

2 PSA's: to support DSDs	£79,099	<p>some Attendance Officer duties/roles linked to rewards events have been frozen but without any discernible impact on attendance this year.</p> <p>Invaluable work of PSAs on monitoring, targeting and intervening on (under-)attendance in absence of an Attendance Officer.</p> <p>Increase in number of PSAs will over time reduce the call on DSDs and SLT to manage, investigate and resolve pastoral and behavioural matters.</p> <p>PP students are reported on regularly and a particular focus for school attendance initiatives.</p> <p>PSA and EWO ran an attendance workshop with each yr group, targeting all KS3/4 students and their parents.</p> <ul style="list-style-type: none"> ● PP persistent absentee gap has reduced by 3.4% (12.8 in 2018) ● PP overall attendance improved by 0.8% (94.3% in 2018) 	
PSA MPAD mentoring co-ordinator	See above salary of PSAs	<p>Regular mentoring with a key group of Year 11 MPAD students who were at risk of underachieving in Maths, English and not achieving the EBacc or 5 GCSE's.</p> <p>Individual and group work throughout the week of 19 students. The majority of these students were on the 3/4 borderline and over the year received support in revision; class-learning; organisation; resilience and time-management.</p> <p>This secured positive outcomes from English: 16 students Grade 4+, 15 students Grade 5+ 15 students in Maths gained Grade 4+ and 12 students Grade 5+</p>	Yes
Therapists (Brent Adolescence Centre)	£59,989 £51,247 (NHS Trust)	<p>High quality support is provided for students. Offer has been maintained and a high level of support provided for our most vulnerable students.</p> <p>Headline Figures 2017/18:</p> <ul style="list-style-type: none"> - 80 Total students/Parents/Individuals were seen by BCYP last year - 40 Individuals/Parents of PP students received support from BCYP last year <ul style="list-style-type: none"> - 31 Students were seen - 9 Parents/Sets of Parents - 7 Group Members were seen in a group or in a group before they were then seen individually. - 9 students were able to end counselling on mutual terms - At end of Summer 2018 there were 3 students still on waiting list, but three were already allocated assessment sessions for the beginning of 2018/19 School Year. 	Yes

		<p>The impact has been extensive. There was a rise in parent sessions by 7 parents who took up the service this year compared with the previous year.</p> <p>Of the students who received support, three students were excluded. Two out of 3 of these students did not repeat offend.</p>	
LNC – Small group withdrawal for students with Low PA or SEN to increase progress to enable access to the curriculum.	Cost already included in maths and English overstaffing	<p>34 students in Maths and 49 students in English have entered year 9 with a subject knowledge that will allow them to access the KS4 foundation maths curriculum and the English curriculum.</p> <p>64.3% of PP students in LNC made expected progress compared to 62.1% of students not in LNC classes. Considering these students have come in with the lowest ability from primary (and therefore national trends would suggest they would not be expected to make as much progress as their peers), they have kept up with their peers due to intervention received.</p> <p>In Year 9 (2018) low prior attainers are making the same levels of progress as middle and higher ability learners. Some of these low ability learners would have received LNC support when in year 7 for English - again, showing the long-term impact of this approach. Professional predictions in year 9 show PP students making the same level of progress as their non-PP peers in English.</p> <p>Maths: - Data does not show strong progress of PP in Year 7 and 8 for Maths. Analysis of outcomes and student interviews, showed that some made expected progress with a minority commenting that the additional support assisted their learning. However this was not the case for the majority of students and as such did not provide value for money.</p>	<p>No – due to issues recruiting appropriately skilled staff</p> <p>No</p>
Somali Community Outreach Worker from SAAFI (29 weeks)	£0	<p>Successful bid achieved therefore PPG not used.</p> <p>Improved, enhanced engagement with families of this community.</p> <p>143 students involved in Upper School to include Sixth Form.</p> <p>Increased attendance of parents from this community at Parent Association Meetings and Coffee Mornings, evidence of which is shared on the website.</p>	Yes
SUB TOTAL	£279,908		

Curriculum Activities			
Intervention	Total cost 2017/18	IMPACT 2017/18	Continue in 2018/19
NFER – National Literacy and Mathematics testing Year 7 entry	£3,120	<p>Has allowed for fine-tuned intervention and support for our Yr 7 students to help with wave 1 support and intervention. Use of this data and information forms a key role in our teaching and learning provision as a school, with better understanding of students' starting points to support planning to meet the needs of students of all abilities.</p> <p>As a result of the NFER test, 45 students received intervention. 30 of these were PP. This supported has had a positive impact on reading ages</p> <p>NFER data allowed all teachers to have a better understanding of student starting points (guidance documents and training provided) leading to improved differentiation and challenge in the classroom. Impact has been seen through improving results at KS4 for both attainment and progress this year. NFER scores are used to select students for appropriate intervention e.g. LNC (see impact of LNC above)</p> <p>NFER scores are also used by SEND staff to identify students who may be in need of additional support</p>	Yes
Yr 11 Study supervision in the CLC 3 days a week (Tue-Thur 15:30 to 17:30)	Counted in PSA/DSD/ADSD cost	<p>Provision for any student, particularly PP students, is to have a safe quiet working environment with resources (such as access to ICT) to support progress and preparation for their examinations.</p> <p>Average of 40 students used this facility per week.</p> <p>Year 11 study sessions were held 3 days a week as follows: Monday (DC2 - PSA), 3.30- 5.00; MPAD students; Attendance of 12 on average Wednesday (DT - DSD), 3.30-5.00; Targeted underachievers and open to all; Attendance 25-30 on average Thursday (ZD-ADSD), 3.30-5.00; Open to all; Attendance 35 on average</p> <p>This support helped achieve progress in GSCE measures with 78.3% of students achieving a Grade 4+ in Maths and English; and 57.5% of students achieving a Grade 5+ in Maths and English.</p>	Yes

<p>HPAD targeted intervention in PSHE time led by HODs.</p>	<p>£8,791</p>	<p>Maths: 12 HPAD students targeted with extra classes for 1 hour 40 minutes per week. Students given access to ICT resources to support their revision. E.g. use of Hegarty Maths, Pixl Maths App on Chrome Books and iPads.</p> <p>75% students improved between PPE1 and PPE2 (October and Feb).</p> <ul style="list-style-type: none"> • HPAD Progress 8 estimate +0.6 (2018 provisional) • PP progress is +ive for Maths and improving (+0.1 in 2017 to +0.7 in 2018 (provisional)) • Attainment at grade 9-5 for PP has increased from 40.7% (2017) to 60.9% (2018) • 3-year trend of increase in attainment of ALL (7-9, 5-9 and 4-9) • Increase in progress 8 of ALL from +0.4 in 2017 to +1.0 in 2018 (estimated) <p>English: We targeted selected HPADs to achieve a grade 5 or above in English Language. Of the 15, 100% achieved a grade 5 or above. 4 were above the aspirational target. All others were on target. Due to this success 8 students (who achieved Grade 7 in English Lit) continued English onto A-Level courses.</p> <p>Year 8 – Raising Aspirations Intervention This 6-week intervention has been very successful. The data from PC2 to PC3 suggests that there has been:</p> <ul style="list-style-type: none"> - 70% improved their average residual. - 6/20 students now above their professional prediction in some subjects. - As a bi-product 75% of students' attendance has either remained the same or mostly improved. - 6 out of 20 student have shown a decline in their average residual due to a number of factors including attendance dropping - Students have noted that they are more confident, aware of what they need to achieve target grades and more focused when in lessons. - Teachers feedback shows students are more positive and ambitious to hit their targets. 	<p>Yes</p> <p>Yes</p> <p>Yes</p>
<p>PiXL App for Maths</p>	<p>40% cost of PIXL membership £2440</p>	<p>Pixl maths app (also available on desktop) was launched to all year 11 students but also specifically at the HPAD parents in touch evening to allow students another source for self-assessment and improvement.</p> <ul style="list-style-type: none"> • HPAD progress 8 estimate for 2018 is +0.6 • PP progress is +ve for Maths and improving (+0.1 in 2017 and +0.7 in 2018 (estimated)) • Attainment at grade 9-5 for PP has increased from 40.7% (2017) to 60.9% (2018) 	<p>Yes</p>

		<ul style="list-style-type: none"> 3 year trend of increase in attainment of ALL (at 7-9, 5-9 and 4-9) <p>Increase in progress 8 of ALL from +0.4 in 2017 to +1.0 in 2018 (estimated)</p>	
Revision Guides for English and Maths provided for targeted PPG students.	£1000	<p>By buying revision guides for all PPG students we were able to ensure that students had access to key revision material and content. This was a new initiative from the previous academic year and one we would like to continue this year.</p> <p>PiXL workbooks printed for HPAD students mentored by SLT.</p> <p>This along with other intervention in English and Maths resulted in only a 1% gap between PP and non-PP in % of students achieving Grade 4 or higher in both English and Maths.</p> <ul style="list-style-type: none"> (see above for significant improvements in 2018 outcomes in English and Maths, which were well above National Average) 	Yes
Community Language Exam	£900	<p>Students' academic success was further boosted by the opportunity to take community languages.</p> <p>25 students took a community language exam in 2017-18. There were 8 different community languages taken. 19 students (76%) achieved A*-C or 9-5. 11 students (44%) achieved a grade A or higher.</p>	Yes
HLTA in EAL employed to support Greenway Students in access an appropriate curriculum and enable them to achieve.	£30,100	<p>Additional funding was provided to fund an HLTA in EAL to support the high numbers of Greenway Students in KS4. These are students who have had no prior schooling in England and have recently arrived in the country, some are unaccompanied and have significant social and emotional barriers due to past experiences.</p> <p>Students had career/ post 16 one-to-one support in their first language. Students were advised by career specialists and supported in their applications throughout. All, regardless of their level of English acquisition, successfully secured places in colleges on entry/foundation level courses.</p> <p>Gujarati Greenway students and Urdu/Farsi Greenway students had tuition in their first language and exam skills session to be able to better access GCSE exams in their first languages.</p> <p>Step Up to English AQA entry-level qualifications were offered and taught to the targeted group. There were 7 entries: Silver award at entry level 1 was achieved by 1 student and Silver award at entry level 2 was achieved by 3 students.</p> <p>Greenway and LAC Refugee students were targeted for in class support, for example in English, Maths and Business. This allowed them to access the curriculum while at the same time improving language skills. They also frequently attended breakfast and homework clubs provided by EAL staff.</p>	Yes

		Exam access arrangements were provided which included access to dictionaries and extra time. Staff were deployed to provide individual support during PPEs at the end of Year 10.	
Supporting with costs for Trips.	£2,179	<p>Any trip has the opportunity to offer support to families who need additional funding and to enable the student to attend. These included: Dance trip - Into the Woods. Geography Field Trip - part of their curriculum.</p> <p>Faculty of Performing Arts led 'Live Theatre' evaluation trips, Exposure to Professional Practice in Dance and the Move Dance Festival.</p> <p>All 21 PP students in Performing Arts and Music were able to attend these opportunities which supported their studies, developed their evaluative skills and awareness of careers in the Performing Arts. All PP students in Performing Arts met or exceeded their target grades.</p> <p>Funding enabled all PP students to attend the Geography Fieldwork Trip. This is a compulsory aspect of the geography curriculum.</p> <p>2018 outcomes were successful with 76% achieving grade 4+ (2017 68% and 2016 51%) Less than 10% gap between PP and non PP students achieving 4+ and 5+.</p> <p>Humanities pillar P8 estimate for PP students in 2018 is positive - +0.4</p>	Yes
SUB TOTAL	£48,530		
Extra-Curricular, CIAEG and student support			
Intervention	Total cost 2017/18	IMPACT 2017/18	Continue in 2018/19?
Brilliant Club (Year 9)	£1,920	<p>12 students taking part on this programme, 9 of whom are PPG. 10 successfully graduated from the course and the evaluations have been very positive.</p> <p>PP students taking part from Preston Manor achieved higher marks and grades than other PP students</p>	Yes

		nationally. 100% of PP students achieved 1st or 2.1s as their final grades (compared to 53% of PP students nationally and 58% of all students nationally) and there was a 95% attendance rate to tutorial by PP students. (compared to 88% of PP nationally and 91% of all students nationally). 228 schools took part nationally.	
Humanutopia	£9, 5000	<p>Humanutopia create and run inspirational, life changing courses for young people and adults in school. The courses focus on hope, confidence, happiness, relationships and employability</p> <p>252 yr 9 students took part, 84 PP 252 yr 10 students took part, 102 PP This led to a reduction in exclusions and C3 detentions and significantly improved behaviour in year 9. 29 of the 84 students who were excluded in 2017/18 were Pupil Premium (34%). This compares with 44% of students registered as Pupil Premium</p>	Yes
Therapeutic Interventions	£37,447	<p>30 x STARS : Targeted group of African Caribbean boys - Designed program to raise achievement and aspirations. 12 x BBC : Black Boys Council set up to recruit positive student role models to work with their peers. As a consequence of this mentoring and intervention we saw a reduction in exclusions, awarding of C3s and an improvement in attendance (see above for impact data).</p> <p>High attendance is directly linked to academic success. 17 students involved in STARS had above average attendance of 96%+ 66% of the BCRB are above average for net behaviour scores 58% of Pupil Premium students are over the average net behaviour scores for the year group</p> <p>All of the students participating had reducing number of negative incidents through the year. Yr 7 students reduced their rate of negative incidents by 75% since joining the STARS group.</p> <p>85% of all STARS members are making at least expected progress in all their subjects</p> <p><u>BBC</u> The BBC Mentoring Programme is a unique initiative that aims to motivate and inspire Black Boys to achieve their true potential. BBC members are nominated by DSD's and selected because they have 0 behaviour points, above average grades, excellent attendance and punctuality and are future leaders. The real power of the programme is the development their leadership skills and also them being role models in the school. 6 of 15 students in BBC were PP 5 of 6 were 96%+ attendance</p>	Yes

		<p>4 of 6 were 100+ conduct points (more than 2 per week) Highest score was 282 - Average of over +7 points per week</p> <p>Progress:</p> <ul style="list-style-type: none"> • Science - 2 of 6 were EP • Maths - 2 of 6 were EP 	
Supervised Study Space in LRC	£7,215	<p>Open from 8am Closes 17:00 morning 7:45-8:45 – 60 students in attendance on average afternoon 3:20-5:00 25 students in attendance on average</p> <p>Students used the opportunity to revise in the LRC each day where there was not an intervention club to attend. Space was reserved for Year 11 students in order to facilitate their revision. This along with other interventions resulted in only a 1% gap between PP and non-PP in % of students achieving Grade 5 or higher in both English and Maths.</p>	Yes
SIMS InTouch software to text and email families (attendance)	50% of annual cost = £498.00	Resource used for all forms of communication with home, reducing need for and associated costs of posting information home to families and simultaneously reducing admin time for Support Staff. Facilitates efficient communication with families about detentions and other short-notice processes. Reinforces safeguarding by confirming to families students' lateness to school.	Yes
Catch up and booster classes	£0	<p>Offered to all year 11 students but PPG students were targeted in particular. These booster classes (Wave 3 intervention) took place after school and in the weekends and holidays.</p> <p>PPG Results for progress included: English (EP:70.9% EP+:50.7%), Maths (EP:77.2% EP+:52.2%) , Combined Science (EP:45% EP+:18%); Biology (EP:79% EP+:52%); Chemistry (EP:74% EP+:57%); Physics (EP:71% EP+: 52%), GCSE PE (EP:31% EP+:13%) , German (EP:45% EP+:36%) all ran holiday interventions - attendance of targeted students was high. Majority of subjects achieved higher than national averages in 2018.</p> <p>This along with other intervention in English and Maths resulted in only a 1% gap between PP and non-PP in % of students achieving Grade 5 or higher in both English and Maths.</p>	Yes
1.5 FTE CEAIG advisors	£24,000 for Internal Careers Advisor	<ul style="list-style-type: none"> • Raising aspirations through Careers Days with outside speakers, • Visits to Universities (Queen Mary, UCL, Imperial, Kings, Brunel) 	Yes

	£12,000 careers for KS4 into KS5	<ul style="list-style-type: none"> • Input of CIAEG into PSHEE Programmes • Identification of and arrangement of intensive mentoring for students at risk of becoming NEETs • Ensuring 12A Work Experience placements allowing progressing on BTEC in Health and Social Care and ASDAN Level 2 CoPE course. • Ensuring informed choices made at each transition stage (KS 3 to 4, 4 to 5 and 5 to 6 / apprenticeship / work. • Supporting optional work experience placements for year 10s. • 'People Like Me' programme delivered to year 9 	
Music Academy	£5,000 4 students at approx. £300	<p>Subsidised cost for students to enable access to play and perform with a musical instrument.</p> <p>4 students fully funded enabling them to have instrumental lessons throughout the year, participate in concerts and successfully pass the ABRSM practical and theory exams.</p> <p>All Music Academy members (including 6 PP students) participate in concerts as part of the choir, orchestra or general musicianship ensembles collaborating with external artistic organisations such as The English National Opera and Old School Assembly. They may also play solos which if they are GCSE students will contribute to Component 1 grades. PP students who opt for Music Production classes are able to use this work for GCSE Music Component 2.</p> <p>GCSE PP Music students were able meet or better their GCSE target grades for component 1: performing and component 2: composing - the C/W elements of the course.</p>	Yes
Breakfast Club for more able	£200	<p>Bi-weekly presentations to students which enabled discussions on academic and well-being support. On average 24 HPAD students attended the sessions to motivate their drive to achieve Grade 8/9.</p> <p>In English: 5+: 92.3%; 7+: 30.3%; 8+:13.4%; 9: 6%</p> <p>In Maths: 5+: 84.6%; 7+: 30.8%; 8+: 18.9%; 9: 5%</p>	Yes
SUB TOTAL	£93,080		
Additional resources for students			
Intervention	Total cost 2017/18	IMPACT 2017/18	Continue in 2018/19?

GCSE Pod	£3,614	<p>GCSEPod Reports provide clear evidence of high usage by students in year 11 and highest users achieving success in GCSE examinations. See whole school GCSE outcomes.</p> <p>21,877 pods were streamed by year 11 students in during 2017-18 academic year. Additionally, 1,176 were downloaded by students. 80% of students activated accounts and many students were high users. Strong evidence (what is evidence?) of benefits to learners with significant number of high users achieving more than expected progress in subjects of podcasts viewed.</p>	Yes
Student 1:1 mentoring service	£9900	<p>Targeted students, receive 1:1 weekly mentoring support. 50 x Yr12 students were trained as peer Mentors, to enable them to mentor 50 x KS3/4 Mentees.</p> <p>6 x staff trained also trained to facilitate this strategy. Refreshments to celebrate the work of the mentors.</p> <p>This was successful in supporting the mental health and well-being of the students that participated in the programme, many commenting that it was good to have someone to talk to. Many of the students who participated were PP.</p> <p>Lead Adult Mentor provides intensive Mentoring to 12 KS3/4 Mentees</p> <p>Preston Manor World Cup took place during lunchtime to engage students in physical activity and team work, thus developing team work and social skills. Winning team was further rewarded with trip to Wembley stadium.</p>	Yes
ICT equipment for students without facilities at home	£428	<p>3 Chrome books /Laptop devices purchased for 3 Looked After Students to enable them to complete homework and to access internet resources for the purposes of revision.</p> <p>Students were able to access resources and home learning tasks on Showmyhomework. Increased completion of home learning tasks.</p> <p>Ipads (continual upkeep): Students who do not have computer access at home or cannot find a place to work are allowed access to ipads in school to catch up on work and revise topics for personal improvement targets.</p> <p>Impact: improved results, students come and ask for ipads to complete work and do extra revision in lunchtimes and after school where they can find a quiet place to work before they go home. Many year 11 students especially used this facility regularly last year which contributed the overall improvement in grades of PP students (+0.4 Progress 8 Score for PP) Significant improvement in progress and attainment headlines for PP students in 2018.</p>	No

Study aids	£274	Files, dividers, highlighters; record cards and paper purchased for students to support the organisation for their revision. Student feedback shows that they appreciated the record cards as this enabled them to make flash cards. The folders gave them a central place to have 'important revision' documents. Success of this and other strategies was seen in the 2018 outcomes.	Yes
Texts for English	£1,646.	PP students provided with personal copies of all major texts and resources to support their progress in english An Inspector Calls: £7.99 x 107 = £854.93 A Christmas Carol/Jekyll and Hyde: £2.50 x 107 = £267.50 Macbeth: £4.89 x 107 = £523.23 This and other strategies in English supported significant rise in outcome from 2017, and well above the national average. (see results at bottom of document).	Yes
Financial support for school uniform	£370	Students provided with interim items (e.g. Pencils, Rulers, Calculators and pens etc), but stock maintained for ongoing 'loan' use. Standard of uniform maintained for all resulting in ability to focus on learning, and reducing/minimising amount of staff time spent on addressing uniform infractions in class.	Yes
Personalisation (Funding used for Creating Careers, STEP Tuition and custom reward postcards)	£2,500 for attendance admin. £1,200	Out of the 31 disadvantaged students 27 out of 31 attended university. 3 have applied to apprenticeships. Overall 30% have secured places at Russell Group Universities – 7 of which was disadvantaged, with 1 students attending Oxford University. 41% of all students are studying STEM courses at university. Attendance improved, supported by rewards postcards and attendance celebration events.	Yes
Alternative Provision to keep students engaged in education (Right Track)	£23,713	Preston Manor never gives up with students who are struggling with their behaviour in school and will only use exclusions as a last resort. Those students at risk from permanent exclusion are funded to attend relevant alternative provision 'Right Start'. This offers respite and support to avoid exclusions. 5 PP students were placed in Right Track to offer respite and avoid further fixed term or permanent exclusions. Unfortunately, 2 were permanently excluded. Remaining 3 students successful reintegrated back into mainstream school. 2 of these students have received further exclusions, but are not currently at risk of permanent exclusion.	Yes
SUB TOTAL	£43,645		

GRAND TOTAL	£465,163		
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Outcomes for 2017-18 compared with 2016/7

*(*2018 Progress are provisional and will be published in October)*

	Progress 8		Progress 8 Maths		Progress 8 English		% Grade 4 or above English & Maths		% Grade 5 or above English & Maths	
	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017
All students	+0.7	+0.16	+1.0	+0.42	+0.7	+0.35	78	65	57	40
PP	+0.4	-0.09	+0.6	+0.15	+0.3	+0.2	71	64	57	35
Non-PP	+0.9	+0.34	+1.2	+0.7	+0.9	+0.5	83	66	57	56