

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The East Manchester Academy				
Academic Year	2020/21	Total PP budget	572,220	Date of most recent PP Review	24/9/20
Total number of pupils	976	Number of pupils eligible for PP	685	Date for next internal review of this strategy	14/01/21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average <b>ASP 2019-20</b> )
Progress 8 score average	N/A	0.11
Attainment 8 score average	N/A	50.1

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Gaps in student knowledge and skill due to Academy closure during the Covid 19 lockdown
B.	Resilience and Self confidence within examination
C.	High levels of additional needs requiring personalised support and intervention
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	Low rates of attendance and high numbers of PA students

4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
A.	Teaching and learning that is consistently good or better across the academy and leads to attainment that is in line with national averages and expected progress	Teaching and Learning QI shows that it is good or better. Attainment and progress are in line with national expectations
B.	Students meet national expectations for achievement at Key Stage 4	Attainment and progress measures improve so that they are in line with the national average
C.	Sustained low exclusion figures	Reduced exclusion figures, that are in line with national averages

D.	Sustained high attendance figures and reduced numbers of PA students	Attendance that is in line or better than the national average.
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### 5. Planned expenditure

Academic year	2020/21
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Action	Intended outcome	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 develop more instructional coaches through work with Ambition Institute	Improvement in quality of educational provision for students through better quality teaching and learning	National initiative which has improved teaching and learning in similar schools across the country.	Line managed by HKO and LNE, quality of provision is assured by LNE/HKO attending sessions and staff voice.  Regular CPD has been planned and embedded in the academic calendar to ensure all colleagues can engage	LNE/ HKO	Termly  £6000
Regular and intensive programme of CPD for all staff designed to meet areas for development within classroom practice	All staff are consistently good in their classroom practice thereby ensuring good progress for all students	EEF indicates that PP students benefit from good teaching and learning more than their peers.  Bespoke CPD has been proved to improve classroom practice for staff at all levels.	Data analysis  QA of provision and assessment information to inform the curriculum for staff  Staff voice and follow up to ensure implementation within classrooms	LNE/H KO	Termly

Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning	All staff are consistently good in their classroom practice thereby ensuring good progress for all students	EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching. Joint PPA will allow co-planning to develop staff subject and curriculum knowledge	Line managers to check quality of PPA sessions by attending and through staff voice  Quality Assurance of teaching and learning  Pupil Voice	LNE/ JBO	Termly
NQT and RQT programme	Early career stage teachers are supported to be strong practitioners in the classroom	We have a large number of early career teachers this year and helping to improve the quality of education in their lessons will impact on PP students	NQT termly assessments QI of teaching and learning for NQTs and RQTs	LNE/H KO	Termly
Cross Trust and Collaborative CPD Programme	All staff are consistently good in their classroom practice thereby ensuring good progress for all students	EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching.	Data analysis  QA of provision and assessment information to inform the curriculum for staff  Staff voice and follow up to ensure implementation within classrooms	LNE	Termly
Overstaffing in almost all departments to allow joint practice development	All staff are consistently good in their classroom practice thereby ensuring good progress for all students	EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching.	Data analysis  QA of provision and assessment information to inform the curriculum for staff	LNE	Termly

GL Assessment suite to be used to test students	To test all students on entry, including the new year 7 where there is no KS2 data. To ensure learning gaps can be closed and that students are challenged in lessons Screening for dyslexia and testing reading and spelling ages will help give support to all students Progress tests will be used as a standardized test to be able to track student's progress.	Students can be setted correctly to ensure that they have the correct challenge and provision in lessons. Nationally standardised tests give more accurate results that can be used to track progress.	CAT4, reading and spelling tests will be used to assess all students on entry. Progress tests will be used termly for KS3 students in core subjects.	IMO/R MO	Termly
<b>Total budgeted cost</b>					<b>210,000</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Off-site provision	Sustaining the higher standard of behaviour across the whole school	Students will be referred to offsite provision where support and challenge in school has been exhausted.	Limit number of AP providers for new referrals. Half termly review meetings SPOC for all current AP providers	SLO	Half Termly

Nurture Groups	Provide high intensity nurture group support for students at risk of exclusion from the mainstream.	Nurture group provision shown to be effective in helping to re-engage students in mainstream education through the provision of a therapeutic and supportive environment.	Students identified jointly between Assistant headteacher Student Support and Assistant Headteacher SENCO.  Most experienced teachers timetabled onto the groups.	RMO/ SLO	Half termly
Commission the services of One Education or KD Safeguarding to support the completion of documentation for legal proceedings for irregular attendance and to support attendance blitz campaigns.	Improve attendance and ensure a consistent approach to managing and challenging persistent absence. All documentation will be submitted to the Local Authority on time to enable proceedings to go ahead. Legal proceedings are a strategy to support improved attendance where alternative supportive intervention fail.	Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absences  79 requests were made between 1 <sup>st</sup> September 2019 and 20 <sup>th</sup> March 2020 for legal action for failing to ensure regular attendance.  46 cases were in the legal process in March 2020 when all action was withdrawn by the Local Authority.	Weekly attendance summaries to SLT and key staff in Student Services.	DGO/ STO	14 days @ £340 per day  £ 4,760 per term  Total cost £14,280

<p>Parental communication relating to the importance of attendance.</p>	<p>Important messages are shared to enable parents/carers to follow school procedures and be clear about action that will be taken where attendance is a concern.</p>	<p>Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absences</p>	<p>Weekly attendance summaries to SLT and key staff in Student Services.</p>	<p>DGO/ STO</p>	<p>£3,010 per term  Total £9,030</p>
<p>Translation of key attendance letters into community languages.</p>	<p>Important messages are shared to enable parents/carers to follow school procedures and be clear about action that will be taken where attendance is a concern</p>	<p>Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absences Communication of important information needs to be shared with and understood by all parents</p>	<p>Weekly attendance summaries to SLT and key staff in Student Services.</p>	<p>DGO/ STO</p>	<p>£65 per letter x 20 languages  2 letters required  Total £2,600</p>
<p>Appointment of an Attendance and Family Liaison Officer.</p>	<p>Increased capacity for family engagement in the community. To build upon the support provided by the Student Services Team by increasing the capacity to make home visits and reduce the barriers between home and school. To work jointly with families to improve school attendance.</p>	<p>Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absence. Home visits are important to continue the school's work in the community and identify any families in difficulty which may impact on a child's ability to attend school and progress academically.</p>	<p>Weekly attendance summaries to SLT and key staff in Student Services.</p>	<p>DGO/ STO</p>	<p>Scale 5, term-time only  Approx £22,000 plus on-costs</p>

<p>Appointment of a dedicated Early Help practitioner.</p>	<p>Increased capacity to support families as a whole and in their homes offering parenting support, routines and boundaries and signposting for additional targeted help and advice.</p>	<p>Families benefit greatly from the Early Help offer from the City Council. A TEMA Early Help Officer can link support for the wider family with school life and assist to remove barriers to attendance and achievement.</p>	<p>Weekly summaries to SLT and key staff in Student Services.</p>	<p>DGO/ STO</p>	<p>Scale 6, term-time only  Approx £25,000 plus on-costs</p>
<p>Appointment of a School Medical Officer</p>	<p>Students are supported in school with medical needs such as diabetes. To act as a first aid specialist supported by the rota team. To maintain the first aid room, equipment and records. To offer practical guidance around general health and well-being therefore reducing barriers to attendance and achievement. To increase parental confidence in school's ability to support students with medical needs.</p>	<p>Risk assessments will be completed to a high level when students are in school with short-term additional medical needs. Families will be supported to obtain medical appointments and health checks. Liaison will take place with health professionals. This position will be the main point of contact for the School Health Adviser (overseen by STO)</p>	<p>Weekly summaries to SLT and key staff in Student Services.</p>	<p>DGO/ STO</p>	<p>Scale 5, term-time only, part-time  Approx £20,000 plus on-costs</p>

<p>Increase the commission for the school counselling service.</p>	<p>To ensure the school counsellor's availability during the start of the school day and form time to support students, triage any concerns presenting and arrange appointments during the day where appropriate.</p>	<p>To support students who are presenting as upset or dysregulated in any way to enable them to settle into their school day.</p>	<p>Presence in the year group home bases and good use of drop in sessions. Numbers of students supported by the school counsellor during the academic year.</p>	<p>DGO/ STO</p>	<p>£8,000</p>
<p>MUFC Foundation</p>	<p>Provide high intensity mentoring support for students at risk of exclusion from the mainstream.</p>	<p>Disadvantaged students more at risk of exclusion nationally and in particular students with SEND.</p>	<p>Mentor line managed by Assistant Headteacher – Student Support and Personal Development.</p> <p>Referrals made according to empirical evidence from Co-operating for Learning and for Life policy.</p> <p>Impact to be reviewed termly.</p>	<p>SLO</p>	<p>Termly</p>
<p>Teens and Toddlers</p>	<p>Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.</p>	<p>Disadvantaged students more at risk of exclusion nationally and in particular students with SEND.</p>	<p>Referrals made according to empirical evidence from Co-operating for Learning and for Life policy.</p> <p>Impact to be reviewed termly.</p>	<p>SLO</p>	<p>Termly</p>



City Pathways	Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.	Disadvantaged students more at risk of exclusion nationally and in particular students with SEND.	Referrals made according to empirical evidence from Co-operating for Learning and for Life policy.  Impact to be reviewed termly.	SLO	Termly
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**Total budgeted cost** 218,000

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide funds to ensure all students can attend Educational and extra curricular visits	Access to School Trips and Residential visits	Disadvantaged students could miss out on enrichment visits due limited funds	Termly tracking of participation rates	SLO	Termly
Peripatetic music lessons	Access to music tuition	Financial factors with potential limits to funds available for music tuition	Termly tracking of participation rates	SHY	Termly
A range of extra-curricular opportunities at lunchtimes, college/employer visits, peer mentoring, external visits and trips. Further social and emotional	Improved access to enrichment opportunities to support learning and personal development	Experience of the school shows that students and their parents/carers buy-in to the learning process when they can tangibly see there is something provided for them personally.  EEF Teaching and Learning Toolkit	Termly tracking of participation rates  Facilitation of enrichment activities during the school day as well as outside of school.	SLO	Termly

learning through digital technology, one-to-one coaching, sport and music		research: Social and emotional learning (+4 months); peer tutoring (+6 months); digital technology (+4 months)			
Summer school for vulnerable year 6 students	To ensure the most vulnerable students have a successful transition into year 7. To identify the students that are in the most need of support and to allow intervention and support to be planned and delivered.	We have conducted a student and parent survey to gauge the impact. The results of both indicate that summer school 2020 has helped to <b>improve</b> the children's transition by <b>reducing their anxieties</b> about starting in September and enabling some <b>excitement</b> about starting TEMA. The parental survey rated summer school as <b>4.77/5</b> and the student survey rated summer school as <b>4.67/5</b> .	Use of transition information to identify specific cohort.		August 2021
<b>Total budgeted cost</b>					<b>570,000</b>

## 6. Review of expenditure

<b>Previous Academic Year</b>		<b>2020/21</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>To develop more instructional coaches through work with Ambition Institute</p>	<p>Improvement in quality of educational provision for students through better quality teaching and learning</p>	<p>5 staff trained as Teacher Educators (TEDs) with a focus on instructional coaching. All developed their teaching practice and coaching practice as a result of the training. These staff are now leading on the coaching of other staff in school and delivering part of the whole school CPD programme. Through QA activities we have seen an increased improvement in Teaching and Learning.</p>	<p>This programme will follow into next year</p>	
<p>Regular and intensive programme of CPD for all staff designed to meet areas for development within classroom practice.</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>Weekly CPD sessions informed by diagnosed needs from QA activities. Sessions focused on climate for learning, high expectations and then break out groups for planning, modelling and further climate for learning.</p> <p>A number of staff completed NPQML and NPQSL projects successfully which demonstrated an impact on the progress of students involved.</p>	<p>Tiered approach established to support staff at different career stages e.g. ECT, middle and senior leadership.</p> <p>Additional strands through fortnightly MLT meetings and Cross Trust training will enhance this further.</p>	
<p>Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>Time for faculties to meet has been invaluable, especially when supporting ECT and those new to the academy. Where middle leaders were proactive in using quality assurance feedback, planning in opportunities for curriculum development and outsourcing subject specialist support where required, teaching practice has improved.</p>	<p>LNE to produce a half termly menu for JPPA content. This will afford MLT with the freedom to plan bespoke and subject specific training whilst also ensuring coverage of academy-wide messages and initiatives.</p>	

<p>NQT and RQT programme</p>	<p>Early career stage teachers are supported to be strong practitioners in the classroom</p>	<p>All NQTs started the ECF pilot scheme and completed the first year of the programme.</p> <p>All RQTs participated in the transforming teaching programme. All also participated in Cross Trust RQT sessions.</p>	<p>TEMA is continuing the ECF scheme with our new NQTs and for the RQTs that were with us last year.</p>	
<p>Cross Trust and Collaborative CPD Programme</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>Cross Trust ECT Network attended by all TEMA NQTs, some of which was completed remotely due to COVID.</p>	<p>This programme will follow into next year</p>	

<p>Overstaffing in almost all departments to allow joint practice development</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>Increased supervision and activities at lunch time have been effective in improving behaviour during social times.</p> <p>Intensive support for ECT and those new to the academy.</p> <p>Learning Engagement Walk is staffed by our middle leaders; students can have a brief time out with someone they know.</p> <p>Staff under allocation will cover colleagues, this has impacted by reducing instances of poor behaviour related to external cover colleagues.</p>	<p>Team teaching has been planned in where possible e.g. more practical subjects</p> <p>Primary liaison to be implemented in half term 2 e.g. Drama, Music, PE, MFL</p>	
<p>GL Assessment suite to be used to test students</p>	<p>To test all students on entry, including the new year 7 where there is no KS2 data. To ensure learning gaps can be closed and that students are challenged in lessons Screening for dyslexia and testing reading and spelling ages will help give support to all students Progress tests will be used as a standardized test to be able to track student's progress.</p>	<p>GL assessment was used to test all new arrivals on entry and to set them appropriately</p> <p>32 students in Year 7 were screened and had dyslexic traits who were not originally on the SEND register. This then led to further screening and assessments.</p> <p>Spelling and Reading ages have been used on SIMS, SEND register and SEND profiles to ensure teachers can differentiate for students in lessons.</p>	<p>This year GL assessment will be used to screen all new students on arrival</p> <p>All students in Y7-Y9 will re-sit their reading test to measure progress and the impact of previous interventions.</p> <p>Reading scores will be used to create intervention groups and provide specific intervention through Accelerated Reader, Lexia and Phonics.</p> <p>All students in Year 7 will be screened for Dyslexia.</p>	<p>Total £210,000</p>

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Off-site provision	Sustaining the higher standard of behaviour across the whole school	AP Providers were used effectively to avoid permanent exclusion and also to support students in a smaller group setting whilst an EHCP process is completed. We were successful in gaining 8 EHCPs this year.	The number of AP providers commissioned by the school this year has been reduced to three. AP providers are commissioned based on their ability to provide for the needs of the student.	
Nurture Groups	Provide high intensity nurture group support for students at risk of exclusion from the mainstream.	The Nurture Group supported with 'plan,do,review' cycles for students who needed intensive interventions. Pupil voice demonstrates that the intervention was a positive experience and feelings about school (SNAP) was improved by the end of the year.All students in the Nurture provision made progress last year in core subjects as a result of LSA support and small group teaching.	TEMA will continue to use the Nurture Group approach with low ability groups but Nurture will no longer be mixed ability.  Lower ability groups will be kept to less than 15 students and will be staffed by experienced and skilled teachers.	

<p>Commission the services of One Education or KD Safeguarding to support the completion of documentation for legal proceedings for irregular attendance and to support attendance blitz campaigns.</p>	<p>Improve attendance and ensure a consistent approach to managing and challenging persistent absence. All documentation will be submitted to the Local Authority on time to enable proceedings to go ahead. Legal proceedings are a strategy to support improved attendance where alternative supportive intervention fail.</p>	<p>Attendance support commissioned from One Education Ltd to support the team with home visits and to prepare legal documentation for penalty notices for irregular attendance. The commission was adapted to include a focus on support for families due to the absence of one Attendance Officer who was required to isolate due to Covid 19.</p> <p>A consistent approach to legal action was adopted with documentation submitted to the Local Authority in good time.</p> <p>Due to the changes to school attendance legislation arising from the national lockdown and the suspension of school attendance legislation, only penalty notice action was considered by the Local Authority.</p>	<p>This approach was efficient and productive in meeting all of the targets set by the Local Authority and in terms of challenging absence from school and supporting families in difficulties.</p>	
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<p>Parental communication relating to the importance of attendance.</p>	<p>Important messages are shared to enable parents/carers to follow school procedures and be clear about action that will be taken where attendance is a concern.</p>	<p>The Transforming Attendance leaflet was created offering greater clarity around school expectations and procedures including the consequences of irregular attendance at school. This was updated accordingly.</p> <p>Half-termly banding letters were generated other than when school was partially closed due to the national lock down. These were sent to all families advising of their child's attendance percentage and also contributed</p>	<p>The information shared with parents/carers resulted in productive conversations to discuss school attendance. The documentation was used as evidence for legal procedures. This is good practice and should be continued.</p>	
<p>Translation of key attendance letters into community languages.</p>	<p>Important messages are shared to enable parents/carers to follow school procedures and be clear about action that will be taken where attendance is a concern</p>	<p>This action was not completed due to Covid 19.</p>	<p>This action will continue</p>	



<p>Appointment of an Attendance and Family Liaison Officer.</p>	<p>Increased capacity for family engagement in the community. To build upon the support provided by the Student Services Team by increasing the capacity to make home visits and reduce the barriers between home and school. To work jointly with families</p>	<p>This action was not completed due to Covid 19</p>	<p>This action will continue</p>	
<p>Appointment of a dedicated Early Help practitioner.</p>	<p>Increased capacity to support families as a whole and in their homes offering parenting support, routines and boundaries and signposting for additional targeted help and advice.</p>	<p>This action was not completed but was explored thoroughly with the Local Authority. The academy understood that the Local Authority would fund this post and the discussions occurred with this outcome in focus.</p>	<p>This action will continue</p>	
<p>Appointment of a School Medical Officer</p>	<p>Students are supported in school</p>	<p>This action was not completed due to Covid 19</p>	<p>This action will continue</p>	

	<p>with medical needs such as diabetes. To act as a first aid specialist supported by the rota team. To maintain the first aid room, equipment and records. To offer practical guidance around general health and well-being therefore reducing barriers to attendance and achievement. To increase parental confidence in school's ability to support students with medical needs.</p>			
<p>Increase the commission for the school counselling service.</p>	<p>To ensure the school counsellor's availability during the start of the school day and form time to support students, triage any concerns presenting and arrange</p>	<p>The school counselling commission was increased to allow a presence in the home base every morning, alternating daily between the year groups.</p>	<p>The presence of the school counsellor and her availability between 8am to 8.30am has supported a number of students to self-regular and manage their emotions before starting the school day. This has enabled them to be fit to learn at the beginning of the day, reducing behaviour consequences. It has also enabled a programme of support to be put into place during the day.</p>	

	appointments during the day where appropriate.		This model has proved to be extremely effective.	
MUFC Foundation	Provide high intensity mentoring support for students at risk of exclusion from the mainstream.	<p>The MUFC foundation has been successful in supporting students and improving engagement in school.</p> <p>Across 390 sessions, 96 students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes.</p> <p>64% of students that engaged showed improved behaviour and/or attendance as a result of participation</p> <p>70% of students that engaged reported an improved attitude to learning and/or school as a result of participation</p> <p>80% of students that engaged reported improved resilience and/or mental wellbeing as a result of participation</p> <p>Across 4 experiences, 29 students were engaged in a Manchester United Foundation enrichment activity</p> <p>Across 67 sessions, 125 students engaged in Manchester United Foundation extracurricular activity</p> <p>Collectively, Manchester United Foundation extracurricular clubs generated 42 hours of student participation</p>	This is a successful mentoring scheme and will continue this year.	

		<p>70% of students reported that they had they had developed at least one soft or sports related skill as a result of participation</p> <p>Across 2 sessions, 50 students engaged in Manchester United Foundation careers and pathways opportunities</p> <p>100% students had an encounter with an employer and/or employees</p>		
Teens and Toddlers	Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.			

City Pathways	Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.	<p>This was successful in supporting students and improving engagement in school.</p> <p>All students completed the programme and there was a significant reduction in the number of fixed term exclusions and behaviour incidents for the students involved in the programme.</p> <p>Students reported that it was a positive experience and were able to build positive relationships with both the staff from MCFC and TEMA staff who attend.</p>	This will continue this year. Selection for the programme this year was altered to take into account vulnerability factors in relation to Adverse Childhood Experiences and exposure to trauma.	
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Provide funds to ensure all students can attend Educational and extra curricular visits	Access to School Trips and Residential visits	<p>Removing the cost barrier for families meant that access to trips and visits was equitable.</p> <p>Many trips and visits had to be cancelled due to the lockdown of school.</p>	<p>Access to enrichment is now a part of the mainstream offer for all students at KS3. A calendar of trips and visits for all students is timetabled for each year group. Every student receives a standard enrichment offer.</p> <p>Reward trips will go ahead each half term in addition to planned enrichment mentioned above.</p>	
Peripatetic music lessons	Access to music tuition	Most activities halted because of COVID, but they are up and running again with a large uptake of students playing a wide range of instruments.	This programme will follow into next year	

<p>A range of extra-curricular opportunities at lunchtimes, college/employer visits, peer mentoring, external visits and trips. Further social and emotional learning through digital technology, one-to-one coaching, sport and music</p>	<p>Improved access to enrichment opportunities to support learning and personal development</p>	<p>Students were able to access a variety of opportunities during the school day so that willingness to stay behind after school was not a factor in participation.</p> <p>Due to lockdown some of this programme did not take place fully.</p>	<p>Access to enrichment is now a part of the mainstream offer for all students at KS3 to ensure full coverage for all students. A calendar of trips and visits for all students is timetabled for each year group.</p>	
			<p><b>Total budgeted cost</b></p>	<p><b>570,000</b></p>