



Pupil premium strategy statement 2020-21: Sandringham School

School overview

Metric	Data
School name	Sandringham School
Pupils in school	1613
Proportion of disadvantaged pupils	8.49%
Pupil premium allocation this academic year	£106,960
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Alan Gray, Headteacher
Pupil premium lead	Mark Allday, Assistant Headteacher
Governor lead	Rebecca Veitch, Link Governor

Disadvantaged pupil performance overview for last academic year

Progress 8	+ 0.7
Ebacc entry	40.6%
Attainment 8	53.02
% Grade 5+ in English and maths	56.3%
% Grade 4+ in English and maths	90.6%

Please note that all attainment data within this statement is based upon the Centre Assessed Grades (CAGs) students received. There is no national school performance data due to be published.

Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers		
A.	Organisation, preparedness and behaviour for learning – a number of disadvantaged students have a lack of organisational and self-management skills	
B.	Prior attainment including numeracy and literacy – a significant number of students enter with lower numeracy and literacy skills than their peers	
C.	Aspirations and motivation – for some disadvantaged students there are issues surrounding long-term aspirations	
D.	Wellbeing - for some disadvantages students there are issues surrounding mental health and wellbeing that can cause them to fall behind their peers	
E.	Resources for learning – a significant minority lack access at home to the resources which facilitate outstanding progress	
External barriers		
F.	Attendance rates for students eligible for PP are below the school target for all children and the attendance figure for all students. This reduces their school hours and causes them to fall behind on average.	
G.	In some cases, the parents of students eligible for Pupil Premium do not attend key events at school such as information events and PTCs which can have a detrimental effect	
H.	School closures due to COVID-19 are likely to widen the attainment gap between disadvantaged students and their non disadvantaged peers.	
Strategic Aims and Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of organisation and exemplary behaviour for learning	Students eligible for PP have no/minimal consequences for lack of organisation, lack of equipment or lack of home learning completion.

		<i>To be monitored weekly by R&C administrator, Tutors and PDs, PP Champions and PP coordinator.</i>
B.	Improved rates of progress across all key stages for students eligible for PP	<p>Students eligible for PP to make as much progress as 'other' students.</p> <p>Students eligible for PP identified with low KS22/CATS scores to make as much progress as 'other' students with low KS22/CATS.</p> <p><i>To be monitored by PP coordinator, PDs, DoLS and PP Champions after each reporting cycle.</i></p>
C.	High levels of motivation and aspirations for all PP students	<p>Proportion of PP students with 'effort letters' after each reporting cycle</p> <p>Improved attainment in internal tracking and monitoring</p> <p>Progression rates to the Sandringham Sixth Form or other FE provider</p> <p>High levels of engagements from PP students in extra curricular activities and opportunities.</p> <p><i>To be monitored by PP coordinator, PP Champions, PDs, DoLS after each reporting cycle. Progressing rates to post 16 provisions to be analysed by LG.</i></p>
D.	Support in place for students with mental health or wellbeing concerns	<p>All students with wellbeing concerns are logged and appropriate support and provision is in place.</p> <p>Improved attendance and wellbeing of students with concerns.</p> <p><i>To be monitored by PP coordinator, PP Champions, Tutors, PDs, SLA and LG.</i></p>
E.	All students eligible for PP have resources necessary for school, including a tablet device	<p>Students eligible for PP have no/minimal consequences for lack of equipment</p> <p>PP coordinator to monitor and liaise with DoLS to review how best to target resources</p> <p>PP spending carefully tracked and monitored with the effectiveness of each provision evaluated</p> <p><i>To be monitored by Tutors and PDs, PP Champions and PP coordinator.</i></p>
F.	Attendance improvement for all students eligible for PP	<p>Students eligible for PP to have reached the school's attendance target.</p> <p><i>To be monitored weekly by attendance administrator, PP Champions, PP coordinator Tutors, PDs and AAT AIO.</i></p>

G.	Improved attendance by families eligible for PP at all school events, particularly PTCs and information evenings in KS4	100% attendance at all key parents and families events. <i>To be monitored by PP coordinator, PDs and LG.</i>
H.	Any attainment gaps are swiftly identified with appropriate interventions implemented to support rapid progress	Increased one-to-one and small group tuition in place to support catch up efforts. Students eligible for PP to make as much progress as 'other' students. <i>To be monitored by PP coordinator, PDs, DoLS and PP Champions regularly</i>

1. 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 of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Progress	Whole school Learning and Teaching focus of 'High Quality Talk'.	Classroom talk is the main medium through which teaching takes place and so getting this right will enable quality first teaching for all students to take place. We have defined 'High Quality Talk' for teachers and students. For teachers this comprises explanations, modelling and questioning. Drawing on guidance from the EEF here , from the EBE's Great Teaching Toolkit here and from Rosenshine's principles of Instruction, high quality explanations are key for learning. In addition, the EEF's research evidence	Whole school CPD led by experienced staff. Focus for the Sandringham Research School which draws on evidence and researchers. Self-evaluation processes including lesson observations and learning walks.	CCR and PLT CCR and Research School team	July / August 2021

		<p>relating to metacognition which can add 7 months additional progress here has shaped how we highlight modelling as a key strategy for teachers. Finally, teacher questioning is a key strand of high quality assessment and feedback, critical to high quality teaching evidenced in the EEF's toolkit here and the EBE's Great Teaching Toolkit here.</p> <p>For students, High Quality Talk comprises talking confidently, talking with others and talking like an expert. Our approach here has been influenced by the work of PP expert Marc Rowland (e.g. his interview here) whereby PP students who lack confidence can withdraw from participation in classroom dialogue which impedes their progress significantly. In addition, research from Myhill and Fisher here demonstrates how student talk can positively impact understanding and quality of other literacy skills such as writing. Talking confidently includes strategies from having the confidence to talk in the first place, through to doing this considering tone and body language. Talking with others will enable students to be productive and collaborative when they talk with their peers. Talking like an expert will give students opportunities to rehearse using academic and technical language when they speak.</p>	<p>Experts from various fields will support the delivery of high quality CPD and bespoke training for key staff.</p> <p>A greater emphasis to be placed on how High Quality Talk is part of the whole school, weaved into every subject and is not a standalone component.</p> <p>Exploration of the opportunities that students have to develop their talk beyond their lessons e.g. debating and public speaking.</p> <p>Use of the EEF's implementation guidance here to shape this strategy.</p>	CCR and MAL/ LTU	
<p>B. Progress</p> <p>H. School Closure Catch Up</p>	<p>Literacy and numeracy support in dedicated Key Skills classes</p> <p>Use of peripheral TAs and small group work including guided reading and LEXIA</p>	<p>According to the EEF's T&L Toolkit, promising literacy interventions include reading (5 months progress), oracy (5 months) and phonics (4 months).</p> <p>Despite the current report of only 1 months additional progress on the EEF's toolkit, the research from MITA and the TA Guidance from the EEF identifies effective deployment of TAs can improve outcomes.</p>	<p>Monitoring progress in maths and English, in particular in Key Skills classes.</p> <p>Self-evaluation processes including work scrutiny, lesson observations and learning walks.</p>	<p>KEB</p> <p>FIM</p> <p>MAL</p> <p>CHB</p> <p>TAH</p> <p>ATP</p>	July / August 2021

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Organisation and behaviour</p> <p>B. Progress</p> <p>C. Aspiration</p> <p>F. Attendance</p> <p>H. School Closure Catch Up</p>	<p>Monitoring data of PPS in relation to Non PPS within the school</p> <ul style="list-style-type: none"> • attainment • effort • consequence • attendance 	<p>Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels incl. attainment, effort, R&C and attendance.</p> <p>This has been led by all pastoral and data teams and overseen by LG.</p>	<p>Progress and attainment reviews with PDs and DoLS including effort analysis after reporting.</p> <p>Weekly consequence and attendance reporting to PDs and LG.</p> <p>LM of PP Coordinator by LG.</p> <p>Specific discussion at EBAC DoLS Meetings.</p>	<p>MAL</p> <p>LTU</p> <p>SHN</p> <p>STK</p> <p>LG</p> <p>PDs</p>	<p>July / August 2021</p>
<p>B. Progress</p> <p>E. Resourcing</p>	<p>Provision mapping of all PPS to ensure that funding is applied appropriately and fairly</p>	<p>Our own prior experience and evidence has seen PP students increase the rates of their progress with dedicated PP mapping and a dedicated PP Coordinator.</p> <p>Individual provisions and PP spending will be recorded and evaluated based upon their impact in the PP Software from EduKey.</p>	<p>PP Coordinator review.</p> <p>LM of PP Coordinator by LG.</p> <p>PP review.</p>	<p>LTU</p> <p>MAL</p>	<p>July / August 2021</p>

<p>B. Progress</p> <p>H. School Closure Catch Up</p>	<p>1-2-1 academic tutoring from adults and sixth formers as tutors</p>	<p>One to one tuition can be effective, on average accelerating learning by 5 additional months' progress (EEF Toolkit) with a very secure evidence base.</p>	<p>Expansion of the number of adult tutors in core subjects. Additional resourcing also from DfE tutoring offering.</p> <p>Liaison with teachers/DoLS and PP Coordinator.</p> <p>Monitoring student report data and tracking progress.</p>	<p>KPA</p> <p>MAL</p> <p>LTU</p>	<p>July / August 2021</p>
<p>B. Progress</p> <p>C. Aspiration</p>	<p>Alternative provision - college</p>	<p>Our own prior experience and evidence has seen students make excellent progress in college courses which has helped levels of motivation and attendance when in school.</p>	<p>Careers coordinator to work closely with Oaklands college and parents.</p> <p>Monitoring student report data.</p>	<p>BTA</p> <p>CHB</p> <p>MAL</p> <p>CCR</p>	<p>July / August 2021</p>
<p>A. Organisation and behaviour</p> <p>B. Progress</p> <p>C. Aspiration</p> <p>D. Well being</p>	<p>Social and academic mentoring from the pupil premium coordinator and pupil premium champions</p>	<p>According to the EEF's T&L Toolkit, mentoring can lead to 1 additional months additional progress.</p> <p>Academic mentoring can also support students to build self-regulation/ metacognition skills, established in EEF toolkit as having highest gain in learning progress with a strong supporting evidence base (+8 months) .</p>	<p>Monitoring feedback from LTU, pupil premium champions, students and families.</p> <p>Monitoring student report data and holding review meetings after each reporting cycle.</p> <p>Barriers to learning shared by PP coordinator and PP Champions with teaching staff.</p> <p>Other key indicators including attendance, R&C and exclusions data.</p>	<p>LTU</p> <p>PP Champions</p>	<p>July / August 2021</p>
<p>C. Aspiration</p> <p>E. Resourcing</p>	<p>Extended learning days and E-Week activities with opportunities such as visiting universities, colleges, museums, the theatre and other places.</p>	<p>Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative impacts on cultural capital and feeling part of the family of the school.</p>	<p>Work closely with VIB, BTA and CLO to identify any potential resourcing or funding requirements in order to facilitate full participation in activities and residential experiences.</p>	<p>LTU</p> <p>MAL</p> <p>CLO</p>	<p>July / August 2021</p>

D. Well being	<p>Priority for school counselling service and behaviour support from LINKS.</p> <p>Where needs are identified, provide families access to a family support worker through the St Albans Plus Partnership.</p>	Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months.	<p>Build good communication and relationships with counsellor and VISTA.</p> <p>Manage students and families in the case of waiting lists.</p> <p>Where needs have been identified, support referrals to the St Albans Plus Partnership to provide families access to a family support worker.</p>	<p>LTU</p> <p>EMC</p> <p>TRB</p> <p>STK</p> <p>MAL</p>	July / August 2021
<p>A. Organisation and behaviour</p> <p>D. Well being</p> <p>E. Resourcing</p>	Social and resource needs funding (incl. BYOD).	Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning at Sandringham.	<p>Work closely with DoLS and PDs to identify any resourcing requirements.</p> <p>Raise awareness among parents of the BYOD school loan scheme for PP students.</p>	LTU	July / August 2021
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Attendance	Attendance for all students and key groups monitored regularly and relevant intervention put in place	<p>Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels incl. attendance.</p> <p>This has been led by an attendance officer, supported by a dedicated attendance improvement officer (AIO).</p>	<p>Weekly attendance reporting to PDs and LG. Engagement from tutors, PDs and LG on a three-weekly basis to address attendance concerns.</p> <p>Attendance improvement officer (AIO) working with students and families regularly; PP students are prioritised.</p>	<p>MAL</p> <p>AMJ</p> <p>SHN</p> <p>LTU</p> <p>STK</p> <p>PDs</p>	July / August 2021

D. Well being	Sanctuary Club at lunchtime. Homework Club. SLA support.	Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months	Well planned and resourced within the TA team. Monitor attendance at Homework Club. Ensure appropriate capacity is available within the SLA team.	CHB TRB EMC	July / August 2021
C. Aspiration	All students have access to relevant careers information, advice and guidance. By the end of KS4 all students have visited a university.	Our own prior experience and evidence confirms that with appropriate IAG, students select appropriate subjects, courses, opportunities and experience which is motivating and helps them in their future apprenticeship or university pathway. Hattie reports that students' self-expectations and self-reported grades are strongly related to outcomes (Hattie, 2012).	Monitoring participation in university visits, workplace experiences and employer engagements. Reintroduction of the Brilliant Club Scholars Programme initiative Monitoring uptake of YC interviews. Monitoring outcomes of Kirkland Rowell QA surveys (staff, students and families). Observation and feedback from governor link visits.	Nicky Honeywill LTU BTA	July / August 2021
G. Parental engagement	Family evenings – all years including KS4 'success' information evenings	The association between parental involvement and a child's academic success is well established and according to the EEF toolkit can increase progress by 3 additional months. Our own prior experience demonstrates that good school-family relationships is invaluable in order to support student wellbeing and progress.	Monitor attendance from PP families at all key events. Contact parents in advance of key evenings such as PTCs and Information Evening. Ensure strong relationships and follow up with PP families. Provide a central point of contact for hard to reach families. Raise awareness of PP coordinator position and the purpose of the role.	LTU PDs PP Champions LG	July / August 2021

			Host information events for PP families about the support and funding offered in school and available externally.		
C. Aspiration D. Well being	Access and participation in extra curricular and enrichment opportunities	Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative impacts on cultural capital and personal development.	<p>Devise a system for tracking and monitoring attendance of disadvantaged students at extra curricular provisions.</p> <p>Monitor attendance data of key group students regularly.</p> <p>Support the promotion of clubs and activities across the school.</p> <p>Encourage teaching staff to actively promote extra curricular opportunities to disadvantaged students.</p> <p>Work with parents to help plan for individuals to attend extra curricular opportunities, working around other commitments families may have.</p>	ANC LTU MAL	July / August 2021
Total budgeted cost					£106,960

2. 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	Lessons learned	Cost

		pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
B. Progress	Whole school Learning and Teaching focus of 'Personal Development'	<p>Very good PP outcomes, which have increased from previous years incl. P8=+0.7 and %4+EM Basics =90.6%</p> <p>Staff awareness of key individuals and their needs has increased.</p> <p>Staff have a developed understanding of the Personal Development curriculum for first delivery in 2019-20. More importantly, staff have started to see personal development not as a standalone area of the curriculum, but is instead an important facet that can be weaved into all subject areas.</p> <p>HIGH</p>	<p>Maintain learning focuses each year. Continue to examine the impact of the high expectations in the classroom and in teaching practices.</p> <p>Ensure that pupil premium students are a key focus of learning walks, book scrutinises and line management sessions with DoLs and PDs.</p>	School Budget
B. Progress	<p>Literacy and numeracy support in dedicated Key Skills classes.</p> <p>Use of peripheral TAs and small group work including guided reading and Lexia.</p>	<p>Outstanding English and Maths outcomes for PP students incl. %4+Eng=94% and %4+Maths=94%.</p> <p>HIGH</p>	<p>Key Stills intervention to solely be delivered by subject specialists and managed by the English and Maths DoLs</p> <p>Further investment and development of an effective numeracy provision to improve Maths outcome further</p> <p>Deployment of one-to-one tutors in English and Maths at an early stage in the school (KS3)</p> <p>Expansion of tutoring provision to support catch up interventions needed due to school closure during COVID-19</p> <p>SEND interventions to continue.</p>	<p>£15,000 (KS)</p> <p>£10,000 (TA)</p>
ii. Targeted support				

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
<p>A. Organisation and behaviour</p> <p>B. Progress</p> <p>C. Aspiration</p> <p>F. Attendance</p>	<p>Monitoring data of PPS in relation to Non PPS within the school</p> <ul style="list-style-type: none"> • attainment • effort • consequence • attendance 	<p>PP students performed well. Gap between PP/Non PP narrowed from previous years (P8 gap = 0.4 and 4+EM gap = 7.1%).</p> <p>PP vs Non PP attendance gap has narrowed slightly. Number of persistent absentees (<90% attendance) has reduced considerably.</p> <p>MEDIUM</p>	<p>Effective regular monitoring of student groups enables a maintained focus on their performance.</p> <p>Attendance tracking and intervention system has been effective at lowering the number of persistent absentees. Interventions lead by the Attendance Improvement Officer prioritised for PP students.</p> <p>Empowering DoLs to analyse data using SISRA provides ownership of progress to departments enabling them to close the gap further.</p>	<p>School budget and included in PP Coord cost below.</p> <p>£4,000 (Attendance Improvement Officer)</p>
<p>B. Progress</p> <p>E. Resourcing</p>	<p>Provision mapping of all PPS to ensure that funding is applied appropriately and fairly</p>	<p>Bespoke intervention ensuring fair application of funding and support.</p> <p>Enabled, maintained and productive links with families.</p> <p>EduKey software used to more successfully track, allocate and regularly review the effectiveness of PP funding.</p> <p>HIGH</p>	<p>Continue with effective strategy of PP Coordinator post, refinements to the key responsibilities of the role with a greater focus on raising academic achievements of PP students in order to narrow the gap.</p> <p>Expansion of pastoral support provisions (behaviour, mental health and wellbeing) to help support students and allow for the PP Coordinator post to focus on academic interventions.</p>	<p>£10,000 (PP Coord)</p> <p>£20,000 (LG LM)</p> <p>£850 (EduKey provision mapping and round robin subscription)</p> <p>£8,000 (Additional Pastoral Support)</p>
<p>B. Progress</p>	<p>1-2-1 academic tutoring from adults and sixth formers as tutors</p>	<p>Students targeted for intervention performed well and progress measurable.</p> <p>A great number of students received tutoring than previous years. The intervention was more targeted and with student identification led by DoLs.</p> <p>MEDIUM</p>	<p>Increased level of targeting would support wider students. Progress of the support to be measured more widely by teaching staff and DoLs.</p> <p>Further increase the one-to-one adult tuition provision in core subjects to reduce the risk of a widening attainment gap resulting from school closures due to COVID-19.</p>	<p>£15,000</p>

<p>B. Progress</p> <p>C. Aspiration</p>	<p>Alternative provision – college</p>	<p>Six students (2x year 11 and 4x year 10) accessed this provision. In comparison to previous years, the outcomes of these students attending this provision have been more pleasing.</p> <p>MEDIUM</p>	<p>This provision has helped students engage, but needs to be applied appropriately to ensure productivity and efficacy of the provision. Can be high cost if students do not engage fully. Suitability for college provision needs to be considered carefully on an individual basis. More rigorous tracking of progress and outcomes to form part of a regular dialogue with Oaklands College.</p>	<p>£6,000</p>
<p>A. Organisation and behaviour</p> <p>B. Progress</p> <p>C. Aspiration</p> <p>D. Well being</p>	<p>Social and academic mentoring from the pupil premium coordinator and pupil premium champions</p>	<p>Immense impact on individual students who accessed the support most. Students progressed academically and socially.</p> <p>HIGH</p>	<p>Maintained for priority students</p> <p>PP Champions have had a high impact in a short space of time. Feedback from the Champions and staff is that their role needs further definition and scope.</p> <p>Foster close liaison between PD: Y11 with a focus on academic progress of PP students.</p>	<p>Included in PP Coord cost above</p> <p>£3,000 (PP Champions)</p>
<p>C. Aspiration</p> <p>E. Resourcing</p>	<p>Extended learning days with opportunities such as visiting universities, colleges, museums, the theatre and other places. Music lessons and other.</p>	<p>Wide student body accessed opportunities that engaged them with programmes of study and provided chances for them to develop passions.</p> <p>HIGH</p>	<p>Develop breadth in curriculum offer and is aspiration for all students – continue to ask PP students about their interests to provide them with further bespoke opportunities.</p>	<p>£2,000</p>
<p>D. Well being</p>	<p>Priority for school counselling service and behaviour support from LINKS.</p> <p>Where needs are identified, provide families access to a family support worker through the St Albans Plus Partnership.</p>	<p>PP students and families in receipt of this intervention are supported emotionally and behaviourally</p> <p>HIGH</p>	<p>As school grows in size, need amongst the student body is growing. We should respond by increasing provision.</p>	<p>£8,000</p>

<p>A. Organisation and behaviour</p> <p>D. Well being</p> <p>E. Resourcing</p>	<p>Social and resource needs funding incl. BYOD</p>	<p>Students have access to learning and social resources and are fully prepared for making progress, not impeded.</p> <p>HIGH</p>	<p>Some students can neglect the device given – increase a sense of ownership amongst these students and change the payment plan structure for parents.</p> <p>A clearer approach to the part funding of schools trips which enable students to access the curriculum to be shared with parents.</p>	<p>£17,175</p>
<p>A. Organisation and behaviour</p> <p>B. Progress</p> <p>C. Aspiration</p> <p>D. Well being</p>	<p>Peer mentoring programme to support with social isolation/ organisational behaviour needs etc.</p>	<p>Students supported by their peers to improve, feel comfortable and progress academically, socially and emotionally.</p> <p>MEDIUM</p>	<p>Year 7 and 12, and Year 11 and 13 buddy programme needs further development and structure to enhance its effectiveness.</p>	<p>School budget</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>F. Attendance</p>	<p>Attendance for all students and key groups monitored regularly and relevant intervention put in place</p>	<p>Weekly reports from attendance coordinator enabled data to feed into mentoring and other systems such as rewards and consequences and the 'Golden Ticket'.</p> <p>Newly appointed trust AIO has worked with a number of families and has had a positive impact. Number of PP and non PP persistent absentees (<90% attendance) has decreased.</p> <p>MEDIUM</p>	<p>Ensure consistent follow up by LG/PDs with students and families.</p> <p>Make better use of the Herts ISL Attendance team to make referrals surrounding key attendance concerns.</p>	<p>Included above – School budget and AIO costs.</p>

D. Well being	Sanctuary Club at lunchtime. Homework Club. SLA support.	Attendance very good at the Sanctuary Club and addition staffing for this provision was needed during the academic year. SLA contact with students and families high and maintained. MEDIUM	Calmer atmosphere at lunchtimes providing isolated students with opportunities to socialise – continue. Closely monitor students with high levels of H1/H2 and whilst liaising with parents, direct key students to attend homework club.	Included above
C. Aspiration	All students have access to relevant careers information, advice and guidance.	Student destinations after KS4: 99% staying in education or employment Student destinations after KS5: 166 students going to university and 34 students secured an apprenticeship, entering employment or are taking a gap year. HIGH	Apprenticeship role has been invaluable from sixth form learning mentor and needs to continue. Greater work surrounding students' future aspirations to be embedded at an earlier stage in a child's school through our Personal Development curriculum. Target to ensure that by the time students reach compulsory school age, all students have visited a university.	School Budget
G. Parental engagement	Family evenings – all years including KS4 'success' information evenings	High rates of attendance to events tracked through a centralised tracking system managed by LG and PDs. High levels of supportive parental engagement Students exhibit mature attitudes to study, supported at home MEDIUM	Continue to ensure that the centralised monitoring of parental attendance at key events is used consistently by all. Calls home to encourage attendance need to happen more routinely by PP coordinator, PP Champions, PDs and LG.	School Budget
Total				£119,025
3. Additional detail				
Our full strategy document can be found online at: https://www.sandringham.herts.sch.uk/				

