

# Pupil Premium Strategy Statement: Ark Alexandra Academy

Timeframe for review and staff member responsible: **DRAFT (to be reviewed Nov 2019 by Chris Connor**

Further Documentation here: [EEF Pupil Premium Guide](#) [DfE Pupil Premium information and FAQs](#)

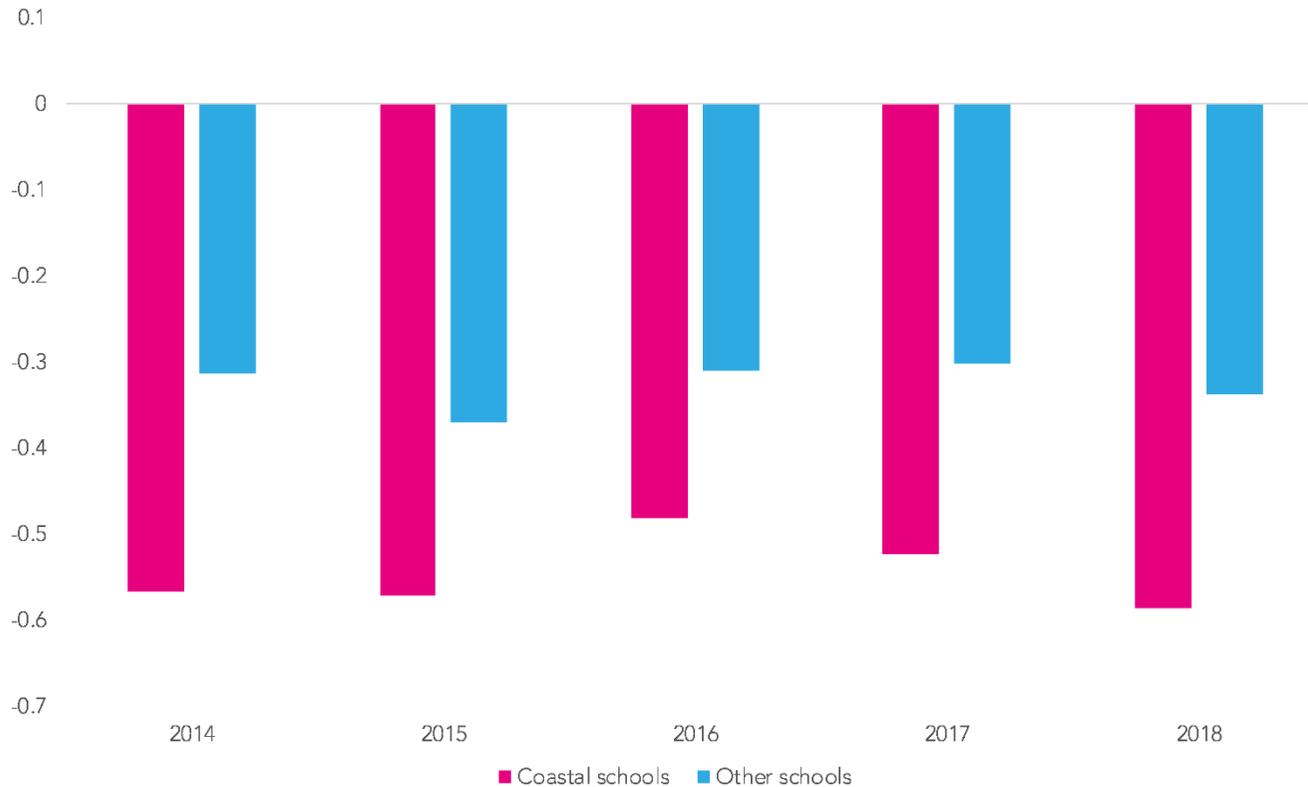
1. Summary information					
<b>School Name:</b>	Ark Alexandra Academy	<b>School Context:</b>	<i>E.g. IDACI, FSM levels, Mobility, SEND, Community characteristics</i>		
<b>Academic Years covered by plan</b>	Sept 2019- July 2022	<b>Total PP budget for current year</b>	£ 408,595	<b>Date of most recent PP Review</b>	Sept 2019
		<b>Estimated budget for period covered by the plan</b>	£408,595	<b>Key findings and actions recommended / taken</b>	<p>Follow through with greater accuracy and detail in planning and monitoring PP progress and strategies.            More rigorous QA of PP strategies            Track and monitor impact of PP strategies throughout the year.            For each area of focus a clear timeline of actions, impact and responsibilities needs to be in place            Ensure whole staff priority focus on PP students in their classes from all key stages across sites.            Greater attention placed on PP progress and attainment in years 9 and 10 to diminish the gap earlier.</p>
<b>Total number of pupils</b>	1,519	<b>Number of pupils eligible for PP</b>	478	<b>Date for next review of strategy</b>	Sept 2020

<b>Summary of strategy</b>	Improved self-confidence, self-esteem and participation in learning. This is done by improving children's oral language, vocabulary and self-regulation in the classroom, through class teaching, targeted intervention and enrichment. Our ambition is that all pupils attain well, irrespective of background or barrier to learning through research informed practice, inclusive teaching and curriculum equity. This is part of the school's wider improvement plan.									
	Increase student's confidence and ability to speak to an audience or give presentations (oracy programme)									
<b>Phase focus</b>	EYFS	%	KS1	%	KS2	%	KS3	39% disadvantaged	KS4	34% disadvantaged
<b>SLT lead</b>	<i>Chris Connor</i>				<b>Governance lead</b>			Clifford Smith		
<b>Date last updated</b>	28/09/2019									

<b>Current attainment / outcomes</b>	<b>Disadvantaged Pupils</b>	<b>Other Pupils (LA average)</b>	<b>Other Pupils (National Average)</b>	<b>Other key measures (e.g. subgroups, locality)</b>
	<i>See below</i>	<i>To be updated</i>	<i>To be updated</i>	<i>See below</i>

	2018 Cohort			2019 Cohort		
	PP	Non-PP	Gap	PP	Non-PP	Gap
% 4+ English & Maths	47.4	63.4	-16.0	42.2	73.0	-30.8
% 5+ English & Maths	25.6	45.4	-19.7	31.3	50.7	-19.4
% English 4+	57.7	77.6	-19.9	48.4	79.1	-30.6
% English 5+	42.3	60.7	-18.3	39.1	66.2	-27.2
% Maths 4+	53.8	67.8	-13.9	50.0	75.7	-25.7
% Maths 5+	32.1	49.7	-17.7	35.9	56.8	-20.8
% EBacc 4+	17.9	24.0	-6.1	25.0	35.1	-10.1
% EBacc 5+	7.7	18.0	-10.3	7.8	20.3	-12.5
Attainment 8	36.6	46.0	-9.5	36.3	46.7	-10.4
Progress 8	-0.6	0.1	-0.7	-0.4	0.3	-0.7

Mean Progress 8 scores for disadvantaged pupils, 2014-2018  
State-funded mainstream schools



## 2. Barriers to future attainment (for disadvantaged pupils and any other target groups)

Being in receipt of disadvantaged funding is no indicator of ability nor does this set any limit on achievement.

The academy is located within an area of high deprivation above the national average deprivation factor. Hastings is the 17<sup>th</sup> most deprived borough in the UK and is a government opportunity area. Some of the main barriers faced by our students are:

Literacy levels - Some students have low levels of literacy which impedes their learning and their confidence

Oracy levels - use of formal language and confidence to articulate and present

Numeracy levels

Access to Extracurricular activities

A lack of aspiration of some students, mostly PP. CEIAG - Students need to have a clear aspiration for the future that explains to them why they need to do well in their exams  
 The dis-engagement and behaviour of some PP students in years 10 and 11, has a detrimental impact  
 Lack of cultural capital  
 Self-confidence and resilience  
 Lack of social mobility

	<b>Barrier</b>	<b>Evidence and numbers of pupils involved</b>	<b>Subjects / Outcomes / Other affected</b>
<b>A.</b>	Literacy levels - Some students have low levels of literacy which impedes their learning and their confidence	More than half of disadvantaged pupils (54%) leave primary school with a reading level below the expected standard. Currently we have PP students with Reading Ages below 10 as follows: 25 students in Year 11; 54 students in Year 10; 44 students in Year 9; 53 students in Year 8.	
<b>B.</b>	Oracy levels	Pupils less likely to talk in class discussions due to underdeveloped vocabulary, oral language and self-confidence.	
<b>C.</b>	Numeracy levels	Too many pupils leave primary school without achieving the expected standard in reading, writing and mathematics – the key foundations for future learning. Approximately 20% of all year 7 students enter Ark Alexandra with numeracy levels below that of the national standard. This increases to 30% of disadvantaged students compared to 16% of non-disadvantaged. This is particularly true for pupils from disadvantaged backgrounds, where only a third of pupils achieved this	

		standard. At secondary, disadvantaged pupils achieved more than half a GCSE grade lower than their peers in maths (-0.55) in 2016. Pupils made less progress in maths than their peers nationally at all four mainstream secondary schools in Hastings.	
<b>D.</b>	Access to Extra-curricular activities	Our disadvantaged students attend less clubs and activities outside of school than our non-disadvantaged students and as such miss out on the social skills, cultural capital and personal growth that can be gained from attending such activities. Of all the students that attended after-school extra-curricular activities approximately only 14% were PP students.	
<b>E.</b>	A lack of aspiration of some students, mostly PP. CEIAG - Students need to have a clear aspiration for the future that explains to them why they need to do well in their exams	Pupils in Hastings are overall less likely to progress into sustained further education: 55% of all pupils compared to 66% nationally. This gap widens for disadvantaged pupils with 49% progressing into sustained further education compared to 65% of disadvantaged pupils nationally. Far fewer pupils in Hastings attend universities that demand the best A levels or equivalent; only 8% of all pupils in Hastings progress to the top third universities, compared to 17% nationally. Disadvantaged pupils in Hastings are less likely to progress into sustained education, employment or training at age nineteen than their peers nationally, 8% were recorded as having no activity captured post19, this is compared to 3% nationally.	

<p><b>F.</b></p>	<p>The dis-engagement and behaviour of some PP students in years 10 and 11, has a detrimental impact on attainment, progress and attendance.</p>	<p>Attainment in Hastings is lower than the national average and disadvantaged pupils are particularly at risk of low outcomes. 50% of pupils achieved A*-C in GCSE English and maths in 2016, compared with 63% nationally. Disadvantaged pupils made less progress than their peers and achieved on average half a GCSE grade less than their peers nationally. A PP student is three times more likely to receive an exclusion than a non-pupil premium student.</p>	
<p><b>G.</b></p>	<p>Self-confidence and resilience</p>	<p>Young people from Hastings are more likely to be 'not in education, employment or training' (NEET) than young people in other areas and are less likely to progress to higher education. Employers tell us that several young people lack the essential skills for employment – such as motivation, timekeeping, self-control and perseverance. We have identified 13 students who are in danger of being NEET in our current year 11</p>	
<p><b>H.</b></p>	<p>Lack of social mobility</p>	<p>Hastings ranked 282nd out of 324 districts in the Social Mobility Index in 2016. The index compared the chances that a child from a disadvantaged background will do well at school and get a good job. In the most recent Social Mobility Index Hastings ranked 299th. We believe that basics (4+ in English and Maths) are the essential life currency. Although the boys Pupil Premium gap has closed the girls has widened.</p>	

Desired goals						
	Outcomes that indicate that a strategy or activity is on track to achieving its goal			Goal		
Barrier	Short Term (next 6 months)	Medium Term (6-18 months)	Long term (18 months to 3 years)	Success Criteria		How will it be evaluated?
<b>A. Reading levels</b>	<p>Teachers trained in a variety of strategies to improve the reading skills of students</p> <p>Timetabled reading for pleasure sessions as part of the tutor programme</p> <p>All students to have a suitable reading book with them always.</p> <p>Teachers of year 7 trained and in the delivery of the vocabulary building project</p> <p>Lexia programme used to catch up students reading</p>	<p>Teachers regularly using reading as part of their lessons</p> <p>Reading for pleasure sessions happening at the timetabled slot in all tutor groups</p> <p>Students selecting more challenging texts.</p> <p>Teachers teach the identified vocabulary across all subjects in year 7</p> <p>High quality non-fiction and fiction texts purposely chosen and included in all schemes of learning</p> <p>Targeted students screen throughout the year to identify progress and underperformance</p>	<p>Students reading for their own pleasure in unstructured time</p> <p>Students selecting high quality texts</p> <p>Assessments show improved vocabulary test scored for FSM pupils compared to their peers.</p> <p>All teachers are trained in the strategies used to build and teach vocabulary and the programme is extended across Key Stage 3</p> <p>Waves of intervention added to support students to make progress</p>	<p><b>Post Intervention:</b> Reading ages of students improved at a greater rate to reduce reading age variance</p> <p>Improved screening of students to identify them earlier ensuring they catch up</p> <p>Improved average reading age</p>	<p><b>Long term follow up:</b> Sustainability of improving reading ages</p>	

	Reading age screened at start of year to identify target students					
	<p><b>Evidence</b> Classroom observation Summative Assessment data</p> <p>Reading age testing</p>	<p><b>Evidence</b> Classroom observation Summative Assessment data</p> <p>Reading age testing</p>	<p><b>Evidence</b> Classroom observation Summative Assessment data</p> <p>Reading age testing</p>	<p><b>Evidence</b> Classroom observation Summative Assessment data Reading age testing</p>	<p><b>Evidence</b></p>	
<b>B. Oracy levels</b>	<p>Teachers trained in how to plan for effective group or paired talk in the classroom (Think Share Pair)</p> <p>Teachers insisting on full sentence answers</p> <p>HoDs build in opportunities for student presentations into their curriculum</p>	<p>Students supplying full sentence verbal responses without prompts from the teacher</p> <p>Use of student presentations in the classroom</p> <p>Students confidently questioning and challenging each other.</p>	<p>Students able to present to peers, teachers and an unfamiliar audience with confidence</p> <p>Selected students taking public speaking exams</p>	<p><b>Post Intervention:</b> Increase in grades in students speaking and listening English GCSE</p> <p>Students confidently and articulately present their thoughts and ideas verbally in classroom and formal settings.</p>	<p><b>Long term follow up:</b> Ensure the opportunities for oracy are more prevalent and increasingly more challenging</p>	
	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	

<b>C. Numeracy levels</b>	<p>Identify a screening process to measure student's numeracy levels</p> <p>Identify and implement a catch-up programme for students with numeracy levels below a threshold</p> <p>Timetable numeracy sessions to reduce numeracy variance</p>	<p>Regular numeracy sessions timetabled and attended by students who require intervention</p> <p>Numeracy made explicit in curriculum in all subjects (focus on Graphs)</p> <p>Training to teachers on how to deliver numeracy in their subject</p> <p>Audit of KS3 Maths curriculum</p>	<p>Joined up approach to delivering key numeracy concepts across departments (graphs)</p> <p>The gap in numeracy levels between disadvantaged and non-disadvantaged students is diminishing.</p> <p>Common definitions for key mathematical term across the curriculum for core subjects</p> <p>KS3 Maths demonstrates better progress rates</p>	<p><b>Post Intervention:</b> Improved outcome in maths GCSE</p> <p>Numeracy levels in line with non-disadvantaged</p> <p>Curriculum delivered with numeracy explicit and standardised</p>	<p><b>Long term follow up:</b></p> <p>Sustain any improvements in numeracy levels</p> <p>Work with primaries to ensure students join with better numeracy levels</p> <p>Review effectiveness of strategy</p>	
	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	
<b>D. Access to Extra-curricular activities</b>	<p>Enrichment programme timetabled.</p> <p>Students selecting options that challenge and engage.</p>	<p>Skills/competency/confidence linked to each enrichment activity so that learning is explicit and measurable</p> <p>Analysis of outcomes show an improvement in the</p>	<p>Students demonstrate the skills linked to enrichment in their lessons.</p> <p>Increase in students attending</p>	<p><b>Post Intervention:</b> Students have demonstrated progress in core skills associated with the activity.</p>	<p><b>Long term follow up:</b></p> <p>Develop range of extra-curricular activities and monitor take up</p>	

	Disadvantaged students prioritised in choices	<p>attributed skills linked to enrichment</p> <p>Increased amount of enrichment options available to students</p>	enrichment activities in their own time.	<p>Increased engagement in the school community</p> <p>Improved attendance to school</p>	of non-school based activities.	
	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	
<b>E. Lack of aspiration</b>	<p>CEIAG mapped out for all year groups</p> <p>Dates planned for students to engage with employers</p> <p>Key employment skills mapped out alongside CEIAG programme</p>	<p>Students to engage with employers at calendared points in the year</p> <p>Students audited against employment skills</p> <p>Year 10 carry out work experience</p>	<p>Students show progress against employment skills</p> <p>Students make appropriate choices for further education, employment or training</p>	<p><b>Post Intervention:</b></p> <p>Students leave the Academy with a portfolio of experience with employment</p> <p>Students can demonstrate the key employment skills to potential employers</p> <p>Destinations data shows that all students enter further education and training at a suitable level</p>	<p><b>Long term follow up:</b></p> <p>Ensure we continue to map destinations</p> <p>Review effectiveness of the CEIAG programme</p> <p>Review costs involved in delivering CEIG programme</p>	
	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	

<p><b>F. Dis-engagement and behaviour</b></p>	<p>Set up systems and processes over the 2 campuses to ensure attendance is tracked and monitored effectively</p> <p>Create positive behaviour management model</p> <p>Identify students where positive behaviour model is not having the desired impact</p> <p>Engagement</p> <p>Purchase spare equipment and clothing to support student's attendance</p> <p>Purchase ESBAS credits</p> <p>Identify students most at need of ESBAS support</p>	<p>Proactively employ strategies and incentives to improve attendance</p> <p>Review and refine positive behaviour model, monitoring effectiveness</p> <p>Interventions are put in place to support students at risk of exclusion</p> <p>Identify students and families that are most likely to need additional clothing and equipment</p> <p>Build a stockpile of old uniforms to distribute accordingly</p> <p>Work with ESBAS to improve behaviour and attendance of identified students</p> <p>Work with local alternative provision providers to ensure quality of delivery and attendance of students</p>	<p>Maintain improved attendance and review effective strategies.</p> <p>Student voice demonstrates that students have a positive attitude to learning</p> <p>Students are supported in making behaviour choices and exclusion rates are lower</p> <p>Students are in school uniform and equipped to learn</p> <p>Referrals are made to ESBAS and success plans are in place for all identified students</p>	<p><b>Post Intervention:</b> Students are aware of the importance of attendance and attendance for PP</p> <p>Students demonstrate that they are able to manage their behaviour</p> <p>Exclusions rates are at or below national levels</p> <p>Students all have access to school uniform and equipment</p> <p>Students are supported by a</p>	<p><b>Long term follow up:</b> Review effectiveness of attendance protocols and strategies</p> <p>Review effectiveness of positive behaviour model with all stakeholders Further develop the range of interventions in place to support students Continue to ensure that students where material deprivation is a barrier to learning are supported by the Academy</p> <p><i>The effectiveness of referrals, interventions</i></p>	
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	<p>Identify students at risk of needing alternative provision off site to achieve</p> <p>Plan in house alternative provision</p>	<p>Deploy in house alternative provision</p>	<p>Appropriate referrals are made for students with Level 3 intervention in place and reviewed.</p> <p>PEP and review meetings are held for all students in alternative provision</p> <p>Alternative provision supports students to regulate their behaviour and follow Academy routines</p>	<p>range of agencies and demonstrate a sustained improvement in attendance and behaviour</p> <p>Students in alternative provision are tracked and monitored in line with Academy policies</p> <p>Review meetings are used to ensure students are engaged and attending all alternative provision providers</p> <p>On site alternative provision enables students to successfully reintegrate into the mainstream Academy</p>	<p><i>and strategies are reviewed</i></p> <p><i>All on and off-site provision is evaluated for effectiveness in enabling students to engage and achieve academically</i></p>	
	<p><b>Evidence</b></p>	<p><b>Evidence</b></p>	<p><b>Evidence</b></p>	<p><b>Evidence</b></p>	<p><b>Evidence</b></p>	

<b>G. Lack of social mobility</b>	Close the current PP gap in English and Maths in year 11 by spring 2.	Disadvantage gap in progress and attainment minimised in year 11 in all subjects	Gaps closed in all subjects across all year groups	<b>Post Intervention:</b> Students achieve excellent grades in all subjects	<b>Long term follow up:</b> Ensure sustainability of improvements.	
	Initiate maths intervention – Oct 2019	Students attend Knowledge gap related revision sessions afterschool	Develop and implement a 3-year intervention plan	Gaps in attainment and progress between disadvantaged and non-disadvantaged students have diminished	Focus on improvements in earlier years to combat the gaps earlier	
	Implement wave 1 intervention	Study skills taught explicitly as part of the curriculum		Students are independent learners, self-regulating learning outside of the classroom		
	Identify high priority students to begin subject specific intervention during Oct - Dec	Intervention adapted following mock results for wave 1 –3				
	Year 11 students taught explicit revision skills	Implement a targeted plan for underperforming PP students in years 9 and 10				
	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	

<b>3. Planned expenditure</b>		
<b>Academic years</b>	<b>2019-20</b>	
<b>1. Improve classroom teaching and curriculum equity. Proportion of annual Pupil Premium budget: 16%</b>		

Barrier / Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	Resources required
<b>A. Reading levels</b>	Improve the reading skills of students	Analysis of pupil need Analysis of reading age data	Teachers trained in a variety of strategies to improve the reading skills of students	<b>Staff:</b>	
<b>A. Reading levels</b>	Increase reading for pleasure	Survey of students that identified the lack of reading for pleasure	Timetabled reading for pleasure sessions as part of the tutor programme All students to have a suitable reading book with them always.	<b>Governor:</b>	
<b>B. Oracy levels</b>	Vocabulary building project	Lack of vocabulary with certain students across the school	Teachers of year 7 trained and in the delivery of the vocabulary building project		
<b>C. Numeracy levels</b>	Hegarty Maths	Low numeracy levels Lack of mathematical skills of some parents to support at home	Provide additional support with Maths for disadvantaged students across the school which is understandable and accessible from home. Create culture where this is completed weekly.		
<b>G. Lack of social mobility</b>	Re-teach/re-test	Trial carried out with year 11	Students are shown the marginal gains regularly to increase motivation.		
<b>G. Lack of social mobility</b>	Targeted questioning	Research from Teach like a champion	PP students targeted for questioning. Training for staff on how to question in the classroom and how to deal with limited responses		

<b>G. Lack of social mobility</b>	Live marking	Trial carried out with a variety of classes last year	Teachers trained and supported with the live marking approach. Students respond to the marking immediately. Re-visited at various points to improve practice		
<b>Progress against short, medium- and long-term outcomes and goal and any changes made:</b>					
<b>Changes following internal QA:</b>					
<b>Changes following external review:</b>					
<b>Total budgeted cost</b>					<b>£ 65,000</b>
<b>2. Provide targeted academic support or intervention. Proportion of annual Pupil Premium budget: 46%</b>					
<b>Barrier / Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Lead</b>	<b>Resources required</b>
<b>A. Literacy levels</b>	Fresh Start Literacy	Reading ages of students	Fresh Start Literacy intervention for targeted students		
<b>G. Lack of social mobility</b>	Improved outcomes in three core subjects	Current attainment and progress, in particular the gap between PP and non-PP	Selected Year 11 students to receive 1-2-1 academic support and mentoring to ensure that they attend school, lessons, interventions and are meeting the assigned Year 11 goals		
<b>G. Lack of social mobility</b>	Targeted students to receive subject support outside school hours in small groups	Current attainment and progress, in particular the gap between PP and non-PP	Holiday and weekend intervention from current staff paid at £25 per hour for time once all Ark contracted hours		

<p><b>G. Lack of social mobility</b></p>	<p>Academic workshops and team building activities</p>	<p>Lack of understanding from certain students in how to learn and prepare for exams</p>	<p>are used. Ensure attendance of targeted students</p>		
<p><b>G. Lack of social mobility</b></p>	<p>Revision guides for PP students</p>	<p>Parent voice on the lack of finances for revision materials</p>	<p>Improve outcomes and create strong ethos and culture of learning and mutual respect</p>		
<p><b>A. Reading levels</b> <b>B. Oracy levels</b></p>	<p>Literacy intervention</p>	<p>Need to improve core skills for PP students as early as possible during secondary years</p>	<p>Additional revision materials to support independent learning and continuously re-visit previous topics. Purchase of revision guides for all students in all subjects</p>		
<p><b>F. Dis-engagement and behaviour</b></p>	<p>Alternative provision</p>	<p>Experience of previous year 11's who have disengaged with learning and become school refusers</p>	<p>Literacy work for students who are below expected standard is overseen by the Literacy Co-ordinator and is an embedded part of the academy's practice. This includes withdrawal work and regular monitoring to assess impact.</p>		
<p><b>B. Oracy levels</b></p>	<p>LAMDA Public Speaking exams</p>	<p>Students not able to contribute to class discussions</p>	<p>Emergency fund for any necessary off-site provision that keeps a disadvantaged student in mainstream education where this would otherwise not be possible</p> <p>Drama teachers taking targeted students through lower lever LAMDA Public Speaking exams</p>		

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**Progress against short, medium- and long-term outcomes and goal and any changes made:**

**Changes following internal QA:**

**Changes following external review:**

**Total budgeted cost** £187,000

**3. Wider pastoral, enrichment and other strategies. Proportion of annual Pupil Premium budget: 38%**

<b>Barrier / Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Lead</b>	<b>Resources required</b>
<b>F. Dis-engagement and behaviour</b>	Improved attendance and aspiration with better support for families and for students in applying themselves to learning and the exam context.	Previous attendance figures	Attendance team lead to ensure rigorous action taken on daily basis with a focus on improving attendance for PP students. Heads of Year appointed who are non-teaching. Allows high visibility and detailed involvement with most vulnerable students to support attendance, behaviour, welfare and attitude to lessons/learning/exams.		

<p><b>F. Dis-engagement and behaviour</b></p>	<p>Need to improve behaviour and attitudes to learning</p>	<p>Previous behaviour figures</p>	<p>Behaviour support officer appointed who is non-teaching. Supports high visibility, works to reduce poor attitudes to learning, intervenes where the need is</p>		
<p><b>E. Lack of aspiration</b></p>	<p>Need to improve student aspiration and understanding of importance of education</p>	<p>Student voice Destinations data</p>	<p>Careers &amp; aspirations work to be implemented at Ark Alexandra specifically for the PP students in KS4, but to impact all PP students. Focus on STEM in the early years</p>		
<p><b>D. Access to Extra-curricular activities</b></p>	<p>Enrichment</p>	<p>Student voice highlights the lack of attendance at afterschool activities and out of school activities</p>	<p>Development of cultural capital and skills required to bring about social mobility. Enrichment programme embedded, tracked and monitored.</p>		
<p><b>F. Dis-engagement and behaviour</b></p>	<p>Equipment and clothing</p>	<p>Experience of students attending school without the correct clothing or equipment</p>	<p>Ensure the basic needs of the most vulnerable students are met</p>		
<p><b>F. Dis-engagement and behaviour</b></p>	<p>ESBAS</p>	<p>Previous attendance and behaviour data</p>	<p>Targeted students to receive support and monitoring from East Sussex Behaviour and Attendance Service</p>		

**Progress against short, medium- and long-term outcomes and goal and any changes made:**

**Changes following internal QA:**

**Changes following external review:**

	<b>Total budgeted cost</b> £157,000
<b>Total Pupil Premium Projected Expenditure</b>	£409,000