



## Pupil Premium Strategy Statement 2019-20

**\*Data from Target Tracker and End of Key Stage Unvalidated Data (July 2019)**

Current Summary Information (19/20)					
<b>School</b>	Gascoigne Primary				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£480,300	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	1335 (July 2019)	<b>Number of pupils eligible for PP</b>	Pupil Premium 341 EYPP - 19 Children Eligible for EYP - £18,564	<b>Date for next internal review of this strategy</b>	Dec 2019

### Spending 2019-20

Item/ Project	Cost	Objective
Investment in Numicon for EYFS/KS1 pupils	£6,336	To improve skills, knowledge and understanding of early numeracy concepts.
Technological Devices	£2,000	To access learning APPs and software from home to support with Home Learning.
Specialist Music Teachers	£8,234	To engage and develop musical talents.
Recruitment of Learning Mentors/offset against salary	£61,187	To support children to re-engage with learning to improve progress and outcomes.
Recruitment of Family Liaison Practitioners/offset against salary	£71,058	To provide ongoing support to parents and improve engagement with school.
Recruitment of Nurture Team/offset against salary	£165,000	To provide nurturing support to pupils at times of need/to support SEMH needs.
Recruitment of Social Communication Team/offset against salary	£100,000	To provide targeted support for children with Social Communication needs.
Uniform subsidy	£600	To purchase uniform for those eligible as well as no recourse to public funds.
School Breakfast Club/Dinners subsidy (This includes staffing for breakfast club of 10k)	£12,700	To purchase healthy lunches for those children whose families have no recourse to public funds
Trewern Outdoor Adventures	£5,250	To provide adventurous residential educational visits.
Revision and Study Booklets and Resources	£5,200	To provide additional resources to improve outcomes.
After School Provision	£2,000	To support with extended school day provision.
Swimming Lessons	£30,000	To develop life skills and healthy outcomes.
Enrichment Educational Experiences/Visits	£9,600	To broaden curriculum experiences.
Breakfast Booster Lessons (Year 6)	£700	Year 6 classes x 6 – Preparation for SATs
Adhoc	£435	Requests for spending for PP/Disadvantaged pupils made by Family Liaison/Inclusions Team
<b>Total for 2019-20</b>	<b>£480,300</b>	

*Taken from School's Own Data (Arrow shows direction of travel compared with last year's data).*

% of pupils who made 6+ steps progress in **all Areas of Learning**: 2017-2018 & 2018-2019

Eligible for PP: 72% 89.2% ↑

Not eligible for PP: 67.5% 84.5% ↑

Reception Progress 2018-2019		
Cohort 166 pupils	% Pupils eligible for PP (no. 37)	% Pupils not eligible for PP (no. 129)
Reading (6+ steps or more progress in Areas of Learning)	76% (19) ↑80.6% (29)	70% (106) ↑74.2% (98)
Writing (6+ steps or more progress in Areas of Learning)	72% (18) ↑80.6% (29)	70% (106) ↑74.2% (98)
Number (6+ steps or more progress in Areas of Learning)	76% (19) ↑77.8% (28)	65% (99) ↑74.2% (98)

% of pupils achieving a **Good Level of Development** (overall) by the end of the year:

Eligible for PP: 56% 72.2% ↑

Not eligible for PP: 74.1% 74.4% ↑

ALL PUPILS: 71.7% 73.9% ↑

Reception Attainment 2018-2019 (% at or above expected level)		
PP Cohort 37/166 pupils	% Pupils eligible for PP (no. 37)	% Pupils not eligible for PP (no. 129)
Reading	60% (15) ↑75.7% (28)	71% (108) ↑78.3% (101)
Writing	56% (14) ↑70.3% (26)	69% (105) ↑76% (98)
Number	60% (15) ↑81.1% (30)	71% (108) ↑81.4% (105)

- All areas have improved – must maintain this.

<b>Year 1 Progress 2018-19</b> (Year 1 progress calculated from Autumn 2 judgement to Summer, therefore minimum of 4 steps required from Jan-July in Y1)				
	<i>% Pupils eligible for PP (No.)</i>		<i>% Pupils not eligible for PP (No.)</i>	
<b>PP Cohort 22/158 pupils</b>	<b>22/158</b>		<b>136/158</b>	
<b>Reading (4+ steps or more progress)</b>	77% (17)		85% (115)	
<b>Writing (4+ steps or more progress)</b>	73% (16)		80% (109)	
<b>Mathematics (4+ steps or more progress)</b>	68% (15)		87% (118)	

<b>Year 1 Attainment 2018-19</b>				
	<i>% Pupils eligible for PP (No.)</i>		<i>% Pupils not eligible for PP (No.)</i>	
<b>PP Cohort 22/158 pupils</b>	<b>22/158</b>		<b>136/158</b>	
<b>% of pupils achieving the expected standard and above in reading, writing and maths</b>	46% (10)		62% (96)	
<b>Reading (Exp+)</b>	54% (12)		75% (115)	
<b>Writing (Exp+)</b>	45% (10)		65% (100)	
<b>Mathematics (Exp+)</b>	46% (10)		70% (107)	

- PP have made less progress in RWM than Non-PP.
- Whilst PP progress is 68% or more in RWM, attainment is very low. (10 PP pupils need support in Y2 to catch up to expected.)
- Writing to continue to be a priority in Y2.

Year 2 Progress 2018-19 (Progress from Y1S2 to Y2S2 based on in-school data system)				
	% Pupils eligible for PP (No.)		% Pupils not eligible for PP (No.)	
	2019	2018	2019	2018
<b>PP Cohort 40/186 pupils</b>	40/186	39/119	146/186	80/119
<b>Reading (6+ steps or more progress)</b>	↑65% (26)	59% (23)	=68% (99)	68% (54)
<b>Writing (6+ steps or more progress)</b>	↑88% (35)	59% (23)	↑77% (112)	69% (55)
<b>Mathematics (6+ steps or more progress)</b>	=83% (33)	62% (24)	↑83% (33)	75% (60)

Year 2 Attainment 2018-19				
	% Pupils eligible for PP (No.)		% Pupils not eligible for PP (No.)	
	2019	2018	2019	2018
<b>PP Cohort 40/201 pupils</b> *Includes all pupils on roll at time based on in-school data system	40/201*	40/141	161/201*	101/141
<b>% of pupils achieving the expected standard and above in reading, writing and maths</b>	↑60% (24)	48% (19)	↑64% (103)	45% (45)
<b>Reading (Exp+)</b>	↑73% (29)	65% (26)	↑72% (116)	61% (62)
<b>Writing (Exp+)</b>	↑78% (31)	48% (19)	↑71% (114)	46% (46)
<b>Mathematics (Exp+)</b>	↑73% (29)	65% (26)	↑75% (120)	65% (65)

- In-year progress equal to or exceeding previous year.
- Monitor Non-PP writing attainment and progress.
- Improve reading progress overall in Y3.
- PP/Non-PP attainment broadly in line with each other.

Year 3 Progress 2018-19				
	% Pupils eligible for PP (No.)		% Pupils not eligible for PP (No.)	
	2019	2018	2019	2018
<b>PP Cohort 37/123 pupils</b> (Core pupils who have remained at the school throughout Yr3 & based on Y2S2 to Y3 S2 data)	37/123	50/135	86/123	85/135
<b>Reading (6+ steps or more progress)</b>	↓68% (25)	76% (38)	↑74% (64)	64% (54)
<b>Writing (6+ steps or more progress)</b>	↑81% (30)	66% (33)	↑81% (70)	70% (59)
<b>Mathematics (6+ steps or more progress)</b>	↓70% (26)	76% (38)	↓66% (57)	77% (65)

Year 3 Attainment 2018-19				
	% Pupils eligible for PP (No.)		% Pupils not eligible for PP (No.)	
	2019	2018	2019	2018
<b>PP Cohort 37/137 pupils</b> Includes all pupils on roll at time	37/137	51/160	100/137	109/160
<b>% of pupils achieving the expected standard and above in reading, writing and maths</b>	↑38% (14)	29% (15)	↑46% (46)	36% (39)
<b>Reading (Exp+)</b>	↓57% (21)	61% (31)	↑65% (65)	46% (50)
<b>Writing (Exp+)</b>	↑57% (21)	33% (17)	↑58% (58)	40% (44)
<b>Mathematics (Exp+)</b>	↑54% (20)	49% (25)	↑64% (64)	58% (53)

- Drop in Maths progress on previous year and whilst Maths attainment has improved it is too low.
- Sig improvement in writing progress although attainment remains low.
- Low PP attainment.

Year 4 Progress 2018-19				
	% Pupils eligible for PP (No.)		% Pupils not eligible for PP (No.)	
	2019	2018	2019	2018
<b>PP Cohort 50/127 pupils</b> (Core pupils who have remained at the school throughout Yr3 & Yr4 & based on Y2S2-Y4S2 data)	50/127	60/116	77/127	56/116
<b>Reading (12+ steps or more progress)</b>	↑74% (38)	57% (34)	↑75% (58)	61% (34)
<b>Writing (12+ steps or more progress)</b>	↑71% (36)	67% (40)	↑66% (51)	64% (36)
<b>Mathematics (12+ steps or more progress)</b>	↑77% (39)	57% (34)	↑79% (61)	54% (30)

Year 4 Attainment 2018-19				
	% Pupils eligible for PP (No.)		% Pupils not eligible for PP (No.)	
	2019	2018	2019	2018
<b>PP Cohort 50/127 pupils</b> Includes all pupils on roll at time	50/127	63/147	77/127	84/147
<b>% of pupils achieving the expected standard and above in reading, writing and maths</b>	↓37%	41% (26)	↑44% (48)	33% (28)
<b>Reading (Exp+)</b>	↑65%	56% (35)	↑61% (67)	45% (38)
<b>Writing (Exp+)</b>	=49%	49% (31)	↑49% (54)	38% (32)
<b>Mathematics (Exp+)</b>	↑55%	52% (33)	↑76% (74)	42% (35)

- *Low attainment overall* – review assessment methods and application and specific class data. Average progress rates.

Year 5 Progress 2018-19 (Core pupils who have remained at the school throughout Yr3 to Yr5)		
PP Cohort 58/110 pupils	% Pupils eligible for PP (No.)	% Pupils not eligible for PP (No.)
Reading (18+ steps or more progress)	↓50% (29)	↓50% (26)
Writing (18+ steps or more progress)	↓55% (32)	↓67% (35)
Mathematics (18+ steps or more progress)	↑71% (41)	↑85% (44)

Year 5 Attainment 2018-19		
PP Cohort 62/142 pupils	% Pupils eligible for PP (No.)	% Pupils not eligible for PP (No.)
% of pupils achieving the expected standard and above in reading, writing and maths	↓36% (22)	↓34% (27)
Reading (Exp+)	↓45% (28)	↓44% (35)
Writing (Exp+)	↓47% (29)	↓53% (42)
Mathematics (Exp+)	↓60% (37)	↓64% (51)

Year 6 Progress 2018-19 (Core pupils who have remained at the school throughout Yr3 to Yr6)		
PP Cohort 48/111 Core Pupils	% Pupils eligible for PP (No.)	% Pupils not eligible for PP (No.)
Reading (24+ steps or more progress)	↓71% (46)	↓78% (37)
Writing (24+ steps or more progress)	↓75% (44)	↑91% (41)
Mathematics (24+ steps or more progress)	↑88% (41)	↑92% (39)

Year 6 Attainment 2018-19 <i>Following Discounting</i>		
PP Cohort 63/166 Pupils	% Pupils eligible for PP (No.)	% Pupils not eligible for PP (No.)
% of pupils achieving the expected standard and above in reading, writing and maths	↓46% (29)	↓67% (69)
Reading (Exp+)	↓64% (40)	=78% (80)
Writing (Exp+) (a school priority 2018-19)	↓59% (37)	↑79% (81)
Mathematics (Exp+)	↓65% (41)	↑83% (85)
Science (Exp+)	=75% (47)	↑89% (92)

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils.
<b>B</b>	Baseline levels for all areas of development are significantly below age-related expectations.
<b>C</b>	Many pupils eligible for pupil premium also have other factors such as EAL, SEND, gender, ethnicity, term of birth to consider when planning successful interventions.
<b>D</b>	A proportion of pupil premium children do not have access to ICT, including access to internet resources at home.
<b>E</b>	A proportion of pupil premium children do not access the local library; new school policy – all year groups visit the local library School actively promote access to library – improved links.
<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
<b>A</b>	Gascoigne is ranked in the highest percentile of all schools for deprivation – our Family Liaison Practitioners work intensively with families who fall into this category.
<b>B</b>	Education and crime deprivation indicators are in the top nationally – our Family Liaison Practitioners work intensively with families affected.
<b>C</b>	Health and Income deprivation indicators are in the top percentile nationally – Family Liaison Practitioners support families who fall into this category; they also work with families who have no recourse to public funds.
<b>D</b>	Living Environment and Employment indicators are high – addressed in part by actions of our Family Liaison Practitioners.

<b>Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve speech and language skills for PP pupils in EYFS.	Pupils eligible for PP in EYFS make rapid progress from their very low starting points, More PP pupils meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year.
<b>B.</b>	Higher rates of attainment in KS1 / KS2 for pupils eligible for PP including the combined measure.	There is a narrowing gap in the attainment and progress measures of PP pupils and their peers. There is an upward trend in the attainment and progress measures of PP pupils. More pupils eligible for PP achieve the combined measure for reading, writing and mathematics.
<b>C.</b>	Higher rates of attainment and higher number of children achieving above expected progress in KS1 / KS2.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, by the end of KS1 and KS2 in maths, reading and writing. More PP pupils achieve the combined for exceeding expected progress.
<b>D.</b>	Increased opportunities for PP pupils.	Club registers and tracking shows increased access and take up of pupils eligible for PP. More pupils eligible for PP learn an instrument. Pupil voice of pupils eligible for PP is positive and captures enjoyment of additional opportunities.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves so that it is in line with or exceeds that of other pupils.



**Planned expenditure**

<b>Academic year</b>	<b>2019/20</b>
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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.

**Quality of teaching for all**

<b>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>Staff lead</b>	<b>When will you review implementation?</b>
Continued improved attainment for all children in Writing especially in Greater Depth.	Quality CPD to increase subject knowledge and pedagogy. Targeted support for vulnerable pupils and those not on track – together with their parents. Greater support from large Social Inclusion team with a focus on enrichment of curriculum experiences, for Horizon 360 (SEMH ARP) also.	School's data shows that writing is an area for development and for white British boys in particular. We want to ensure that neither gender, socio-economic background, ethnicity, term of birth is a barrier to the progress children make in their writing. We want children to be inspired to write and choose to write for a range of reasons. We will ensure parents are involved in this and utilise time spent at home e.g. during holidays.	PACE Trust heads and external consultant has been commissioned to carry out reviews across the schools and work with English/Writing Leads to improve pedagogy, practice and outcomes. Curriculum review has begun to ensure it is relevant in meeting the needs of all pupils. SLT and YGL monitoring of recorded learning and data. Pupil Voice <b>This focus is ongoing 2019-20</b>	DHTs AHTs YGLs PACE Colleagues	Jun 2020
Improved attainment for children in Reading and Mathematics (linked to reviewed curriculum and cross-curricular learning outcomes).	Externally led review of teaching in Reading and Mathematics and the related areas of learning for EYFS. Focus on pedagogy especially in regards to Mastery – PACE focus. Parents workshops and targeted support for children who are eligible, vulnerable or not on track.	We are keen to reference our attainment and progress in mathematics against those of similar, and the highest performing, schools in the borough as well as Nationally. SLT will work with colleagues across the PACE Trust to evaluate the quality of teaching, learning, marking and feedback in this area to develop a clear plan of action to impact on progress. Total review of curriculum (intent) in line with new Ofsted framework, for all year groups to address current local and national issues.	Newly appointed Subject Leadership team (Middle Leaders) recruited to review pedagogy, policy and practice (intent, implementation and impact). This will be driven from the analysis of data and outcomes from monitoring. Moderation to ensure consistency of expectation and the sharing of good practice will underpin improvements. EYFS team will have a focus on Mathematics, Shape in particular.	DHTs AHTs YGLs PACE Colleagues	Jun 2020
Improved attainment for children in Reading.	Whole Class Reading has been implemented across the school, this coincided with training for staff. Identification of children who are eligible, vulnerable or not on track for reading daily, adult consistent in order to build positive relationship and love of reading.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, suggest developing effective reading comprehension strategies is an effective way to improve attainment across all subjects and it is suitable as an approach that we can embed across the school. The development of these skills will be built into Reading lessons across the school.	SLT Lead will monitor teaching, expectations and outcomes., Year Group Leads will know which children need support to diminish the difference. Reading Lead will monitor standards across the school and identify trends and patterns to address. Reading Lead will map out CPD across the Year to address these and improve teachers' subject knowledge and the provision across all Key Stages.	DHTs AHTs YGLs PACE Colleagues	Jun 2020

Pupil Premium Review	HT and DHTs review PP data across the school and review actions needed. Senior Leaders and Year Group Leads scrutinise data for year groups and discuss any action needed. Subject Leads analysing data and addressing actions.	Full audit of processes and procedures to evaluate the impact of current practice and identify how Gascoigne can further improve the value made from pupil premium funding. Actions taken after review to maximise progress of identified pupils.	Staff Meeting time set aside to develop the ensuing Pupil Premium action plan as a key driver for our School Improvement and Development Plan (SIDP) Subject Leads to address priority areas to drive improvements. Governors linked to key areas to provide challenge and support where needed.	HT DHTs Governors	Jun 2020
Raise the attainment of percentage reaching expected and higher standards in .	DHT to teach high attaining pupils in Year R, 2, 6 for Mathematics and English. YGL to arrange targeted booster lessons to increase number of children reaching expected standard.	This experienced teaching is focused on stretching identified children beyond Age Related Expectations (ARE) in English and Mathematics and replaces work that previously would have been done in TLA groups.	Each Year group leader will manage their team to best need the children's needs, with first reference to Pupil Premium children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	YGLs DHTs AHTs	Half Termly

<b>Targeted support</b>					
<b>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>Staff lead</b>	<b>When will you review implementation ?</b>
Use experienced teachers to deliver the most effective use of targeted support	Assistant Headteachers identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practice during external reviews of teaching and learning.	Each Year Group Leader will manage their team to best meet the children's needs, with first reference to Pupil Premium children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	YGLs DHTs AHT	Half Termly
Provide additional focused support for teaching in Year 2 / 4 / 6	Assistant Heads provide additional capacity to support the teaching team in providing high quality smaller group teaching support.	As above	As above	DHTs AHTs	Half Termly
Inclusion Managers and AHTs teaching in year 5 and 6 for Mathematics and English – Higher % of PP children achieving ARE	Inclusions Managers, DHTs, AHTs and TLAs to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Targeted support provided to catch up for short bursts of time. Interventions and pupil progress will be monitored to ensure effectiveness.	Each Year Group Leader will manage their team to best meet the children's needs, with first reference to Pupil Premium children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	YGLs AHTs DHTs	Half Termly

<b>Other approaches</b>					
<b>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>Staff lead</b>	<b>When will you review implementation ?</b>
Improved attainment in Y2, Y4 and Y6 English and Mathematics	TLAs to run 1:1 session for identified pupils in Y2, Y4 and Y6	Research including identifies that teacher-led focused 1:1 teaching has a very good impact on achievement.	Thorough analysis of attainment and progress through the Pupil Progress Meetings.	DHTs AHTs YGLs	Half Termly
Improved attainment in KS1/2 English and Mathematics	Provide pre-school pre-teaching for targeted pupils and identified interventions such as appropriate. This will be provided by selected pupils for 30 minutes before school each day and runs alongside breakfast club.	To intervene as soon as possible to address gaps in understanding for pupils. This will either follow from the previous days English or Mathematics lesson assessments or be in response to prior assessments of knowledge in learning that is due to be taught. Interventions will be provided by selected trained teaching assistants.	Teachers will identify work to be covered and pupils identified. The success will be monitored by targeted children remaining on-track for ARE, or better throughout the year	SLT YGLs	Half Termly
Improved attainment in KS1/2 English and Mathematics	Trained TLAs to run after school interventions for targeted pupils.	Research shows that trained TLAs running planned interventions will add around 2 months to a child's learning ability. Interventions in Mathematics and English are targeted for PP children.	Children identified for interventions by Inclusions Managers or class teachers who then monitor the success of their intervention.	Inclusions Managers Class Teachers	Half Termly
Improved language development of pupils in Reception and Nursery	Targeted speech and language support by a contracted speech and language therapist to develop oral language and listening skills.	Research suggests that oral language interventions have a moderate impact but it is our view that without the bedrock of linguistic skills, that many of our children do not start school with, that their formative years in education would be further disadvantaged.	Children identified for AHTs / Inclusions Managers and monitored through regular observations in areas of provision and by half termly on-going assessment by key workers.	DHTs AHTs Class Teachers	Half Termly
Develop computer literacy, and access for targeted children	After school ICT clubs in ICT suite for 5 groups of children, aimed at children who do not have computers at home.	Some children report they cannot access a computer at home. It is our view that in a rapidly developing IT driven world that this is a disadvantage that must be addressed at Primary School.	Monitored by teachers involved and through class teacher discussion with children and ad hoc view of their school ICT use in terms of confidence and ability to use effectively.	Class Teachers	Half Termly
Ensure targeted children have a good start to their learning day at school	Provide Breakfast Club catering for up to ninety children and fund attendance for disadvantaged or vulnerable pupils	This provides a location for social and emotional learning as well as a balanced nutritional breakfast. This good start to the day has also had a good impact on attendance and punctuality and therefore in all aspects affects the children's readiness to learn	Provision is overseen by the Inclusions Team who also ensure that the correct children are targeted.	FLPs DHTs Inclusions Leads	Half Termly

Increased involvement in sports and targeted motor skill development.	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available.	The impact of sports participation is, we feel the ethos the school. It is built upon team and individual learning behaviour skills that enable the children at Gascoigne to access their learning in a calm and intelligent manner. We are sure that the role of sport in developing these core academic skills is significant and therefore we are keen to give as much opportunity to our children as possible.	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner.	YGLs DHTs AHTs Sports Leads	Jun 2020
Access to educational enrichment experiences for all	To ensure that all children are able to attend the residential visits by subsidising these	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the school's Finance Officer.	Finance Officer HT DHT	Jun 2020
Increased involvement in STEM activities. Newly introduced 'Young Engineers' Intervention.	To ensure most vulnerable/PP pupils are accessing learning suited to their interests.	This intervention will involve pupils who will develop skills of de-constructing mechanisms such as bikes and construct them so that they learn about the mechanics.	This will be led by Learning Mentors in the afternoon and will be linked to learning of core subjects, will be monitored by Inclusions Managers.	DHTs AHTs/Inclusion s Leads	

**Notes:**