and in the Redbridge ethos. To include:   * Thought of the day * Assembly themes * Tutor programme - iKnow   Ensure all posters have a purpose in promoting aspiration and supporting learning  New chef has started with a range of food.  Use of Food Share.  Free bagels ‘on the run’  To track and identify how we promote cultural literacy across the curriculum and how this can be improved further | To date, we have paid for uniform, trips, revision materials etc. for those in need.  To ensure effective implementation, SMSC must remain high profile and not be a tokenistic gesture if we want the impact to be high.  Provide an ethos of aspiration and a welcoming atmosphere. Promote excellence and celebrate achievements to improve self-esteem and confidence.  Healthy eating to promote healthy mind and ensure learning is at the optimum.  To ensure the breakfast club remains well attended and students have had breakfast and any other meal they need.  To encourage more students to have a healthy breakfast if they cannot make the breakfast club.  To be able to see what we already do and ensure we have a comprehensive plan to promote cultural literacy | Headteacher monitors and makes payments.  SMSC co-ordinator to ensure a consistent approach and to maintain a high profile.  All departments to look after own displays including an alumni board to promote excellence.  Support chef where needed in the canteen and feedback student voice where necessary.  CWB to ensure that all food is used and given to students at point of need.  CWB to coordinate with key members of staff to ensure no waste  Students will be given more opportunities and have a wider knowledge of the world outside Millbrook | JAS  AHO  AHO  CWB  CWB  CWB  SAW/EBE | Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing |
| **Total Budget Cost** | | | | | £14,467 |
| **Final Total Expenditure**  **\*The school continues to contribute £75,600 in support of the Pupil Premium based on the fact the majority of students are entitled to the Pupil Premium Grant** | | | | | £753,323  (PP funding £504,400) |