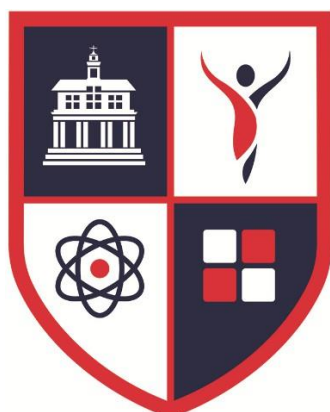




Pupil Premium Policy



CHILDWALL
SPORTS &
SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

Origination	Authorised by	Policy Date	Review Date
CSSA	ATO (Deputy Headteacher)	May 2025	May 2026

Pupil Premium Strategy Statement 2024-2025:

October 2024

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged students and their whole development. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year, and the impact that last year's spending of Pupil Premium had within our school.

Why does the Government provide the Pupil Premium?

The government believes that poverty/low income is the single most important factor in predicting a child's future life chances. Many pupils from low-income families have lower attainment at the age of 16 than non-disadvantaged peers. The government believes that the Pupil Premium is the best way to address these inequalities by ensuring that funding is used to support the disadvantaged pupils who need it the most.

School Overview:

Detail	Data
Number of students at Childwall Sports and Science Academy	1048
Proportion (%) of Pupil Premium eligible students	45.9%
Proportion (%) of FSM eligible students	45.99%
Academic year/years that our current Pupil Premium strategy plan covers	2024-2025 Academic Year
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	J Vincent
Pupil Premium Lead	Dr Thomas
Governor / Trustee Lead	

Year Group	No. in Year Group	Access to Pupil Premium
7	187	51.34% 96
8	212	46.70% 99
9	197	51.78% 102
10	184	52.17% 96
11	180	50.00% 90
12	46	6.52% 3
13	47	

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Key Indicators (most recent Year 11)		
	Pupils eligible for PP 2023-2024 (2023)	Pupils not eligible for PP 2022-2023 (2022 and 2019 in bracket)
% Attaining 9-5 in English (Best) and Maths	% (12.9%) 13 (13%)	% (33.3%) (22%)
Progress 8 score average	-1.34 (-0.9)	-0.44 (-.026)
Attainment 8 score average (total)	28.08 (31.69)	39.22 (42.03)
% Attendance	Year7: 87.27% Year 8: 88.49% Year 9: 84.45% Year 10: 80.74% Year 11: 88.88%	Year7: 94.31% Year 8: 92.64% Year 9: 92.45% Year 10: 90.35% Year 11: 94.01%

Funding Overview:

Detail	Amount
Pupil Premium funding allocation this academic year	£446,154
Recovery premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan 2024-2025

Statement of Intent:

‘Research has found that disadvantaged students have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged students’. (EEF, 2021)

National Context: (2021)

- Disadvantaged students tend to have lower educational attainment compared to their peers.
- This attainment gap exists by 9 months by the end of Year 6 (1 academic year) and by 18 months by the end of Year 11 (2 academic years).
- The attainment gap has stopped closing for the first time in over a decade.
- This has been compounded by the COVID-19 pandemic.
- The Office for Fiscal Studies shows that at the current rate of change, it will take **560 years** for the attainment gap to be equalised.
- Statistically, there are more families north of London that are classified as being disadvantaged.

‘The attainment gap between north and south is growing both at GCSE and A-Level. This is not all that surprising when we consider the triple whammy of factors that will have had an impact on this attainment gap – existing long-term disadvantage, learning loss during COVID and DfE failures in catch up and the National Tutoring Programme’ (www.northernpowerhousepartnership.co.uk 2022)

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The Six Central Barriers: (Taken from EEF, 2021):

1. Time: Studies indicate that on average, a non-disadvantaged student in secondary school works for 5.8 hours per week outside of school hours - this compares to 4.5 hours per week for a disadvantaged student.
2. Technological Access: There is less access to technology. In several cases, access to technology is shared. In other instances, there is a lack of internet in the household.
3. Aspirations & Understanding: In several cases, there is a generational lack of aspiration, with many students encouraged to follow in the footsteps of their family members. Some disadvantaged households shy away from support mechanisms, sometimes due to embarrassment.
4. Parental Engagement & Support: There are often increased pressures placed on disadvantaged students to earn money, as opposed to studying at home. The need for survival often outweighs delayed gratification.
5. Qualifications: Some schools narrow the curriculum, meaning that students do not sit qualifications that showcase their holistic skills.
6. Attendance: Disadvantaged students tend to have lower attendance than their non-disadvantaged counterparts. This is particularly evident when there are key events occurring, such as Mock Exams. Attendance to additional sessions after-school also tend to be lower for disadvantaged students.

Our analysis and school-based research indicates that Barrier 1 is the most prevalent across year groups at CSSA, and that Barrier 2 is particularly common within Key Stage 4. Barrier 5 is also a significant issue in Year 11, with numerous legacy school-refusers (many of whom are PP). Barrier 5 is something being considered within the Year 9 Options process.

The Seven Steps to Success: (Taken from EEF, 2021):

1. What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. Good teaching for all pupils has a particular benefit for disadvantaged pupils.
2. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.
3. The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Year 7 often sees the gap widen further and never recover.
4. Catch up is difficult: we should aim to get it right first time round for all children.
5. Literacy is a vital component for disadvantaged students and there is no excuse for not deploying the existing, extensive evidence to support the teaching of it.
6. Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way. Much less is known, however, about how these skills can be developed and whether they lead to increased academic attainment.
7. Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.

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Our Approach:

At CSSA, our plan is rooted in research and best practice that then been evaluated adapted for our context. The primary foundations for our plan have centred on the EEF's Guide to Supporting School Planning: A Tiered Approach - and this piece of work underpins the priorities, actions and barriers for Catch-Up at CSSA. The context of our school reflects the themes and patterns from national research, but strategies have been tailored to needs of our students and their family.

When compiling potential actions for this academic year, consideration was given to the three tiers explained in the aforementioned EEF publication, which are as follows:

1. Teaching

2. Targeted Academic Support

3. Pastoral Strategies

Consequently, all actions and strategies are mapped against these three tiers, with research used to support the implementation of, and rationale behind, these strategies. Therefore, our strategies relate not just to the academic progress of students, but to their development as a whole.

In terms of maximising progress, many of those strategies identified by EEF as delivering the biggest gains feature. For example, teacher marking/feedback is monitored by regular SLT Quality Assurance. Other targeted interventions from teaching and pastoral support staff (e.g. small group tuition, behaviour, attendance/reintegration, mentoring and counselling) are available and offered as required and their impact monitored and reviewed. Robust in-school (and external) post-assessment processes should ensure timely interventions.

CSSA offers and delivers a curriculum, both academic and co-curricular, which is rich in breadth and depth, enabling progress in terms of academia regardless of ability or background - underpinned by a culture of high expectations, high aspirations and inclusivity. As such, CSSA constantly monitors the progress of many subgroups (in addition to each full cohort) including disadvantaged students covered by Pupil Premium (and PP+) funding (i.e. FSM, Ever 6, CLA, PLAC) with the intention and goal of securing good progress and the best outcomes, thereby narrowing the attainment gap for disadvantaged students. Inevitably, the pandemic affected all students profoundly but evidence suggests that disadvantaged pupils have often been impacted more adversely both academically as well as in terms of well-being (SEMH).

It is important to note at this point, the journey that the school has undertaken over the course of the past few years. We have moved from 'Requires improvement' judgement in 2018, where we faced challenges around teaching and learning, behaviour and attitudes, low staff morale and challenges in recruiting which led to a poor reputation in the local community. The school has been 'Good' since 2022, after having worked hard to improve the quality of education, behaviours, communication, relationships and community engagement.

The importance of Personal development and Childwall experiences

Personal development plays a crucial role in enhancing the educational outcomes and life chances of students receiving Pupil Premium funding. By focusing on the holistic growth of these students, CCSA can address not only academic needs but also the social, emotional, and behavioural aspects that contribute to overall success.

Enhancing Attendance and Academic Performance

Research indicates that structured personal development programmes can significantly improve school attendance, which is directly linked to better GCSE outcomes. For instance, mentoring programmes that focus on building skills such as organization, coping with stress, and study habits have shown moderate positive effects on both attendance and academic performance (1). These programmes help students develop a growth mindset and self-efficacy, which are essential for overcoming challenges and achieving academic goals.

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Building Essential Skills and Resources

Personal development initiatives provide students with the internal and external resources needed for success. Internally, students gain skills like resilience, time management, and effective communication. Externally, they build stronger connections with teachers, peers, and the school community. These relationships foster a supportive environment that encourages regular attendance and active participation in school activities (1).

Long-Term Benefits

The benefits of personal development extend beyond immediate academic outcomes. Students who participate in these programmes are more likely to develop a positive attitude towards learning and school, reducing the risk of becoming NEET (Not in Education, Employment, or Training) later in life (2). By equipping students with the skills and mindset needed for lifelong learning, personal development programmes contribute to breaking the cycle of disadvantage and opening up greater opportunities for future success.

Evidence of Impact

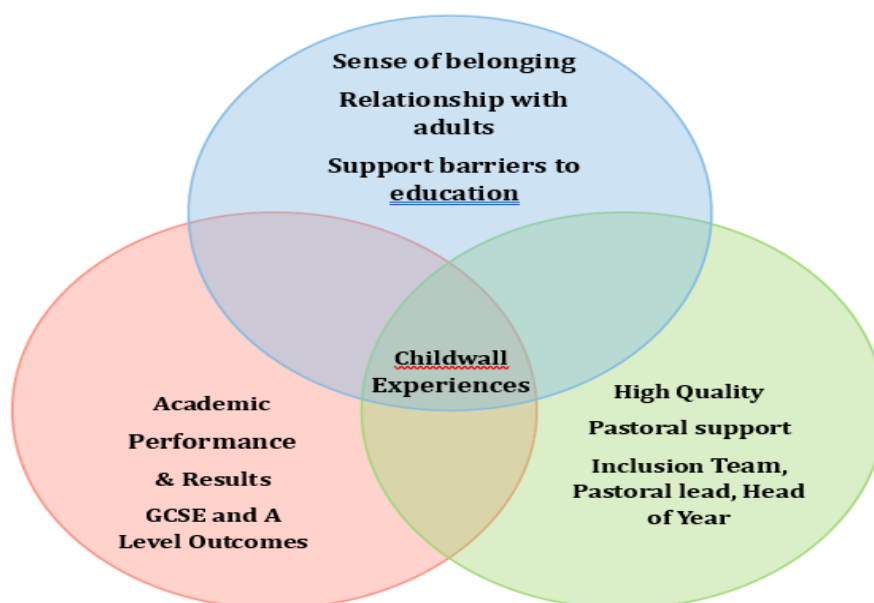
Studies have shown that a co-curricular programmes promoting personal and social skills can lead to improved attendance and academic performance (3). These programmes often include activities that enhance students' social interactions, emotional regulation, and problem-solving abilities, all of which are critical for maintaining consistent school attendance and achieving higher academic standards.

At CSSA we believe that our PD programme is the link between our quality first teaching and learning approaches and the relationships that our staff build with our students. We are looking to further develop our personal development programme, which we term our 'Childwall experiences' using superkind to be able to recognise and celebrate our student success in their time in CSSA.

1: National Mentoring Resource Center, "Mentoring for Enhancing School Attendance, Academic Performance, and Educational Attainment."

2: National Foundation for Educational Research, "Supporting the attainment of disadvantaged pupils - GOV.UK."

3: Durlak, J. A., & Weissberg, R. P., "The Impact of After-School Programs That Promote Personal and Social Skills."



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Main Challenges for under-resourced students in CSSA:

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge Number	Detail of Challenge
1	Low academic performance on entry, with low levels of Literacy and Numeracy.
2	Lack of self-regulation and independent learning, especially in Key Stage 3.
3	High numbers of students with SEND and EAL, with this now much higher than NA.
4	Low Attendance as a consequence of high levels of SEMH and SEND.
5	High levels of social, emotional and mental health issues, post-Covid 19.
6	Community issues such as gangs, county lines and high levels of deprivation.
7	Consistent access to quality first teaching and learning opportunities.

Intended Outcomes:

This section explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved. All are one year intended outcomes, unless otherwise specified in brackets.

Intended Outcome	Success Criteria
To ensure disadvantaged students know, understand and retain more in order to make accelerated progress – especially through improved literacy and numeracy.	<ul style="list-style-type: none">• Improvements in grades through English and Maths intervention groups and the wider curriculum.• Attainment data shows good progress and narrowing of the gap.• Students know how to help themselves to be more effective students leading to accelerated progress
To ensure that our disadvantaged students, attend and find school a rewarding experience.	<ul style="list-style-type: none">• Reduction in persistent absence.• Reduction in EBSA numbers.• Parents and carers more engaged with school.• Reduction in number of students accessing reflection.• Incremental improvement in attendance and engagement behaviour

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To support disadvantaged students to be effective learners. Students adopt positive learning behaviours and engage more proactively in lessons, especially in Key Stage 3.	<ul style="list-style-type: none"> • Fewer days in Reflection than the previous year. • Suspensions are fewer than the previous year. • Permanent exclusions are fewer than the previous year. • More positive reward points for Pupil Premium students than in the previous year. • More Pupil Premium students nominated for awards than in the previous year. • Improved engagement in terms of attitude to learning – reflected in ATL
To broaden the cultural capital of all disadvantaged pupils through the curriculum and extra-curricular activities.	<ul style="list-style-type: none"> • Increased engagement in co-curricular activities. • Increased participation in trips and visits, especially those that are for longer durations. <p>Continued growth and success of the school in one week.</p> <ul style="list-style-type: none"> • Increased numbers of Pupil Premium students on the Student voice activities.
To reduce SEMH barriers to learning	<ul style="list-style-type: none"> • SEMH/well-being issues affect fewer students. • In-school/external support means SEMH impacts learning and progress less, and students become more resilient
Increased parental engagement, especially Pupil Premium families.	<ul style="list-style-type: none"> • Parents engage by signing up for Parents' Evenings and Parents' Information Evenings - similar percentage to non-PP attendance. Parents respond to surveys and school communication more frequently. • Parents attend the specific Pupil Premium focused parental events
More disadvantaged pupils aspire to Sixth Form at CSSA, or elsewhere.	<ul style="list-style-type: none"> • Increased awareness of opportunities available (e.g. university taster days) • Engagement in Careers Fayres. • Destinations. • Non-NEET figures remain positive.

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CSSA WAVED APPROACH

EEF Barriers	CSSA Barriers	Wave 1: Teaching & Learning	Wave 2: Targeted	Wave 3: Pastoral	Progress
Time	Lack of knowledge on how to learn, work and talk in/ interdependently Lack of self-regulation and intrinsic motivation, especially at Key Stage 3.	Targeted Wave 1 QFT Breakfast Club (AM) Assembly & Tutor Programme	Boost Groups created to students most in need Academic Intervention in KS3 Year 7 Banding Decisions Lexonic Interventions	Summer School Development (Trips and Enrichment)	Results Attendance increase Co-curricular clubs increase and attendance increase
Technology & Resource	Financial implications - most live in houses with less rooms than occupants Most students share technological devices Not checking online apps	Homework Club (Lunch & PM) Home Learning Setting Multi-faceted approach to Comms (paper, apps, Social Media) Loaning of Equipment Music Lesson Entitlement Food & Nutrition Resources PE Kit and Uniform	Devices for Key Students AI support Key Stage 5 Bursary Targeted ICT provision (Lunch)	Additional Television Screens around the school Online learning platforms – Sparx, Senneca Unifrog	Results Attendance increase Student Voice feedback is positive
Aspirations & Motivation	Low levels of literacy on entry Future career opportunities Value of education Mental Health & Covid-19 impact Self-Esteem & Self-Efficacy Many students first generation to move to university	Plan Curriculum with all students in mind Childwall experiences and Superkind Key T&L strategies Explicit PP Book Looks Trips & Visits linked to curriculum subsidised by school	Equipment Provided Trips Expenses Careers Interviews Pastoral Interventions PP Specific enrichment days	Additional attendance / safeguarding officer Student Leadership (High % PP students in Student Leadership) Childwall experiences and Superkind Additional Resources PP focused Co-curricular Careers Advisor	NEET Figures: Suspensions: PEX:

Parental Engagement	3/10 view education as insignificant (national study) Attendance low at school and at Events Parents' Information Evenings	Books & Folders at Parents' Evenings Positive Phone Calls Social Media Posts Parents' Information Evenings Student voice with SLT	Parental Workshops Text Translations Videos	Family support worker employed Parents Information Evenings Next Steps Evenings Transition Programme	Attendance at Parents' Evenings:
Qualifications	Significantly lower outcomes Low qualifications required for college. Low v National EBacc uptake (MFL) Low levels of cultural capital	Qualifications Review & Reform Introduction of New Qualifications at KS4 Curriculum Breadth at Key Stage 3. Academic and Vocational Pathways at Key Stage 4/5.	Unit Award Scheme Qualifications	Review option process for all students to maximise outcomes Home Languages Qualifications Lower qualifications – Entry, functional skills	Parental feedback shows high rates of satisfaction (89% Recommend, 90% Excellent)
Attendance	Low engagement in lessons Poor attendance due to lack of motivation Family issues affecting attendance Health-related absences including SEMH Lack of transportation	Incorporate engaging, interactive teaching methods. Use technology to make lessons more dynamic. Celebrate good attendance with rewards and recognition. Educate students on the impact of attendance on learning outcomes Involve parents in school activities and workshops	Provide targeted support for families in need. Collaborate with external agencies for additional support. Identify students with frequent health-related absences and provide targeted health support.	Provide mentoring and coaching to build student confidence. Develop individual learning plans. Conduct home visits to understand barriers to attendance. Offer counselling and support services. - Work with school nurses and health professionals to support students.	Track attendance rates weekly. Measure improvements in attendance and correlate with academic performance. -Track health-related absences and interventions. Evaluate the effectiveness of

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		Promote healthy lifestyles and well-being in the curriculum.	Identify students facing transportation issues	Offer travel vouchers or subsidies.	transportation solutions.
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Activity in this Academic Year (2024-2025):

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £170,000

Teaching					
Intent	Action	Budget	Rationale / Evidence	Staff	Challenge number
Quality first teaching and learning in every classroom is effective with appropriate adaptations evident.	To enhance the current SLAs with OSSME and ADHD foundation, to allow more time for staff training and support for individuals and their parents	£35,000	Specialist support for students, teachers, LSAs and families increases awareness. Improves the use of effective adaptations to engage our students with particular needs.	THO/EWY	1, 7
To continue to support vulnerable families, particularly through the increase in parental engagement, safeguarding and attendance.	Family Support Worker x 2	£64,000	Supporting of vulnerable families and increasing parental engagement can improve those students grades by a whole grade	JGR/JCA	4
To ensure that EPP students have the same access to additional optional opportunities designed to increase aspiration and ambition	To create a role to develop STEAM opportunities and ambition	£10,000	Ambition is a SIP priority providing additional opportunities for all students to develop the whole child.	TBD	1, 4, 7
	More able role				
	Co-curricular role opportunities				
	Rewards role				
	EAL co-ordinator role				
	Mental health role				

To ensure that EPP students have equal access to curricula and co-curricula opportunities	Provide a system where subject leaders are encouraged to bid for additional PPF to support the opportunity, enrichment, and progress of EPP students.	£60,000	Equal opportunities for EPP students	ATO	1, 7
	To support the purchase of DT and Catering equipment		Improves the accessibility of the curriculum and improves engagements as a larger range of projects can be offered. Resources and materials provided. (£7500)	NPE	1, 7
	Developing the music programme further to support EPP and SEND students, for example by purchasing instruments for students to use to practice at home		EEF research shows there is an impact on other areas of the curriculum when students participate and succeed in Arts activities and can lead to up to 3 months of extra progress (£2500)	MGO	1, 3, 7
	Transport to enrichment opportunities to support EPP students.		Transport enriches the curriculum which improves attendance and indirectly outcomes.	THO	1, 7
	EPP students have the same access to additional optional opportunities designed to increase aspiration and ambition		Ambition is a SIP priority providing additional opportunities for all students to develop the whole child.	JPA	1, 7
	Total	£169,000			

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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £62,000

Targeted Academic Support					
Intent	Action	Budget	Rationale / Evidence	Staff	Challenge number
To support the closing of the literacy and numeracy gap	Lexonik Leap to drive improvement in reading and literacy.	£15,000	Lexonik Leap resolves phonics gaps for those who do not have English as their first language.	EWY	1
	Maths / Numeracy support through the use of online platform to help develop skills		Targeted lower school intervention	KEL	1
To support PP student in examination course in the build-up to the exam series and during KS£ to prepare for transition to KS4	Yipiyap, STEP into Teaching	£40,000	EEF research shows that small group tuition has an average impact of 4 months progress over an academic year. This is FL/KHO target in core subject areas more likely to be impactful if it is clearly linked with timetabled lessons	THO	1, 7
Access to ICT equipment	Device distribution	£0	Look to access free devices and give out devices which are stored in school. Audit and Business	THO	1, 2, 6

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To enhance quality first teaching in Science	To support the Science KS3 and KS4 curriculum through the ARK Mastery programme	£7,000	The evidence-based Mastery curriculum ensures a strong basis for teaching and learning within Science lessons. The curriculum is clearly sequenced and chunked which will support EPP students. It directly addresses misconceptions.	RMO	7
	Total	£62,000			

Pastoral Strategies (for example, related to attendance, behaviour, wellbeing):

Budgeted cost: £213,000

Wider Strategies					
Intent	Action	Cost	Rationale	Staff	Challenge number
To raise ambition and aspiration for all EPP students	Careers co-ordinator (Year 7-13) at CSSA.	£36,000	A careers co-ordinator will provide effective CIAG for all years, ensuring informed decisions at KS3/4 and KS4/5. Student interest and ambition will be guided by their experiences as they progress throughout the school.	JCA	2, 4, 5
		£5,075		JCA/EAT	2, 4, 5, 6

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To ensure EPP students receive a robust personal development curriculum	Continue role of lead for Personal Development (TLR payment)		To ensure consistency and QA of PD across the school. EEF research shows that by developing the personal development curriculum there can be an increase in 4 months of learning		
To ensure there is a strong system of support in place for EPP student	Deploy a programme of bespoke interventions to address attendance and potential barriers to attending school (Year 7-11) - EWO	£37,838.40	Strong pastoral care is the foundation stone of a successful strategy. It should be seen as any the bedrock of any efforts to tackle education disadvantage. Evidence should be valued in pastoral approaches as much as academic approaches. (Addressing Educational Disadvantage-The Essex Way Marc Rowlands.)	JCA / DRI	2, 4, 5, 6
	To ensure EPP students are gaining access to the emotional support needed in school via school counselling service.	£13,859	Social and emotional interventions can have an overall average impact of 4 months additional progress on attainment. (EEF)		
	To provide equal access to Mental Health Awareness Week and visiting speakers.	£2,500			
	Mental Health Lead and development of mental health support across the school	£5,000			
To ensure no student is disadvantaged due to a lack of equipment in school	Provide essential equipment for school to ensure all students are ready to learn and high standards are maintained. (stationary/uniform)	£12,500	All students are fully prepared for learning before they enter the classroom	DRI	2, 4, 5, 6

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To ensure that no students is disadvantaged due to poor quality/lack of food at home	Purchase of Asda vouchers to be given to families on a discretionary basis	£2,500	All students are fully prepared for learning before they enter the classroom	JGR	2, 4, 5, 6
To ensure that no family/child is disadvantaged due to being EAL by providing targeted support to families	To provide vital translation equipment, home necessities, English language teaching etc to those who are new to country and speak very limited English.	£52,000	To support families to learn English and to access all the support they need. Students will learn better when they are supported with stronger access to English at home.	THO	2, 3, 4, 5, 6
	Support families and develop our EAL provision:		To empower parents who may wish to learn English and gain appropriate employment.		
	Appoint and full time EAL support worker full time		EMTAS support develops EAL language learning and connects to the curriculum expectations.		
To ensure no student is disadvantaged and to increase the cultural capital of EPP students	CPD training from the EAL support worker for LSA. Links with college for EAL support teachers and ongoing CPD.	£20,000	To create a group of LSAs in the long term, that speak English and can converse in some of our home languages to assist more rapid progress, confidence and achievement.	JCA	2, 4, 5, 6
	To provide equal access to the annual culture week, which provides opportunity for sessions with Artists, poets, chefs, performers, and other external agencies. Cultural day		"Cultural capital passed on through families helps children do better in school" If families cannot provide these experiences, we as a school must. Ambition, belief, belonging, joy.		
To support engagement and ambition through the development of an impactful rewards system	Rewards budget	£25,000	Ambition is a SIP priority providing additional opportunities for all students to develop the whole child.	MLA/SCO	2, 4, 5, 6

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	Total	£212,272.40			
		£443,272.40			
	Overall	£2,881.60			

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