

3.To Provide Enrichment Beyond the Classroom

Action: To improve academic outcomes through a programme of learning outside the classroom activities

Rationale: ‘Adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three months additional progress over the course of a year’ **EEF**

Success Criteria:

- Developed non-cognitive skills such as perseverance and resilience
- Pupils provided with direct experience linked to the humanities curriculum
- Pupils engaged in learning through the development of positive peer relationships

Date	Staff Responsible	Monitoring and Evaluation	Cost
Continuing Sept 16	AS – LOtC Co-ordinator /Humanities Subject Leader	<ul style="list-style-type: none"> • Pupil voice • Adventure activities linked with increased academic achievement - seen via data analysis 	£22,019

Action: Good2Great: To challenge and develop the skills of our most able pupils

Rationale: Level 2 Award NCFE Mentoring: To develop pupils’ transferable skills which in turn will disseminate into their own learning within

the curriculum. The extended curriculum challenges our most able pupils to not only manage their time effectively but to be responsible for the progress of their own learning journey inside and outside the classroom and to engage in and develop other pupils, raising aspirations and creating strong relationships between year groups.

Level 3 Award NCFE Learning to Learn for Higher Level Studies: Pupils identify their own study skillset alongside understanding the demands of higher level learning in order to identify areas for further development. Learners develop research techniques, study skills, and academic referencing and writing skills to support their higher level learning aspirations.

Success Criteria:

- To continue to be awarded direct claims status
- Successful completion of the courses
- Level 3: Produce a written piece of work suitable for higher level learning
- Level 2: Successful completion of individual units of work

Date	Staff Responsible	Monitoring and Evaluation	Cost
Continuing Sept 16	LO – Most Able Co-ordinator PPY – Assistant Vice Principal	<ul style="list-style-type: none"> ▪ Pupil voice ▪ Analysis of assessment data ▪ Regular feedback from the exam board 	£3,250

Action: To provide additional support and targeted careers guidance through a range of different careers interventions: careers education, work-related learning, careers information, careers advice, careers guidance/counselling

Rationale: ‘Every pupil [should have an opportunity to] develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future’. **DFE** (*Statutory guidance for governing bodies, school leaders and school staff*)

We must create a ‘careers system that helps both to prepare our young people well for their future lives and to give the economy a workforce with the skills it needs’. (*House of Commons Business, Innovation and Skills and Education Committees Sub-Committee on Education, Skills and the Economy. Careers education, information, advice and guidance. First Joint Report of the Business, Innovation and Skills and Education Committees of Session 2016–17*)

Success Criteria:

- Successful completion of work related learning placements
- Reduction in NEET figures for PP children
- Improved attendance to careers related events

Date	Staff Responsible	Monitoring and Evaluation	Cost
Continuing Sept 16	JI/VW – Careers Advisors PPY – Assistant Vice Principal	<ul style="list-style-type: none"> ▪ Input from Connexions for SEN pupils with statements/EHCP ▪ Evaluate a programmes of career activities and enrichment events via pupil voice ▪ Successful post 16 transition 	£32,545

Action: Pupil Premium Discretionary Fund: To provide pupils with additional opportunities that make education fun and meaningful

Rationale: 'A holistic approach seeks to empower children to use their academic learning as a foothold for their emotional and social development. The approach motivates children to learn about a subject. It instills <i>curiosity</i> and allows children to learn naturally and creatively...prepar[ing] children to become well-rounded adults'. Scholar Base (<i>Why Holistic Education is Important</i>)			
Success Criteria:			
<ul style="list-style-type: none"> ▪ Evidence of academic impact ▪ There is a deeper understanding of a subject (work scrutiny) 			
Date	Staff Responsible	Monitoring and Evaluation	Cost
Continuing Sept 16	CDE – Assistant Vice Principal	<ul style="list-style-type: none"> ▪ Completion of application for additional funding ▪ Analysis of progress data ▪ Case studies/pupil voice 	£4,500
TOTAL			£461,890