

Pupil Premium Development Plan (PPDP)

2017 -2018 Academic Year

THE DEARNE ALC

Mark Allen – Vice Principal – Inclusion for Learning

Pupil Premium Development Plan (PPDP)

Pupil Premium is additional funding given to schools, to enable them to support disadvantaged pupils, maximise their progress and close the attainment gap between them and their peers. A key challenge for the school to support students who are eligible for Pupil Premium funding. Our priority is to ensure that all disadvantaged students, including those who are performing well, are supported and challenged by adopting a much personalised approach to ensure that their progress and attainment is maximised. The DfE has no particular view on using the Pupil Premium funding on whole-school initiatives as long as the progress and attainment gap is closing between the highest and lowest achieving pupils, within a school context of generally improving attainment. The DfE and Ofsted are unanimous in their belief that Pupil Premium funding can be spent 'where school leaders feel it is most needed' as long as every effort is taken to ensure that all students, regardless of their background or ability, is given the opportunity to excel academically.

Summary Financial Information

Local Authority Secondary School (11-16)	The Dearne ALC
Academic Year	2017 - 2018
Total number of pupils	1007
Number of pupils eligible for Pupil Premium	536
Percentage of Ever6/LAC/Service	53.22%
Total budget allocated from the DFE	£485,495
Total budget allocated for Pupil Premium	£575,711
Date of most recent Pupil Premium review	June 2017
Date for next internal review of this strategy	January 2018

Barriers to future attainment (for pupils eligible for PP)

Leadership and Management

Based on outcomes for Pupil Premium (PP) children in 2017 it is important that the focus of our work in this plan is to narrow the attainment and progress gaps for PP children compared to their peers in our school. The following gains were achieved through last year's plan.

Strand	Raw result	+ or - change
Progress 8	-0.53	+0.07
Attainment 8	34.64	+1.43
Basics 4+	43.6%	+1.9
Basics 5+	24.5%	+7.8
English 4+	57.4%	+9.4
English 5+	34%	+9
Maths 4+	53.2%	-1
Maths 5+	38.3%	+12.3%
Ebacc entry	3.2%	+0.1
Ebacc attainment	1.1	+1.1

Despite these gains there has not been a narrowing of the gap and therefore it is imperative that the strategic work of the plan addresses these gaps. Particular areas of focus can be seen below in the 'Outcomes' section. As identified by our monitoring visit the school also has to narrow the PP v Other attendance gap of PP pupils. The comparisons for these figures can be seen below.

	Other	PP	Gap
Year 7	95%	91.95%	+3.05%
Year 8	94.49%	92.32%	+2.17%
Year 9	94.91%	92.03%	+2.83%
Year 10	94.65%	90.66%	+3.99%
Year 11	96.38%	92.02%	+4.36%
All	95.14%	91.79%	+3.35%

Pupil Premium Development Plan (PPDP)

Quality of Teaching and Learning	<p>Last year’s plan identified several strategies that had demonstrable impact on the quality of Teaching and Learning for PP children. These strategies also significantly developed PP children’s level of literacy, specifically their reading and spelling ages. Quality assurance of this work and further embedding is needed this year to bring about further improvements. The GRIT five part lesson will be used throughout school alongside other strategies to improve the literacy levels of Key Stage 3 children and the outcomes of Key Stage 4 children. Effective use of data in planning that requires staff to focus on six PP children in each class they teach will sharpen our approach to the teaching and learning of PP children. Seminars and CPD seminars have been introduced to support this work. Research from the EEF is highlighted in these sessions and weekly as part of the staff bulletin.</p>																																																				
Personal Development, Behaviour and Safety	<p>A significant proportion of our PP spend is allocated to wrap around care. A plethora of work is being done to support PP pupils around attendance, mental well-being, reduction of Fixed Term Exclusions and positive learning. Data-driven reports are used to highlight areas of strength and when further intervention is required. Communication between pastoral staff and all stakeholders is a key aspect of making improvements. All members of the pastoral team are identifying and intervening to improve the attendance of PP children in school. A more detailed strategic approach to monitoring attendance is being used and PP funds have been allocated to increasing the amount of support from our Education Welfare Officer. A new strategy for rewarding excellent attendance has been implemented.</p>																																																				
Student Outcomes	<p>As indicated in the Leadership and Management description above there are clear areas for this plan to address in relation to outcomes. Please make reference to these above. One of our key areas to focus on is narrowing the Progress gap between PP children and their peers. The current gaps can be seen below.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th rowspan="2">Area</th> <th colspan="2">Other</th> <th colspan="2">PP</th> <th rowspan="2">Gap +/-</th> </tr> <tr style="background-color: #e0e0e0;"> <th>2015-2016</th> <th>2016-2017</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.16</td> <td>-0.09</td> <td>-0.60</td> <td>-0.53</td> <td style="background-color: #ffcc00;">Same</td> </tr> <tr> <td>Attainment 8</td> <td>37.45</td> <td>43.82</td> <td>33.0</td> <td>34.64</td> <td style="background-color: #ff0000;">Grown by 4.73</td> </tr> <tr> <td>English element attainment</td> <td>8.12</td> <td>9.92</td> <td>7.17</td> <td>7.82</td> <td style="background-color: #ff0000;">Grown by 1.15</td> </tr> <tr> <td>Maths element attainment</td> <td>9.29</td> <td>8.99</td> <td>7.38</td> <td>7.09</td> <td style="background-color: #ffcc00;">Reduced by 0.01</td> </tr> <tr> <td>Open element attainment</td> <td>14.01</td> <td>14.29</td> <td>10.65</td> <td>12.24</td> <td style="background-color: #92d050;">Reduced by 1.31</td> </tr> <tr> <td>Basics 4+</td> <td>65.6%</td> <td>64.6%</td> <td>41.7%</td> <td>43.6%</td> <td style="background-color: #92d050;">Reduced by 2.9%</td> </tr> <tr> <td>Basics 5+</td> <td>17.8%</td> <td>47.8%</td> <td>16.7%</td> <td>24.5%</td> <td style="background-color: #ff0000;">Grown by 23.3%</td> </tr> </tbody> </table> <p>Note : Attainment 8 2016 scores calculated using 2018 point scores for comparative purposes.</p>	Area	Other		PP		Gap +/-	2015-2016	2016-2017	2015-2016	2016-2017	Progress 8	-0.16	-0.09	-0.60	-0.53	Same	Attainment 8	37.45	43.82	33.0	34.64	Grown by 4.73	English element attainment	8.12	9.92	7.17	7.82	Grown by 1.15	Maths element attainment	9.29	8.99	7.38	7.09	Reduced by 0.01	Open element attainment	14.01	14.29	10.65	12.24	Reduced by 1.31	Basics 4+	65.6%	64.6%	41.7%	43.6%	Reduced by 2.9%	Basics 5+	17.8%	47.8%	16.7%	24.5%	Grown by 23.3%
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Pupil Premium Development Plan (PPDP)

<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A	PP pupils come to school with weak literacy skills
B	PP pupils lack the resilience and determination to complete work
C	PP pupils come to school less prepared than their peers and this impacts on their equipment and homework completion.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D	Attendance of PP pupils is lower than their peers therefore having an impact on their progress

<i>Desired outcomes (desired outcomes and how and when they will be measured)</i>		<i>Success criteria</i>
A	To narrow the attainment and progress gaps of PP pupils vs their peers	Attainment and progress gap narrows
B	To improve the attainment and progress of Mid/High PA PP pupils	Attainment and progress of this cohort improves
C	To improve the attendance of PP pupils	Attendance gap to other is narrowed
D	To continue to provide wrap-around care and support for PP pupils	Ensuring PP pupils have access to required support from internal and external agencies to improve their attendance and their progress.

Desired Outcome A : To narrow the attainment and progress gap of PP pupils vs their peers

Halve the progress and attainment gap PP vs NPP

Measure		Start Mar	SP4 Apr	SP5 June	SP6 July	Outcome July / Aug
Y11 P8 progress gap (PP vs NPP)	Target	N/A				
	Actual	-0.26	-0.21	-0.24		
Y11 A8 attainment gap (PP vs NPP)	Target	N/A				
	Actual	-7.0	-6.8	-7.3		
Y7 to Y10 P8 progress gap (PP vs NPP)	Target	N/A				
	Actual	-0.05	-0.21	-0.20		
Y7 to Y10 A8 attainment gap (PP vs NPP)	Target	N/A				
	Actual	-4.08	-4.18	-4.20		

SP4 (April) review

Interventions with Year 11 including extra revision sessions and food for thought will run until exams finish. A revision timetable for the exam period and Spring Bank will be drawn up. Revision guides given to pupils.

SP5 (June) review

All exams have finished and staff have inputted a 'best guess' in terms of what they think pupils will get – new boundaries, Phase 2 subjects. Moving forward into next year work still needs to continue to narrow the gap. National and borough wide figures need to be sought to look at a comparison regarding gaps for progress and attainment.

Pupil Premium Development Plan (PPDP)

SP6 (July) review

Outcomes (July in school, August leavers) review

Pupil Premium Development Plan (PPDP)

Chosen approach	Allocated budget	Review	Intended Impact	Cost effective	Actual spend to date
<p>HLTA top up HLTAs in place to support progress of PP pupils in English, maths, science and humanities. Small group work will be initiated by either the HLTA or the member of staff to try and ensure the PP pupils increase their knowledge and make accelerated progress.</p>	£65,271	Pupils are supported more readily and specifically by HLTAs and this will continue to develop as we re-shape the SEN structure. Teachers taking more ownership of their pupils and using HLTAs to deliver to the 'rest of the class'.	Progress of PP pupils in HLTA areas increases and the gap between them and 'other' narrows. Particularly focusing on progress in humanities. EEF – small group tuition (+4) and Teaching Assistants (+1)		
<p>Class Charts Embedded this new system will support staff in using seating plans to support PP progress and to reward excellent approaches to learning.</p>	£2,895	Staff are using this to support with seating plans and are logging positives for the House system and negatives. Work to be done to tie it in to the school systems already in place.	Promote better classroom working conditions and to allow staff to strategically sit PP pupils in areas where they could get more support. EEF – digital teach (+4)		
<p>BASICS A programme of study for KS4 pupils. Designed to ensure pupils who are significantly underachieving in English and maths make greater progress. Option block for key pupils – 5 lessons per fortnight.</p> <p>Levels of literacy Pupils levels of literacy remain a</p>	£7500 and % of staff time	Impact of this has been limited and hasn't really worked as planned. Pupils now being given another option or alternative provision. This will not continue next year.	Pupils who opt for this choice will make greater progress in English and maths compared to previous years. EEF – small group tuition (+4)		

Pupil Premium Development Plan (PPDP)

<p>be used as part of the strategy to keep improving these levels. Quality assurance by middle and senior leaders will ensure this is embedded throughout school.</p>	<p>£0.00</p>	<p>Graduate Reader Programme. In the Top 20 group there has been an average gain of 6 months. In the GRP out of the 15 pupils there has been an average gain of 14 months</p>			
<p>GRIT The 5-part structure introduced last year showed great success in a short space of time – this is to be continued as a school strategy this year to support the progress of PP pupils.</p>	<p>£0.00</p>	<p>GRIT consistently used in lessons as indicated by QA completed and recorded on CPD Genie.</p>	<p>GRIT will continue to support and promote positive attitudes to learning and develop resilience in learners. The impact is greater progress being made across all years.</p>		
<p>Key Stage 4 interventions Several interventions to be put in place by the Vice Principal – Data to support the progress and attainment of PP pupils and to ensure the PP gap is narrowed in 2018 outcomes.</p>	<p>£10,000</p>	<p>Subject based interventions including</p> <ul style="list-style-type: none"> • Maths food for thought • Pre- exam sessions • Incentivised extra curricular • ADT qualifications (to support English lit in the open basket) <p>Revision guides for all students in all subjects. Registers taken by Y11 team regarding attendance at</p>	<p>To ensure the school’s P8 score and A8 scores are above floor target and to ensure PP pupils achieve in line with their peers EEF – learning styles (+2)</p>		

Pupil Premium Development Plan (PPDP)

		events. Very positive picture			
<p>Show my Homework GCSEpod PiXL</p> <p>All three programmes were successful last year in engaging learning and supporting the work of staff in school. PiXL allows the school to access a huge library of resources and to be able to benchmark ourselves against other PiXL schools nationally</p>	£7,078	<p>SMHW – 2,044 pieces set to date. Figures are about average compared to other schools. This will not be renewed next year as it is not being consistently used.</p> <p>PIXL The Dearne ALC is now half way through its second year of being a PiXL member school. Of the 4 main meetings so far this year we have sent colleagues to three of them. This has allowed key members of staff to feedback to the senior leadership team about best practice models, with a specific focus on Y11 and outcomes.</p> <p>Only PE & Performing Arts has not benefited from the subject specific conferences held throughout the year. This has enabled middle leaders within school to network and develop strategies to ensure that specific interventions are in place for disadvantaged students.</p> <p>History, Geography, English</p>	To allow PP pupils and staff to access all three systems to promote their use and to use their activities to increase the progress of PP pupils. EEF – homework (+5) digital technology (+4)		

Pupil Premium Development Plan (PPDP)

<p><u>Specliast ICT Equipment</u></p> <p>A bank of ipads to be used for pupils studying subjects in open basket, predominantly ADT based quals.</p>	<p align="center">£15,000</p>	<p>Literature and maths have all benefited from the use of the PiXL apps available to them. This has ensured that learning is accessible for the all students. These apps are available on a multitude of platforms so disadvantaged students are not left out.</p> <p>Maths, English and MFL are all taking students on the 'High 5' challenge revision day. This is aimed at disadvantaged students and will focus on key skills and concepts as we approach the exam season.</p> <p>74 students underachieving in English literature (Y10 outcomes) undertake ADT qualifications (photography, art, graphics). 7.5% of these achieved higher than their English literature grade, thus replacing it in the open basket</p>	<p>To allow the ADT faculty to have the correct equipment to deliver improved outcomes for PP pupils in their subjects. EEF – digital technology (+4)</p>		
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Desired Outcome B : To improve the attainment of Mid/High PA PP pupils

25% improvement in the attainment (A8) of Mid PP and High PP Students

Measure		Start Mar	SP4 Apr	SP5 June	SP6 July	Outcome July / Aug
Y11 High PP A8	Target	N/A				
	Actual	38.2	38.2	38.0		
Y11 Mid PP A8	Target	N/A				
	Actual	27.1	27.7	25.6		
Y7 to Y10 High A8 (average)	Target	N/A				
	Actual	30.2	30.3	30.8		
Y7 to Y10 Mid A8 (average)	Target	N/A				
	Actual	22.4	22.2	22.5		

SP4 (April) review Slight improvements shown in the data. Revision sessions and extra work for Y11 should support the work of High PA PP pupils as we move forward. Next year will see an increase in focus of this – LHN only been in post since January

SP5 (June) review June review indicates at drop in A8 for Mid PA PP in Y11 – this could be the cautious nature of staff as we move beyond the exam season. Work to be done next year around strategies to increase the attainment of this group.

Pupil Premium Development Plan (PPDP)

SP6 (July) review

Outcomes (July in school, August leavers) review

Chosen Approach	Allocated budget	Review	Intended Impact	Cost effective	Actual spend to date
<p>Year 10 English More Able Sessions run after school for a half term and possibly beyond to target Y9 and Y10 More Able PP pupils to develop high order analysis skills. Books to be purchased to support the work.</p> <p>Progress of boys/Y11/mid and high ability</p>	£3,500	<p>Over the 6 sessions, students read a pre 20th century gothic novel, The Strange Case of Doctor Jekyll and Mr Hyde. AH has gone from a 5- in DC1 to a 5+ in DC3, moving up 2 sub levels. LJ has gone from a 3+ in DC1 to a 6- in DC3, moving up 7 sub levels. AS has gone from a 4 in DC 1 to a 4+ in DC3, moving up 1 sub levels. DS has gone from a 6+ in DC1 to a 7+ in DC3, moving up 3 sub levels.</p> <p>Mentoring programme has started</p>	<p>To ensure MA PP pupils are stretched and access high order skills to improve their performance in English.</p> <p>To ensure the PP boys in these cohorts have a</p>		

Pupil Premium Development Plan (PPDP)

<p>This is an area of concern and a key group. Year 11 team to identify the pupils and put in place a mentoring strategy to support their progress.</p>	<p>£0.00</p>	<p>with Y11 group identified by Y11 team. SLT involved and plan of activities scheduled.</p>	<p>regular mentor and are focused on their learning; improving attendance and behaviour for learning.</p>		
<p><u>Stronger Minds</u> Working with an external company to improve the resilience, determination and progress of selected PP pupils.</p>	<p>£3,200</p>	<p>18 boys identified and engaged in three days of preparation and training for the programme. Three groups of six boys to be mentored by MAN/SYF/ECY to increase their progress and attainment. Positive engagement from the boys and this lead to further engagement in the revision programme too.</p>	<p>To ensure this key cohort make expected progress in their subjects.</p>		
<p><u>Assistant Principal</u> Senior leader in position to ensure the progress of PP More Able pupils is where it should be</p>	<p>% of salary</p>	<p>LHS in palce from Christmas. New MA teaching and learning strategy trialled with Y9 classes in Science, MFL and English.</p>	<p>To tackle underperformance of MA PP cohort and improve their progress.</p>		

Desired Outcome C : To improve the attendance of PP pupils

Attendance of PP students improved XX. PP Vs NPP gap reduced to XX.

Measure		Start Mar	SP4 Apr	SP5 June	SP6 July	Outcome July / Aug
PP attendance	Target	N/A				
	Actual	93.06%	93.14%	92.66%		
PP Vs NPP attendance gap	Target	N/A				
	Actual	-2.95%	-2.89%	-3.04%		
PP Persistent absence	Target	N/A				
	Actual	11.41%	10.92%	12.35%		
PP Vs NPP Persistent absence	Target	N/A				
	Actual	-6.43%	-6.63%	-7.97%		

SP4 (April) review There has been a positive shift in the attendance of PP pupils and this has increased by nearly a full one percent since this time last year. The strategies to support the attendance of PP pupils has shown impact but there is still room for improvement. Persistent absence is still an issue.

SP5 (June) review While the attendance figure has dropped slightly we have still reduced the PPvnon-PP gap by over half a percent since last year indicating the strategies put in place have had an impact. Work needs to continue next year and the re-structuring of the pastoral and attendance teams will do this. PA is still high, however, when compared with the national figure for PP PA which is 22% we can see our figure is way below. However, it still needs reducing and particularly the gap between PP and no-PP PA. The work of our EWO will target this next year.

SP6 (July) review

Pupil Premium Development Plan (PPDP)

Outcomes (July in school, August leavers) review

Chosen Approach	Allocated budget	Review	Intended Impact	Cost effective	Actual spend to date
<p><u>Pupil Premium Attendance contracts</u> 16 pupils were PA in Y10 and behind in their studies. They are to be given half termly contracts to improve their attendance and to prevent them from being PA pupils again. All are in Y11 and all are disadvantaged. The aim is to improve their attendance, improve communication with home and ultimately improve their progress and attainment.</p>	£4,000	<p>Review of attendance taken to Governors Challenge Board.</p> <p>5 out of 15 pupils are not in PA – 33% improvement on last year</p> <p>7 out of 15 are in PA – 54% improvement on last year</p> <p>3 are EHE or withdrawn. This time last year average attendance of the group was 83.3%</p> <p>It is now 86.5% - 3.2% increase.</p>	<p>To ensure this group of children do not have the same poor level of attendance in Y11. Reduced number of the group who are PA.</p>		
<p><u>Education Welfare Support</u></p> <p>In the last OFSTED monitoring visit it was identified that the attendance of PP pupils is a cause for concern in relation to their</p>	£11,000 £26,193	<p>EWO has supported this work and has been proactive in supporting the school. This resource has been well used and has clear impact and</p>	<p>The attendance gap between PP and other to be narrowed. To ensure our PA children have the</p>		

Pupil Premium Development Plan (PPDP)

peers. EWO contract has been extended by a further 2 days to target the attendance of PP pupils. This means we now have a full time 5 days a week EWO.		will be renewed for next year.	correct support and Local Authority prosecution is utilised to boost attendance figures of PP children and reduce PA.		
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Desired Outcome D : To continue to provide wrap-around care and support for PP pupils

Chosen Approach	Allocated budget	Review	Intended Impact	Cost effective	Actual spend to date
<p>Pastoral Care Work of the pastoral teams is crucial in supporting our PP cohort. The team works to support the attendance, behaviour and progress of all PP pupils in their cohorts. Specific work around reducing the number of on-calls and Fixed Term Exclusions of PP pupils in to be undertaken by the Inclusion Lead</p>	<p><u>Non-teaching HOY (£132,332)</u> <u>Bridge/E&E provision (£78,307)</u> <u>Assistant Principal 0.52 (£37,078)</u> <u>Inclusion Lead 0.52 (£24,552)</u></p>	<p>Attendance work has had impact and there are some examples of this work that cannot be measured by quantitative work. Please see inclusion update and Pupil Premium Whole School Inclusion data sheet. E and E will cease to exist next year as there isn't a need for it in its current format. Money will be spent on supporting SEN and PP SEN instead.</p>	<p>To improve the attendance of PP children. To reduce the number of FTE for PP pupils and the number of on-calls.</p> <p>To ensure support packages are put in place for PP pupils ensuring they remain in lessons and make progress in line with their peers.</p>		
<p>Equipment Basic equipment</p>	<p>£7,000</p>	<p>Pupils are now better prepared for</p>			

Pupil Premium Development Plan (PPDP)

<p>To ensure that every form tutor has access to a full pencil case of equipment to lend PP pupils if they haven't got it.</p> <p><u>PE kit</u> PE kit to be given to PP pupils who don't have or forget kit to ensure they continue to participate and make progress</p> <p><u>Dramatherapy</u> A specialist worker is employed to support vulnerable LAC and PP pupils and her expertise is used to train Pastoral staff</p> <p><u>Behaviour workers</u> PP pupils are mentored and supported in lessons and in extra intervention sessions.</p> <p><u>Angling</u> Angling project was successful last year and will continue to support a small group of PP boys this year.</p>	<p align="center">£10,452</p> <p align="center">£91,493</p> <p align="center">£2,500</p>	<p>learning and form tutors are ensuring they are prepared every day.</p> <p>No impact. Lack of evidence from HOF. Will not be renewed next year.</p> <p>Dramatherapist continues to support some of most vulnerable pupils. Reports available on request. Unfortunately we cannot afford to renew the SLA next year so this work cannot continue.</p> <p>BW have worked individually with pupils and through Creative Craft, mentoring and angling. Work is also done whole school to try and limit the number of on-calls for PP pupils. We are now tracking the number of PP pupils on-called and given an IE. 69% of pupils on-called</p>	<p>To ensure PP pupils are prepared to learn and can make progress. Reducing the amount of PP removes for lack of equipment.</p> <p>As above and to ensure the progress of PP pupils in PE increases.</p> <p>To support the extreme needs of our most vulnerable PP and LAC children and give specialist support to promote progress.</p> <p>These pupils have less removes than previous years.</p> <p>PP pupils who access Angling have reduced removes and FTE. Their</p>		
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Pupil Premium Development Plan (PPDP)

	£4,000	have been PP.	attendance and attitude to learning improves.		
<u>Breakfast</u>	£5,000				
<u>Off site provision</u>					
<u>Full time CIAG careers and support</u> Impartial advice and supported in their transition to the appropriate next destination. Work to raise aspirations with KS3 PP pupils about their futures.	£34,860	Y11 PP pupils prioritised for guidance interviews. All Y11 had post 16 day. 8 PP pupils in KS3 and 4 taking part in Brilliant Club – designed at targeting them at university. Discover US programme – half are PP – targeting ppuils with no family link to higher ed. Rainbows bereavement – half are PP. Y9 pupils part of Made in Barnsley – Half are PP. Last year 2 NEET pupils. One was PP- most improved results ever for NEET.	To ensure our PP pupils get the correct information and guidance and go on to be educated when they leave school. An improved PP NEET figure.		