

### **What is the Pupil Premium?**

Pupil Premium is a funding stream allocated to schools to provide additional support to students on or who have, in the previous 6 years, received free school meals. A provision is also made for children who have a parent in the armed services.

In addition, in 2013, the DfE introduced 'Pupil Premium Plus' for looked after and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life. Schools can decide how Pupil Premium funding is best spent with the purpose to diminish the difference so that outcomes for those who are eligible for pupil premium do equally well to their peers nationally.

The Pupil Premium funding is spent in a variety of ways at The Wensleydale School and Sixth Form with the direct and explicit aim of narrowing the attainment gap between the highest and the lowest achievers. The Wensleydale School and Sixth Form is committed to ensuring maximum progress for all groups of children and strives to close any gaps. Specifically The Wensleydale School and Sixth Form uses its funding for academic and pastoral initiatives to support all students in achieving the best outcomes.

### **PPG provides funding for two policies:**

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces

**Pupil premium 2019/20 Review****Key Priority:**

**To close the disadvantage gap by addressing inequalities and raising the attainment of those students in low-income families.**

<b>1. Summary Information</b>					
School	The Wensleydale School and Sixth Form				
Academic Year	2019/2020	Total PP budget	£58,290	Date of most recent PP Review	N/A
Total number of pupils	389	Number of pupils eligible for PP	80	Date for next internal review of this strategy	July 2021

<b>2. Key Indicators (most recent Year 11)</b>	<b>Data Source: ASP</b>	<b>Unvalidated</b>	<b>x</b>	<b>Validated</b>	
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<b>Yr 11 2019/2020</b>	<b>Pupils eligible for PP (22)</b>	<b>Pupils not eligible for PP (64)</b>
<b>Key Stage 2 Fine Point Level 1 (Cohort Size)</b>		
<b>% Attaining 9-7 in English (Best) and Maths</b>		
<b>% Attaining 9-5 in English (Best) and Maths</b>	36.4	42.9
<b>% Attaining 9-4 in English (Best) and Maths</b>	68.2	80.4
<b>Progress 8 score average</b>	+0.4	+0.5
<b>Progress 8 English</b>	+0.2	+0.2
<b>Progress 8 Maths</b>	+0.3	+0.4
<b>Progress 8 English Bacallaureate Slots</b>	+0.8	+0.8
<b>Progress 8 Open Slots</b>	+0.4	+0.3
<b>Progress 8 score average for Higher Ability Pupils</b>	+0.4	+0.4
<b>% Entering the English Bacallaureate</b>	100	100
<b>% Attaining 9-5 in the English Bacallaureate</b>	4.5	14.3

<b>% Attendance</b>	TBC	TBC
<b>% Persistently Absent</b>	TBC	TBC
<b>% Staying in education or entering employment after Key Stage 4</b>	TBC (expected 100%)	TBC (expected 100%)

### 3. Breakdown of Pupil Premium students at The Wensleydale School & Sixth Form

Schools receive funding for pupil premium students at the start of each financial year.

The funding allocation is as follows:

Free School Meal = £50,490 (£935 per student)

Service students = £7800 (£300 per student)

Looked After Children = £6937 (£1900 per student)

The funding is based on the information provided by the school for the January census. In April 2019 the school received £58,290 based on the information provided in the January 2019 census.

Like all years, for the academic year 2019/2020 the funding is split.

Funding for September 2019 to March 2020 is based on the January 2019 census. Funding for April 2019 to August 2019 is based on the January 2018 census but is always given to schools as an estimate which will be calculated, confirmed, and adjusted by the DfE in summer 2019. To work out the exact funding for an academic year a school must calculate 7 months of funding from one financial year and add it to 5 months of funding (estimated) for the next financial year. The estimated funding for the financial year 2019 to 2020, which will be confirmed in summer 2019, is £49,535.

**Pupil Premium Student Profile 2019/2020**

Year group	Male	Female	Total	% Total of Year Group
7	0	0	0	
8	5	4	9	
9	12	9	21	
10	5	7	12	
11	12	10	21	
P16	2	0	2	
Overall				

**Category of Pupil Premium Students**

Free School Meals	54
Service Students	27
Looked After Children	1
Adopted from Care	0

\*some students fall in to more than one category

<b>4. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A	Literacy and numeracy skills are lower (four year trend of KS2 data) for students eligible for pupil premium funding than for other students entering year 7. This limits potential for good progress in year 7.
B	Attendance – there is a persistent absentee gap between PP students and non PP students
C	PP make less progress than non PP students at Key Stage 4
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D	Parental engagement with school for some PP students
E	Low aspirations and the lack of value in school from both parent and student perception

<b>5. Desired outcomes</b> <i>(desired outcomes and how and when they will be measured)</i>		<b>Success criteria</b>
A	High levels of progress in literacy and numeracy for year 7 students eligible for PPF. This will be measured and evidenced using teacher assessments and data collection for maths and English. Progress in IDL Literacy and Numeracy will also be measured. Progress in spelling from	Students eligible for PP in year 7 who have been identified as having weak literacy and/or numeracy will make good progress by the end of year 7. 100% will continue to make expected progress by remaining on their entry flightpath. 50% will exceed expected progress and move onto the next flightpath in either maths or English or both. All students will make progress from their starting point in spelling tests. All

	the test at the start of year 7 to the test at the end of year 7 will be measured. Overall, students will make good progress in maths, English, reading and spelling	students eligible for PP will show significant progress through ID in both Literacy and Numeracy..
B	Improved attendance and behaviour of PP students at school	Records of parental contact and weekly attendance analysis show improved rates of attendance. Timely analysis allows early intervention and action to be taken.
C	Increased progress rates for PP students and increased uptake of EBacc.	Students make as much progress as non PP students across each key stage so they are on track for at least 4 levels of progress by the end of KS4. Increased % on EBacc
D	To improve the engagement and achievement for our most vulnerable students by providing pastoral and welfare support for students with emotional, social and attendance issues	Attendance for PP students is higher than the national average and exclusion rates are as they are for non PP students.
E	To offer opportunities to PP students to increase aspiration overall and increase engagement in subjects within school.	All PP students have a clear Post 16/18 destination.

**6. Planned Expenditure Academic Year 2020-21**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

<b>1. Quality of teaching for all</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>Evidence and rationale for this choice</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead &amp; Cost</b>	<b>Review date</b>
High levels of progress in literacy and numeracy for year 7 students eligible for PP	English department work with SENDCo with IDL to support students and track and monitor progress.	IDL has shown to have a positive impact on the small trial group in Spring 2018 students in school analysis. Embedding it as part of students' English lessons will support progress in literacy and allow time for weaker students to have their literacy skills improved at their own pace.	Ensure the intervention is targeted to meet the needs of the learners by: Training The Bridge staff in IDL Literacy and Numeracy and have a rolling programme of Reading Intervention followed by Lexia for students throughout KS3. NL/SC as HOF English and Maths to report back to SENDCo on progress.	SENDCo / HOF's English and Maths  IDL purchase and subscription: £650	Half Termly

	<p>KS3 Reading list with support strategies sent to all parents</p> <p>Summer Reading Challenge set to Year 6 transition students.</p>	<p>EEF (Education Endowment Foundation) note that parental engagement is effective in improving performance. Parents could learn more about effective reading strategies to improve reading comprehension.</p>	<p>Nominated English teacher (RH) will oversee the collation of the reading list and support strategies sent to parents. English teachers will discuss student progress at parents' evenings. The information will be on the school website. SENDCo will analyse impact on PP as well as SEND students.</p>	<p>English Faculty</p> <p>SENDCo</p> <p>Cost: (Books) £1000</p>	<p>Annually</p>
<p>Improved attendance and behaviour of PP students at school</p>	<p>Our school attendance officer monitors daily attendance and rings home before 10:30am every day for any students who is not present in school.</p>	<p>Since appointment of a specific attendance officer at TWS we have seen a decline in the number of 'odd days off.'</p> <p>The DfE in 2016 stated that every extra day missed is associated with a lower chance of achieving 5 or more good GCSEs .</p>	<p>The attendance officer reports weekly to PL's and the SENDCo re student attendance and follow ups planned.</p>	<p>Attendance Officer</p> <p>Progress Leaders (PL's)</p> <p>SENDCo</p> <p>Cost: ½ Salary Attendance Officer £2177.71</p>	<p>Half Termly</p>
	<p>Prioritised parental contact; raise awareness assemblies; rewards; attendance</p>	<p>PP students have a lower attendance rate than non-pp students</p>	<p>Records of parental contact and weekly attendance analysis. Attendance Officer has</p>	<p>AHT</p> <p>PL's</p> <p>SENDCo</p>	<p>Half Termly</p>

	and behaviour action plans; SLT parental interviews; Governor panel meetings for behaviour.		fortnightly meetings with SENDCo to discuss PP attendance issues. Records of action plans are circulated to PL's and reviewed after two weeks. Historic attendance concerns are also flagged.  Behavioural patterns are discussed at weekly meeting with AHT and PL's and action plans created/monitored.	Attendance Officer  Senior Staff & Meetings: £3000	
	Lessons and teaching is differentiated to engage and meet the needs of all learners.	Evidence over time has shown that students who are actively engaged in learning and using Kagan are more likely to want to come to school.	Checking of 5 minute lessons plans for Kagan.  Videoing of lesson observations as standard.  Attendance figures closely monitored by people named above.	Attendance officer  PL's  SENDCo  Kagan Training Contribution £1000	Half Termly
Increased progress rates for PP students and increased uptake of EBacc.	Cross-curricular and subject specific initiatives to enable higher level skills to be developed	Attendance data and student feedback from revision sessions positive.	Regular monitoring of data by middle leaders and SLT.	AHT/DHT  SENDCo and Middle Leaders	Half termly

	<p>Targeted interventions are in place to reduce gaps.</p> <p>Reading Mentor Scheme</p> <p>Support for study and revision materials to be given</p>	<p>Previous data shows a significant gap between PP &amp; non PP at assessment intervals.</p> <p>Previous cohorts have shown good progress and engagement in reading</p> <p>Provision of study and revision materials to help student progress. Has proven successful for previous cohorts.</p>	<p>Y12 reading mentors to be trained by Reading Matters</p> <p>The Bridge staff ensuring students use resources given to students are used.</p>	<p>AHT/ SENDCo</p> <p>SENDCo / HLTA SEND</p> <p>Training: £2000</p>	
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<b>2. Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>Evidence and rationale for this choice</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date</b>
To improve the engagement and achievement for our most vulnerable students by providing pastoral and welfare support for students with emotional, social	<p>All years - prioritised monitoring, wellbeing mentor support, home school support team, mental health CPD for all staff</p> <p>Bistro Based</p>	Identifying individual barriers to learning, students can be supported by different in school and out of school agencies.	Student voice, case studies; analysis of behavioural events (see above) attainment and progress data analysis.	<p>AHT</p> <p>SENDCo</p> <p>PLs's</p>	Half termly

and attendance issues	subsidised Breakfast Club	Previous cohorts have shown increased attendance over time. A positive start to the day and students are ready to learn.	Student attendance and need monitored	Wellbeing Mentor Salary Contribution £12,000	
To improve the engagement and achievement for our most vulnerable students by providing pastoral and welfare support for students with emotional, social and attendance	Loric- All tutor groups to deliver content to help develop team working, confidence, resilience, communication & initiative  Year 11 have bespoke subject time and specific interventions from the HOF in all areas of school curriculum. Years 7, 8, 9 and 10 have literacy and numeracy time built in to their weekly tutor programme.	Kagan has improved our teaching and moved more lessons to good and outstanding. This has teamwork and collaborative learning at heart.	Monitoring by PL's and AHT. Bluesky observations.  SENDCo walk throughs.	PL's and AHT  SENDCo  Training for Staff £3000	Half termly
	The Bridge- Flexible Learning Zone	This is a staffed room where students who have changes to their timetable are supervised and supported in independent learning.	Progress Data of Individual students regularly using provision.  Logs of attendance from specific students	SENDCO and HLTA  AHT  HLTA Salary Contribution £3725.02	Half Termly

		<p>This area is a key area in school which links the academic support to the pastoral care. Some of our most vulnerable students register here in the morning to support them in getting ready for the day.</p> <p>Allows students who would otherwise become school refusers a supportive learning environment and a bespoke, calm place to work.</p>	<p>and groups of students.</p> <p>Student and staff feedback.</p>	<p>SENDCo Salary Contribution £8937.27</p>	
<p>To offer opportunities to PP students to increase aspiration overall and increase engagement in subjects within school.</p>	<p>Boys' and Girls engagement projects to be launched/marginal gains to improve engagement, confidence and self-esteem of key groups of boys and girls.</p>	<p>Positive wellbeing and engagement is proven to have maximum impact for minimal costs.</p>	<p>Lesson Observations of all areas- focussing on specific students.</p> <p>Progress data of students involved.</p>	<p>SENDCo / Wellbeing Mentor</p> <p>All staff involved</p> <p>Cost: Built into wellbeing above.</p>	<p>Half Termly</p>
	<p>Use of work experience placements (Y10) to positively engage</p>	<p>Endeavour to place PP with top 2 choice of work experience</p>	<p>PL KS4 places students first</p>	<p>PL KS4 plus admin support</p>	<p>Annually</p>

	students	placement. Previous cohorts have shown higher rates of engagements in return to school.		AHT CIAG  Cost: Admin support £1500	
	Provide funding to access extra-curricular experience and activities	Increase participation rates and exposure to a range of experiences that they may not have access to	Assessed on a case by case basis.	Headteacher and School Business Manager  SENDCo  Cost: Budget Built In £1000	Annually

**3. Other Approaches- Below are specific improvement initiatives and expected impact.**

Improvement Initiatives	Chosen Action and Approach	How we will ensure it is implemented well	Cost	Review Date
<b>Improving Numeracy and Literacy</b>				
Spelling and baseline testing	All KS3 students take a baseline test in reading and spelling at the start of the academic year to analyse progress from the previous year and plan interventions for the coming year.  All year 7 students take the Arti test in October.	To ensure that students who are below their chronological age in spelling or reading upon entry of TWS are selected effectively for intervention work to begin.	£1500	SENDCo  Half Termly
HLTA SEND for Literacy and Numeracy co-ordination	In place to support the improvement of whole school literacy	To ensure that timely intervention with measurable impact is in place. This is especially important for students who have not met expected standards at KS2 in English and Maths respectively.	Salary Contribution Discussed Above.	SENDCo  Half Termly
Numeracy tests	All PP and catch up year 7 students take a maths calculator and non-	This allows us to see areas of strength and weakness immediately as well as	Specific assessments £500	SENDCo  Half Termly

	calculator SATs paper.	difference. Results are used to inform planning and support teaching and learning.		
IDL Literacy and Numeracy	Online packages that are used to support individual students with improving outcomes in literacy and numeracy. The program initially tests, sets at appropriate level and then measures progress over time.	To allow us to see areas of strength and weakness immediately as well as difference. Results are used to inform planning and support teaching and learning. HOF Maths and English are involved and supportive of this package.	Cost discussed above.	SENDCo Half Termly
<b>Improving Academic Outcomes</b>				
Providing revision guides	All PP students will receive revision guides free of charge if a subject teacher requires them to have one.	To ensure that PP students are fully equipped and ready to meet the demands of examination.	Cost: £1000	SENDCo Half Termly
Revision stationary packs	All year 11 PP students will receive stationary packs needed to support their revision process. This includes pens, highlighters, cue cards, folders etc..	This allows the playing field to be levelled in terms of revision and allow students the equipment they need.	Cost: £1000	SENDCo Annually
Lunchtime study sessions	Study sessions are planned each lunchtime for key exam year groups- 11 and 13. These run Monday-	To allow fair access to key examination year groups to revision sessions led by specialist teachers.	Cost absorbed by teaching contracts.	AHT Annually

	Thursday.	To improve Summer examination results and support 'closing the gap.'		
Holiday study sessions	Study sessions are planned for February, Easter and May holidays 2019. Staff will deliver these sessions. Transport will be provided and paid for if any PP student is unable to attend for transport reasons.	To allow fair access to key examination year groups to revision sessions led by specialist teachers.  To improve Summer examination results and support 'closing the gap.'	Cost: Study Saturdays partly funded £500	AHT  Annually
Off-site provision	Education provision not provided by The Wensleydale School and Sixth Form for PP students who are off site for part of their education. Currently this involves one full time 5 days per week offer at Open Arms, Escomb. This provision allows a specific student to learn and progress in a different environment.	Improvement in attendance, engagement and progress from specific student.	Specifically funded by EHCP currently.	SENDCo  Termly
Individual or small group Tutoring	Provision is made for some vulnerable learners who struggle to access a full curriculum to have time with a tutor either 1:1 or as part	To build confidence in learners and to ensure attendance and progress is made in times of vulnerability.	Costs: £3000	AHT and SENDCo  Termly

	of a small group.			
<b>Pastoral and Whole - Student Support</b>				
Part time wellbeing mentor	A part time wellbeing mentor continues to be employed to work as a member of the pastoral team to ensure the most vulnerable students are supported academically and pastorally.	To ensure our most vulnerable learners can access education and the right services in a prompt fashion.	Costs Discussed Above	AHT Annually
Vulnerable Learners Meetings	VLM is held every Wednesday 3:45 – 5:00pm. This meeting is chaired by the Assistant Head of School and attended by the two Progress Leaders, the SENDCo . Standing agenda items include weekly attendance concerns, referrals made, any agency involvement and weekly behaviour logs	To ensure that all students needs are met and that students are receiving the best possible provision.	Cost absorbed by professional teaching time.	AHT PL's, SENDCo and Wellbeing Mentor.
Mentoring	A high number of Year 11 students have an academic mentor. Pupil Premium students generally have a mentor from the pastoral or senior leadership teams.	To allow a key adult to guide and support individual students.	Cost absorbed by professional teaching time.	SLT PL's and SENDCo

	Some PP students in earlier year groups also have a mentor.			
Parents evening appointments	All Pupil Premium students and parents are supported to attend parents evening. The admin team will make transport arrangements if this is a barrier. Nonattendance is followed up by a phone call. Student progress is discussed and communication between school and home is strengthened.	To build positive home school relationships and ensure that all students have fair access to whole school events.	Cost: £1000	SLT PL's and SENDCo
Student support (including trips)	Money spent supporting students with purchasing uniform, equipment, textbooks, music provision and other essentials including educational visits and trips.	To ensure fair access to all educational enrichment opportunities.  Students to be happy in knowledge that they will not look or feel any different to others.	Cost: £3000	Headteacher and SBM Middle Leaders and SENDCo
Careers advice / service	Money spent ensuring that Pupil Premium students make appropriate choices and are offered good impartial advice and guidance concerning their future.	To allow students to make the best, informed choices and avoid becoming NEET.	Cost: £1000	AHT CIAG SENDCo

Collaborative members	The head of the pastoral team attends the North Yorkshire collaborative meetings to ensure the best outcomes for all vulnerable students.	To allow PP students chance to access any additional services as appropriate.	Cost absorbed by professional teaching time.	AHT
Safeguarding	To ensure the school has a contact at all times of the year including school holidays for safeguarding emergencies where pupil premium students are involved.	To maintain safety of PP students at all times.	Cost absorbed by professional teaching time.	DSL
Educational Psychologist and other traded services	To support school in assessing students with emotional difficulties due to disadvantaged circumstances	To ensure that students need are understood and can be met by The Wensleydale School and Sixth Form. This contributes to a happier experience and trackable progress being made.	Cost: £3000	SENDCo
Counselling	1:1 counselling sessions arranged by the school, usually in conjunction with the Prevent Team (and other agencies), to support students through times of emotional, behavioural or social difficulties.	To ensure that students need are understood and can be met by The Wensleydale School and Sixth Form. This contributes to a happier experience and trackable progress being made.	Cost: £1000	AHT PL's, SENDCo and Wellbeing Mentor

<b>Additional Detail</b>
Information on specific spending for each individual student in receipt of Pupil Premium funding is logged by the School Business Manager to allow the tracking of expenditure. This information is highly confidential but is necessary to enable the impact of the funding on individual students to be analysed.

7.

Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
English department work with SENDCo with IDL to support students and track and monitor	IDL subscription and regular use by students.	Students made progress in spelling and reading comprehension- measured via LucidExact	IDL has been successfully embedded within KS3 intervention and will be continued moving forward.	<b>£650</b>

progress: we should see improved spelling and reading ages.				
Improved reading comprehension.	KS3 Reading list with support strategies sent to all parents- challenge summer books given between Y6 and 7.	Miss Hancock as lead from English dept reports improved attitudes to reading. Parent engaged and gave positive feedback re this strategy.	Approach was a success in principle- timing will be moved to over Easter holidays in future years- which will allow measured progress to be evidenced rather than teacher assessment.	<b>£1000</b>
Improved attendance equates to improvement in academic achievement (by grade and outcome.)	Improved attendance and behaviour of PP students at school: attendance officer to check each student by 10.30am each day.	Increased number of PP students meeting 96% attendance target in school.	Appointment of AO has made a significant improvement in PP attendance- to continue.	<b>£2177.17 (contribution to salary AO)</b>
Improvement in parental relations, students engagement improved. More positive behaviour points and less negative events per student.	Prioritised parental contact; raise awareness assemblies; rewards; attendance and behaviour action plans; SLT parental interviews; Governor panel meetings for behaviour	PP students increase of positive events- large drop in number of negative events.	Parent feedback much more positive.  Almost double positive postcards home sent to PP students.	<b>£3000</b>
For all lessons to be fully differentiated so	Lessons and teaching is differentiated to engage and meet the needs of all learners.	Staff lesson observations including clear differentiation section. PP students able to access and complete	Wholly successful- extended to a weekly training session for staff on differentiation and how to	<b>£1000 Kagan Contribution</b>

all students can access the learning.		learning, including practicals where equipment is provided at no cost.	differentiate successfully (led by SENDCo weekly: Weds AM)	
<p><b>To ensure KS4 PP students are ready for exams and have all resources they need.</b></p> <p><b>To ensure KS3 students have “ground level” materials and skills to meet needs of assessment.</b></p>	<p>Cross-curricular and subject specific initiatives to enable higher level skills to be developed</p> <p>Targeted interventions are in place to reduce gaps.</p> <p>Reading Mentor Scheme</p> <p>Support for study and revision materials given</p>	<p>PP students to attend lunchtime revision sessions from KS4.</p> <p>KS3 students to take part in primary cluster reading groups.</p>	<p>Wholly successful- specific invitations via subject teachers have been excellent and well received.</p> <p>Partly successful- HOF English to target specific students for invitation.</p>	<b>£2000</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

<b>To ensure all students have resources they need to meet needs of assessment.</b>	All PP students will receive revision guides free of charge if a subject teacher requires them to have one.	This was a wholly successful strategy.	This approach was fully successful and will be continued in future years.	<b>£1000</b>
<b>To ensure all students have resources they need to meet needs of assessment.</b>	All year 11 PP students will receive stationary packs needed to support their revision process. This includes pens, highlighters, cue cards, folders etc..	This was a wholly successful strategy.	This approach was fully successful and will be continued in future years.	<b>£1000</b>
<b>To ensure that all PP students have fair access to revision sessions which are targeted and meaningful.</b>	Study sessions are planned each lunchtime for key exam year groups- 11 and 13. These run Monday-Thursday.	This was a wholly successful strategy.	This approach was fully successful and will be continued in future years.	
<b>To ensure PP students can attend holiday classes if required and have fair access to study available.</b>	Study sessions are planned for February, Easter and May holidays 2019. Staff will deliver these sessions. Transport will be provided and paid for if any PP student is unable to attend for transport reasons.	This was a wholly successful strategy.	This approach was fully successful and will be continued in future years.	<b>£500</b>
<b>To ensure PP students can access fair and</b>	Education provision not provided by The Wensleydale School and	This was partially successful- the student involved had 100% attendance, however due to an	Initially wholly successful- off site provision will still be sought when needs arise.	<b>Funded by EHCP</b>

<p><b>adequate full time education.</b></p>	<p>Sixth Form for PP students who are off site for part of their education. Currently this involves one full time 5 days per week offer at Open Arms, Escomb. This provision allows a specific student to learn and progress in a different environment.</p>	<p>unclear Ofsted judgement TWS ceased contact with Open Arms, Escomb. The student involved re-joined the mainstream classroom. The student then became home elective educated due to desire to join the military at an early age. Student has since applied to Harrogate Military College- enrolment to happen soon.</p>		
<p><b>To ensure PP students with EHCP can access a fully bespoke timetable.</b></p>	<p>Provision is made for some vulnerable learners who struggle to access a full curriculum to have time with a tutor either 1:1 or as part of a small group.</p>	<p>1 student has full time bespoke tuition- this is wholly successful.  Several students have small group tuition from GTA's.</p>	<p>Wholly successful and will continue as need arises.</p>	<p><b>Part funded by EHCP + £6000</b></p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b></p>	<p><b>Lessons learned (and whether you will continue with this approach)</b></p>	<p><b>Cost</b></p>

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**Additional detail**

- **In this section you can annex or refer to additional information which you have used to inform the statement above.**

All information is in full detail in the above tables.