

89.84 Local Context

- Central St Leonards is the most deprived ward in East Sussex.
- In Central St Leonards 46% of children and 36% of older people live in poverty.
- In Central St Leonards 34% of working age people are claiming out of work benefits. This is likely to rise due to Covid
- Central St Leonards has the highest rate of all East Sussex wards for A&E attendances between 8pm and 7am due to assault for persons aged 15-59 years (107 per 1,000 population). This is significantly higher than the East Sussex rate (37 per 1,000). Earnings in Hastings and St Leonards are 21.12% lower than the South East average

School Context

Yr.	# PP	% PP	# nPP	# FSM	% FSM
7	135	46%	161	92	31%
6	125	42%	173	89	30%
9	112	38%	184	75	25%
10	122	41%	177	97	32%
11	120	41%	170	93	32%
Avg		42%			30%

The St Leonards Academy has significantly higher than the national average proportion of PP and FSM students. *The PP figures include students recently awarded FSM. For this purpose these figures are updated ahead of the DFE January census

Teaching and Learning

Expectations for teachers

- 1. Know which students are PP** – teachers are able to articulate which students in each of their classes are PP, and what strategies are in place to support them. Photo boards to be developed by faculties that all teachers are aware of. Rigorous set change policy to be in place for PP students. Teachers access CPD to know how to identify students most in need of input and how to track improvements.
- 2. Mark PP students books first** – Subtle indication on PP students books which are then marked first.
- 3. Put PP student first**, e.g. questioning and understanding

Vision

Vision:

We share a belief that education transforms lives and creates brighter futures.

All students in receipt of Pupil Premium will be given the opportunities and resources necessary to achieve excellent results. We will support students experiencing deprivation to raise their aspirations and work together to make them a reality.

Disadvantaged Students



Provision

The Academy's Pupil Premium Grant is £576,983. This includes some unspent carryover due to COVID

Expenditure examples:

- My Future Starts Here
- Breakfast Club/nutrition (covid version)
- Pet-XI intervention
- English & Maths tutoring for PP students
- Counselling service
- Subsidised enrichment opportunities
- Attendance Support Officer
- Uniform and equipment for PP students
- External college provision
- Staffing to support PP and the strategy

	2017-18	2018-19	2019-20
% Attendance	91.38	91.53	89.84

PP attendance has dropped in this last academic year after a slight rise the previous year. In 2019-20 Non PP attendance was a whole 5.51% higher at 95.35%. National absence rates for all pupils have gone up from an average of 4.3% to 4.9% an increase of 0.6%. In comparison SLA PP absence has increased an additional 1.69% on top of that

With the return of the pastoral system tutors and year heads will be working with attendance to close this gap We need to be at least in line with national figures for absence as a target, Recovery curriculum will support towards this in terms of travel to school and a counsellor for anxiety during and post covid.

The PP gap

	2018	2019	2020
Basics	33%	36%	45%
PP Gap	-23%	-20%	-22%
A8	D+	D+	33.98
P8	-0.78	-1.00	-0.61

PP attainment at Basics has fallen since the introduction of new specification exams pre covid; the resilience required is significantly increased, causing an impact on attainment. This year due to covid, students were not assessed formally but awarded based on mocks and supporting evidence. The basics measure increased substantially for PP students but not in line with the increase for nonPP. As a result the gap has widened. This year we need to ensure support is given for disadvantaged students to access the curriculum equally to nonPP peers. This year digital divide is a focus and ensuring that all students have equity in accessing educational material.

PP expected attainment is predicted to improve.

This expected outcomes data is from March 2020 . This is the last data collection point before lockdown. It is important that we ensure teachers know their PP students and that strict set change policy is in place to ensure we continue this positive trend for PP A8 improving. There are significant improvements until we look down through year groups to year 8. Classroom strategies with PP pupils have generally supported these improvements however year 8 is a big focus for us this year as they have bucked the improvement trend. Currently no data for year 7 due to Covid.

Yr.	Attainment 8		P8
	PP	nPP	Gap
7			
8	51.06	53.46	-5.6
9	39.79	47.37	-0.08
10	36.69	43.56	-0.23
11	30.61	41.91	-0.43

1. Summary information

School	The St Leonards Academy				
Academic Year	2020-21	Total PP budget	576,983	Date of most recent PP Review	Jul 2020
Total number of pupils	1480	Number of pupils eligible for PP	615 (42%)	Date for next external review of this strategy	December 2020
Web link					

2. Attainment

Pupil Premium Students	2019	2020	2021 (Pred)	<i>Pupils not eligible for PP (national average) 2019. Revised figs not published due to pandemic.</i>
achieving 4+ Basics	36%	45%	59%	56% (71%)

Progress 8 score	-1.00	-0.6	+0.12	-0.69 (-0.44)
Attainment 8 score average	31.05 (D+)	33.98	38.95	40.69 (C)

Barriers to future attainment (for pupils eligible for PP) and desired outcome

Key: PP = Pupil Premium; nPP = non Pupil Premium; PA = Prior Attainment (M=Mid, H=High); KS2 = Key Stage 2;

In-school barriers	Desired outcomes
<p>A. Behaviour</p> <ul style="list-style-type: none"> i. 66% of all negative behaviour points are given to PP students, despite them only accounting for 40% of the cohort in 2019/20. This has increased since 2018/19. Pupil premium students are currently only receiving 14% of all positive points given in term 1 of 2020/21. ii. Not all staff understand the barriers to PP students' success (more negative behaviour points are given to PP students). <p>B. Progress and Attainment- Data from March 2020 (last available due to Covid)</p> <ul style="list-style-type: none"> i. Y11 <ul style="list-style-type: none"> i. -0.3 overall PP gap. PP P8 is -1.35, A8 PP 24.87, non PP 35.09 ii. Overall across faculties Females perform more poorly than males with a -0.19 gender gap iii. High on entry females have the greatest negative P8 score at -1.76 iv. PP have small negative gaps in maths, -0.14, however female PP gap is more significant than males and the weakest group is MOE PP v. Ebacc has negative PP gaps in History and Geography. In Science overall PP students in year 11 are outperforming non PP vi. English Lit have overall P8 score of -4.72. Worst performing being PP high attainers at -5.89. However this group has a positive gap against non PP vii. 0 students from LOE PP have reached benchmark Grade 4 in Maths or English Basics Yr 10 <ul style="list-style-type: none"> i. Gender gap is -0.51 with PP female outperforming PP male overall ii. HOE PP groups are the most underperforming PP groups in English/ Maths and EBACC subjects with P8 scores between -2.45 and -3.5 iii. Basics standard pass PP -12.57% gap between nPP and PP Yr 9 <ul style="list-style-type: none"> i. HOE PP students are underperforming in English against NPP -0.35 gap 	<p>A. Behaviour</p> <ul style="list-style-type: none"> i. Balance of negative behaviour points for PP students is equal to the balance of PP/nPP students in the school ii. Each PP student who has received a C4 to have behaviour passport in SIMS about how to deescalate conflict. iii. C4s are equally balanced between PP and nPP students. <p>C. Progress and Attainment</p> <p>Yr 11</p> <ul style="list-style-type: none"> i. PP progress to have a target of -0.25 ii. PP Gender gap to close iii. HOE females to improve, target < -0.5 P8 iv. In maths gender gap to close. MOE PP /NPP gap to become zero v. Reduction in gaps for History and Geography vi. HOE PP students to be a focus. P8 to be reduced to <-1 vii. >50% LOE PP to reach benchmark grade 4 in Eng/ Maths <p>Yr 10</p> <ul style="list-style-type: none"> i. PP gender gap to close ii. HOE PP P8 score to reduce to <-0.1 iii. Basics standard pass gap to reduce to 0% <p>Yr 9</p> <ul style="list-style-type: none"> i. Gap reduced to zero for HOE PP / NPP in English ii. PP positive gap to be maintained. HOE PP P* score to reduce to <-2.5 by end of year <p>Yr 8</p> <ul style="list-style-type: none"> i. HOE PP females gap to reduce match with average P8 score overall <p>Continuation of Accelerated Reader and Lexonik Sound Training to include 60%+ PP students in Years 7-9.</p>

<p>ii. PP students in maths have a positive gap in year 9. However PP females are performing better than males in maths -0.23 gap. HOE PP students are the weakest group P8 score of -4.15</p> <p>Yr 8</p> <p>i. HOE PP females are underperforming at -4.84 P8. The average for all pupils in year 8 is -3.67</p> <p>ii. KS2 APS for PP is 4.6. NPP is 4.99</p> <p>Y7</p> <p>Currently no rigorous recorded data due to COVID. Update planned after DC1.</p>	
<p>External barriers</p>	<p>Desired outcomes</p>
<p>D. Attendance</p> <p>i PP student attendance was 85.87% in 2019/20 a decrease on the previous year, post March this is clearly affected by Covid. Previous to March attendance was 89.38% on average for PP students. Non PP have an average of 91.12% for the whole year.</p> <p>Iii PP student attendance was 5.25% below nPP in 2019/20 a further decrease on 2018/2019 gap which was 4.24%</p>	<p>C. Attendance</p> <p>i. PP attendance $\geq 95\%$</p> <p>ii. Gap between PP and nPP attendance is $< 3\%$</p>
<p>D. Equality of Chance</p> <p>i. Some students not eating breakfast in the morning</p> <p>ii. Financial barriers against access to nutrition</p> <p>iii. Financial barriers to engagement with enrichment opportunities i.e. trips</p> <p>iv. PP students lack access to stationery, meaning they begin lessons behind their peers.</p> <p>v. Families don't all have the ability to pay for uniform, enrichment opportunities, stationery and music lessons, so students miss out on enriching opportunities.</p> <p>vi. Low aspirations can be pervasive, with fewer PP students moving on to university etc.</p> <p>vii. Cultural capital not accessed by many PP students</p>	<p>D. Equality of Chance</p> <p>i. Income is not a barrier to PP students eating breakfast. Continuation of National Breakfast Programme.</p> <p>ii. Income is not a barrier to accessing sustenance.</p> <p>iii. Equal amount of PP and nPP attending trips and taking part in cultural activities such as school productions. Equal amount of PP being part of school teams for sport.</p> <p>iv. PP students fully equipped with stationery to access their learning</p> <p>v. Families are supported to pay for uniform, stationery, trips and music lessons.</p> <p>vi. Careers services are focussed on support PP students with high but achievable aspirations.</p> <p>vii. Cultural capital to be promoted within school</p> <p>viii. No unused PP funding</p>

3. 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.

i. Quality Teaching for All

Desired outcome	Chosen action/ approach	Description of expenditure and how it address the students' main barriers to educational achievement	S staffartaf f lead	Review date	Cost
Yr 11 viii. PP progress to have a target of -0.25 ix. PP Gender gap to close x. HOE females to improve, target < -0.5 P8 xi. In maths gender gap to close. MOE PP /NPP gap to become zero	PP Teaching and Learning expectations	<ul style="list-style-type: none"> All teachers can articulate who their PP students are and what strategies are effective in enabling his success PP students' books and mock papers are marked first PP students are put first, i.e. in questioning Set changes are closely monitored for PP students ensuring that staff are aspirational in their approach. 	MLO KHE JMI	December 2020	£0
xii. Reduction in gaps for History and Geography xiii. HOE PP students to be a focus. P8 to be reduced to <-1 xiv. >50% LOE PP to reach benchamark grade 4 in Eng/ Maths	Knowing PP students' barriers to success	<ul style="list-style-type: none"> When PP students are underachieving, teachers will have identified key barriers to success (i.e. low literacy) and detailed the strategies they are putting in place to ensure student's success in their progress and differentiation plan. Where multiple students are underachieving in one class, PP students are prioritised for interventions. Where a PP student has received a detention, the teacher will write a note on ClassCharts detailing strategies for de-escalation of behaviour moving forward. Use of photoboards within faculties in order to assure recognition of targeted students. 	KHE	December 2020	£0
Yr 10 iv. PP gender gap to close v. HOE PP P8 score to reduce to <- 0.1 vi. Basics standard pass gap to reduce to 0%					
Yr 9 iii. Gap reduced to zero for HOE PP / NPP in English	Literacy Strategy (Y7-9)	<ul style="list-style-type: none"> Dedicated reading time, at least one hour a fortnight, for all KS3 classes during their English lessons. 			(£20,000) *HOA Funding

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Yr 8	iv. PP positive gap to be maintained. HOE PP P* score to reduce to <- 2.5 by end of year		<ul style="list-style-type: none"> Repeated testing and therapies to support improvement of reading ages including Accelerated Reader scheme Leonik sound training for 60 PP Year 7, 8 and 9 pupils 				
	ii. HOE PP females gap to reduce match with average P8 score overall						
						Total budgeted cost	£
ii. Targeted support							
Desired outcome		Chosen action/approach	Description of expenditure and how it address the students' main barriers to educational achievement	Staff lead	Review date	Cost	
Students achieve well in Maths Outcomes in English and Maths to improve for PP students. The PP P8 gap to be reduced to 0 in Maths in 2021 results. 2019/20 PP gap was -0.25 for English 2019/20 PP gap was -0.11 for Maths		Small group tutoring	<p>Post Covid: Money to be held until Jan – dependant on Covid restrictions</p> <p>Experienced teacher working one-to-one with students targeted due to being secure in English (or extremely close), to ensure an improved 'tie-up' in Basics.</p> <p>Students are seen in small groups of 3/ 4 during their timetabled maths lesson. Last year this strategy had successes in helping to bring weaker students up 3+ sub levels over the course of a year.</p>	JTO	Jan 2020 May 2020	Dependant on covid restrictions £15,000	
Students build resilience in new style exams Outcomes in Maths and English to improve for PP students. The PP attainment gap to be halved in targeted subjects in 2019/20 2019/20 Attainment gap -9.6		Intervention	<p>Pet-Xi High 5 intervention for 25 PP students in Maths following Mock Exams.</p> <p>Pet-Xi Topic Focus sessions for 25 PP students in English following Mock Exams</p>	JTO/ DGL	May 2020	40,000	
Enrichment for all							

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<p>All students are able to attend enrichment opportunities such as trips, regardless of financial situation.</p> <p>All students are able to take part in practical creative subjects, regardless of financial hardship.</p>	<p>Subsidising PP students' costs for trips/enrichment opportunities etc.</p> <p>Subsidising PP students' costs for DT Food Tech and Resistant Materials</p>	<p>Enrichment opportunities to be subsidised for PP students and, where necessary, fully funded. LSP to sign off all enrichment spending to ensure it supports PP students' attainment.</p> <p>Pupil Premium students who take Design and Technology or Food Technology as a GCSE option to receive ingredients/materials either partially or fully funded.</p>	<p>KHE</p> <p>MMA/LBO</p>	<p>December 2020</p> <p>September 2020</p>	<p>£5,000</p> <p>£7,000</p>
<p>Supporting LAC students</p> <p>To boost WAG grades for year 10 LAC students so that when they are in year 11 they have increased chance of 4 or above in maths.</p> <p>To bridge gaps in emotional development. The outcome will hopefully decrease anxiety and improve wellbeing, reducing negative behaviours in classroom.</p>	<p>Additional Maths one to one tutoring.</p> <p>Additional support through social inclusion team</p>	<p>Tutor for 10 weekly sessions for maths with 6 Y10 LAC students in Years 11 and Year 10</p> <p>Key students added to social inclusion team case load for support with emotional, behavioural issues. Access to school counsellor.</p>	<p>TFL</p> <p>NHA</p>	<p>March 2020</p> <p>September 2019</p>	<p>£1500</p> <p>Cost within staffing</p>
<p>Year 7 PP students</p> <p>All students arrive to lessons on time and with their homework completed.</p> <p>Students who consistently do the 'right thing' are rewarded; they feel valued and appreciated in a very tangible way.</p> <p>All students are in correct uniform and have the equipment necessary to access the curriculum</p>	<p>Reward events and trips</p> <p>Purchasing uniform/equipment</p>	<p>Reward to be utilised to ensure students can see a tangible representation of their success. – tuck shop, queue pass, access to Pride Pound shop</p> <p>Refillable water bottles for PP students allowing them to maximise FSM allowance</p> <p>Rewards for whole tutor groups and particular students for areas such as improvement in behaviour/attendance, overall highest attendance/behaviour etc.</p> <p>Many students break or cannot restock supplies of uniform when they grow out of them/they are broken. This will provide supplies</p>	<p>KHE/ KWE</p> <p>KHE</p> <p>SWE</p>	<p>October 2020</p> <p>January 2020</p> <p>January 2020</p>	<p>£2500</p>

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		and uniform to help those students for whom family income is a barrier.			
<p>Year 8 PP Students</p> <p>All students arrive to lessons on time and with their homework completed.</p> <p>Students who consistently do the 'right thing' are rewarded; they feel valued and appreciated in a very tangible way.</p> <p>All students are in correct uniform and have the equipment necessary to access the curriculum.</p>	<p>Reward events and trips.</p> <p>Purchasing uniform/equipment</p>	<p>Refillabe water bottles for PP students allowing them to maximise FSM allowance</p> <p>Reward to be utilised to ensure students can see a tangible representation of their success. – tuck shop, queue pass, access to Pride Pound shop</p> <p>Rewards for whole tutor groups and particular students for areas such as improvement in behaviour/attendance, overall highest attendance/behaviour etc.</p> <p>Many students break or cannot restock supplies of uniform when they grow out of them/they are broken. This will provide supplies and uniform to help those students for whom family income is a barrier.</p>	<p>KHE</p> <p>KHE/ KWE</p> <p>KHE</p>	<p>October 2020</p> <p>January 2020</p> <p>January 2020</p>	<p>£2500</p>
<p>Year 9 PP Students</p> <p>All students arrive to lessons on time and with their homework completed.</p> <p>Students who consistently do the 'right thing' are rewarded; they feel valued and appreciated in a very tangible way.</p> <p>All students are in correct uniform and have the equipment necessary to access the curriculum.</p>	<p>Reward events and trips.</p> <p>Purchasing uniform/equipment</p>	<p>Refillabe water bottles for PP students allowing them to maximise FSM allowance</p> <p>Reward to be utilised to ensure students can see a tangible representation of their success. – tuck shop, queue pass, access to Pride Pound shop</p> <p>Rewards for whole tutor groups and particular students for areas such as improvement in behaviour/attendance, overall highest attendance/behaviour etc.</p> <p>Many students break or cannot restock supplies of uniform when they grow out of them/they are broken. This will provide supplies and uniform to help those students for whom family income is a barrier.</p>	<p>KHE</p> <p>KWE</p> <p>KHE/SWE</p>	<p>October 2020</p> <p>January 2020</p> <p>January 2020</p>	<p>£2500</p>

<p>Year 10 PP Students</p> <p>All students arrive to lessons on time and with their homework completed.</p> <p>Students who consistently do the 'right thing' are rewarded; they feel valued and appreciated in a very tangible way.</p> <p>All students are in correct uniform and have the equipment necessary to access the curriculum.</p>	<p>Reward events and trips.</p> <p>Purchasing uniform/equipment</p>	<p>Refillable water bottles for PP students allowing them to maximise FSM allowance</p> <p>Reward to be utilised to ensure students can see a tangible representation of their success. – tuck shop, queue pass, access to Pride Pound shop</p> <p>Rewards for whole tutor groups and particular students for areas such as improvement in behaviour/attendance, overall highest attendance/behaviour etc.</p> <p>Many students break or cannot restock supplies of uniform when they grow out of them/they are broken. This will provide supplies and uniform to help those students for whom family income is a barrier.</p>	<p>KHE</p> <p>KWE/ KHE</p> <p>KHE/SWE</p>	<p>October 2020</p> <p>January 2021</p> <p>January 2021</p>	<p>£2500</p>
<p>Year 11 PP Students</p> <p>All students arrive to lessons on time and with their homework completed.</p> <p>Students who consistently do the 'right thing' are rewarded; they feel valued and appreciated in a very tangible way.</p> <p>All students are in correct uniform and have the equipment necessary to access the curriculum.</p>	<p>Reward events and trips.</p> <p>Purchasing uniform/equipment</p>	<p>Refillable water bottles for PP students allowing them to maximise FSM allowance</p> <p>Reward to be utilised to ensure students can see a tangible representation of their success. – tuck shop, queue pass, access to Pride Pound shop</p> <p>Rewards for whole tutor groups and particular students for areas such as improvement in behaviour/attendance, overall highest attendance/behaviour etc.</p> <p>Many students break or cannot restock supplies of uniform when they grow out of them/they are broken. This will provide supplies and uniform to help those students for whom family income is a barrier.</p>	<p>JMI</p> <p>KWE</p> <p>KHE/SWE</p>	<p>October 2020</p> <p>January 2021</p> <p>January 2020</p>	<p>£2500</p>
<p>Rewarded positive behaviour</p> <p>Reducing proportion of negative behaviour points given to PP students.</p>	<p>Rewards strategy</p>	<p>Pride pound shop in which students can use pride pounds awarded for positive behaviour to purchase items suggested followed student consultation.</p> <p>PRIDE postcards to be sent home weekly, one from each member of staff in the academy.</p>	<p>KWE / NSU</p> <p>KHE</p>	<p>September 2019</p> <p>January 2020</p>	<p>Cost included within year groups strategy</p>

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<p>Catching students being in the right place, at the right time, doing the right thing.</p> <p>Ensuring all students feel recognised and that their positive behaviour is valued.</p>		<p>Pride awards given to students with highest numbers of pride pounds, with special cards and a series of bonuses:</p> <ul style="list-style-type: none"> • Money off trips • Replacement equipment • Access to tuck shop • Queue pass • Sports water bottles 	KHE / NSU HOFS	January 2020	
<p>All students can succeed</p> <p>All students are given the opportunity to be successful in a curriculum that suits their individual needs.</p> <p>Students who have accessed alternative provision in the past to successful reintegrate back into the mainstream academy</p>	Alternate provision	<p>KS3:</p> <ul style="list-style-type: none"> - Jujitsu (+ reduced curriculum) - Outdoor Ed (+ reduced curriculum) - Forest Schools <p>KS4</p> <ul style="list-style-type: none"> - Forest Schools - Sussex coast college - College Central <ul style="list-style-type: none"> • Full time construction • Part time construction • Full time bike maintenance • Part time bike maintenance 	JMC	September 2020	£60,000
<p>Reintegration of our most vulnerable students</p> <p>Our most vulnerable students are supported in reintegrating into mainstream school through a period in the 'Reintegration Unit'</p>	Reintegration Unit	<p>Students can access the Reintegration Unit as a supportive step when returning to mainstream school after a period of absence, i.e. due to an exclusion.</p> <p>Students will receive specialist support in:</p> <ul style="list-style-type: none"> • managing behaviour • mental health support • a calm, protected environment • Small group lessons from experienced teachers – Literacy and Numeracy 	KHE	September 2020	Cost within PP staffing
Total budgeted cost					

iii. Other Approaches

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Desired outcome					
All PP students eat breakfast	Breakfast club	<p>All PP students have the opportunity to attend breakfast club from 7.30 where they receive a breakfast free of charge.</p> <p>Bagels from NBP currently given at break times.</p> <p>Covid version-Breakfast packs to go to the most vulnerable families until covid restrictions allow breakfast club to start.</p> <p>There are also leisure activities to encourage team building and cooperation, as the opportunity to complete homework or revision. Currently Covid restricted</p>	KHE	November 2020	<p>£12, 000 £2,500 *National School Breakfast Programme</p>
<p>Attendance gap PP/nPP is reduced</p> <p>Reduction in persistent absence, especially students at risk of becoming missing in education.</p>	Attendance Officer	<ul style="list-style-type: none"> PP target group for daily calls monitoring attendance Small case load of 5 students whose attendance has, so far, improved week on week 	NSU/ KHE	October 2020 2019	Cost within PP staffing
Extreme hardship/family crisis is not a barrier to students' nutrition.	Hardship fund for students facing particular financial difficulties at home.	We will ensure that all students facing significant hardship will have their needs met.	JMI	July 2020	£5000
Educational supplies and Digital Access	Provision of educational supplies incl. IT equipment and internet access	All students will have access to required educational equipment. Equity will be provided for PP students that during lockdown were unable to access online/ remote learning.	KHE	December 2020	£25828
<p>All students are able to get to school in the morning and safely get home in the afternoon.</p> <p>Transport restrictions are not a barrier to students' attendance at enrichment/revision clubs.</p>	Provision of transportation	Transportation will be provided either through a minibus or, in exceptional circumstances, taxis.	KHE	September 2020	£10,000

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All students to have equal opportunity to learn a musical instrument	Funded Music lessons	Music lessons & East Sussex Music Service-Subject to covid restrictions	KHE	October 2019	£4,000
All students to be able to draw upon self-regulation and resilience skills during times of stress, anxiety or crisis.	Social Inclusion Team	Full time social inclusion team employed. Full-time support for key students and their families.	NHA	September 2020	Cost within PP Staffing budget
		Exam anxiety workshops to run at various times.	CDE	October 2020	
		Making the Grade workshop to target key PP students and parents. Subject to Covid restrictions	CDE	January 2021	
				Staffing	£379155.99
Total budgeted cost					£576984

Covid footnote- Money from covid restricted activities may be moved if restrictions do not change. Will be reviewed in January and March 2021