



Royds School Disadvantaged Funding Review 2019-20

Academic Year	2019-20	Total Disadvantaged budget	£381,480	Date of most recent Disadvantaged review	July 2020
Total number of pupils	972	Number of pupils eligible for DA funding	408 (42%)	Date for next internal review	N/A

	Year 7	Year 8	Year 9	Year 10	Year 11
All	217	201	201	166	173
Disadvantaged (DA)	93	95	91	67	81
%	42.3%	46.1%	45.3%	39.9%	45.8%

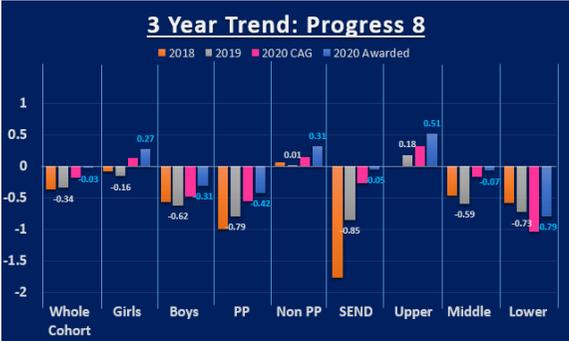
Royds school has a high number of students defined as ‘Disadvantaged’ (42% in 2019/20). The school seeks to transform the lives of the most vulnerable and disadvantaged members of the school community (DA) and their families, by raising aspiration, access to high quality transformational teaching, raising confidence, and ultimately improved achievement. Our ethos of #LiveLoveLearn seeks to inspire a culture of lifelong learning within a supportive and caring environment. The main barriers that Royds’ disadvantaged students face, as identified by FFT, in academic year 2020-21 were as follows;

- Progress 8 for Disadvantaged High Ability (HAL) and Middle Ability Learners (MAL)
- Attendance (non-attendance, 1.88% above similar schools nationally)
- The rate of fixed term exclusions (FTE) (7.07% above similar schools nationally), in particular students in receipt of free school meals (FSM)
- The rate of repeat exclusions (5.02% above similar schools nationally)

Performance of Disadvantaged students in 2020 GCSE outcomes							Attainment	
	Royds School 2017-18		Royds School 2018-19		Royds School 2019-20		Students National Data (2019)	
	DA students	All students	DA students	All students	DA students	All students	DA students	All students
% Achieving basics 9-4	50%	64.7%	41%	53%	45.1%	59%		69.9%
% Achieving basics 9-5	23.2%	39.9%	27%	32%	24.4%	39%	24.7%	43.2%
Progress 8 average score	-1.0	-0.3	-0.82	-0.38	-0.7	-0.31	-0.45	0
Attainment 8 average score	34.09	41.83	32.90	39.55	35	43.36	36.7	46.7

For the academic year 2019-20, Royds School received £380,545 DA funding as a direct grant for Ever6 FSM students. The review of spending in relation to specific actions is tabulated below.

Review of Expenditure 2019-20

1. Student Progress			Expenditure:	£385,714									
Desired outcome	Chosen action / approach	Review of impact and Lessons Learned	Cost										
<p>HAL DA students >-0.2 P8 MAL DA students >-0.5 P8 September 2020 onwards DA learners to achieve P8 score >0.</p>	<p>Improve Progress 8 score for disadvantaged learners through high quality teaching.</p>	<p>HAL DA achieved a P8 score of -0.36 (whole cohort of DA students) and MAL DA students of -0.54. (2019 HAL P8 -0.16. MAL -0.89). Broadly speaking there has been positive progress with middle ability DA learners particularly, 1 student achieved no grades. 12/15 HAL achieved grade 5 in E+M</p>  <p>7/44 MAL achieved grade 5 in E+M. Two sig outliers in MAL DA. 22/44 achieved grade 4 E+M Attendance analysis showed very close correlation between 98%+ attendance and grade 5 in E+M regardless of DA status. If we can get students to school they will do well.</p> <p>Graph to show Progress 8 scores over three years comparison</p>	£170,994										
<p>Identification of 5 underachieving DA boys in each year class in TDAR planning books Progress in books evident in line with TDAR planning books. Number of class charts rewards to 'Golden Group'.</p>	<p>a) Target DA boys in Year 11 'Golden Group' for specific wave 1 focus by each teacher. b) Target LWs towards these students in book looks to check on progress. c) Use class charts to reward resilience and problem solving.</p>	<p>Useful strategy at bringing DA status to classroom level. Where implemented correctly and followed through it did have impact. Where less effective teachers didn't use it regularly. Should be repeated this year to highlight and bring greater positive attention to 5 DA boys.</p>	£500										
<p>DA students in two Science classes to make one grade progress from PPE in Year 10 to final GCSE grade. DA students in Maths (core PE) intervention group to make half a grade progress by December. MAL boys in English to make half a grade progress by December.</p>	<p>a) Wave 2 intervention to clearly target specific gaps in knowledge for groups of students with similar issues. b) English dept to develop strategies to develop DA boys writing technique</p>	<p>Two double Science classes analysed</p> <table border="1"> <thead> <tr> <th>Class</th> <th>Year 10 PPE 3 predicted</th> <th>Year 11 actual achieved</th> </tr> </thead> <tbody> <tr> <td>11A</td> <td>10 grade 6, 8 grade 5, 4 grade 4</td> <td>4 gr 7, 8 gr 6, 4 gr 5, 3 gr 4, 2 gr 3</td> </tr> <tr> <td>11D</td> <td>6 grade 5, 9 grade 4, 6 grade 3</td> <td>1 gr 6, 3 gr 5, 11 gr 4, 8 gr 3, 7 gr 2</td> </tr> </tbody> </table> <p>Wave 2 intervention was targeting gaps in knowledge in session 6, but these were less effective than expected due to lockdown. PETX intervention booked could not take place. English teaching strategies to develop boys writing will be further developed in 2020-21, alongside oracy and literacy strategy for whole school. PETX re-booked for Autumn term.</p>	Class	Year 10 PPE 3 predicted	Year 11 actual achieved	11A	10 grade 6, 8 grade 5, 4 grade 4	4 gr 7, 8 gr 6, 4 gr 5, 3 gr 4, 2 gr 3	11D	6 grade 5, 9 grade 4, 6 grade 3	1 gr 6, 3 gr 5, 11 gr 4, 8 gr 3, 7 gr 2	£2,500	
Class	Year 10 PPE 3 predicted	Year 11 actual achieved											
11A	10 grade 6, 8 grade 5, 4 grade 4	4 gr 7, 8 gr 6, 4 gr 5, 3 gr 4, 2 gr 3											
11D	6 grade 5, 9 grade 4, 6 grade 3	1 gr 6, 3 gr 5, 11 gr 4, 8 gr 3, 7 gr 2											

100% of staff in staff voice to cite increased understanding of DA student cohort and funding model.	Deliver CPD around DA plan and specific actions to whole staff	Whole school training delivered Nov 2019 to all staff. Increased awareness reported. Followed through with HOD's.	£210
100% student voice to indicate this was useful. HAL and MAL DA boys to increase basics P8 score by 0.2 compared to 2019.	Investigate taking HAL and MAL Year 11 DA boys on Easter or weekend revision residential to Herd Farm with specific focus on English and Maths core revision skills.	A version of this was planned for a weekend in March by KHa, and ARi, but didn't take place because of COVID 19. Would be useful to repeat in 2021 but will be COVID dependent.	tbc
10/12 students to continue study for whole year, on track to complete course. 11/12 students to achieve Merit or above grades by end of course.	Develop curriculum choice for DA students by introducing one morning course of MV studies at Wakefield College. (Year 10)	Students on track to complete course though two have dropped out, and are in mainstream study at Royds. 9 students remain on the course. On track to achieve Pass grades currently but classroom work has stopped with lockdown. Teacher voice reports these boys are now demonstrating a more mature, better attitude to learning but academic evidence shows they are not working at expected grades. 2/9 achieved grade 4+ in Eng Lit in June 2020.	£9,100
Friday morning timetabled option double for year 10 from Sept 2020.	Maximise learning opportunities for Year 10 students who attend College	COVID restrictions means Trips and visits are not currently taking place. JRO has requested three College whole days to try and complete the course. Useful strategy at re-engaging year 10 but will be difficult to maintain post COVID 19 or for new cohorts.	
75% of DA students to attend after school revision sessions.	Encourage all Year 11 DA students to attend Wave 2 session six intervention.	Efforts to achieve this were tried but main barrier are the buses. Late bus was used by approx. 40% of year 11's by Jan 2020 with numbers increasing. Home responsibilities for example minding younger siblings impacts on many DA students. Will be made compulsory from September for all of Year 11 every Monday.	£21,760
100% mentored students report this helping to keep them on track. 60% reach target grades Aug 2020	Provide academic 1:1 mentoring for cohort of DA year 11 students, 10 per term between SLT and Key Stage 4 Progress Director.	Mixed impact dependent upon whether SLT maintained the weekly contact. Greatest impact had with weekly timetabled sessions. 2021 - Identified cohort will be mentored by CRO/JRO weekly coming out of Core PE for a term, in the first instance. SLT to be limited to one mentor outside of W1 intervention and to use TEAMS to track and monitor home learning.	£180,150
100% mentored students report this helping them to keep on track. 60% reach target grades for end of year.	Provide academic mentoring for cohort of DA Year 8/9 students per term between GFA, LBO, and Year 8/9 Form Tutors.	This was due to start as lockdown commenced. GFA was waiting for PPE data collection 1 and 2 to decide which students to include. Will re-commence in term 1 of 2020-21 based on data for year 7 to decide boys cohort in year 8 and PPE data from year 8 to decide boys cohort for year 9.	
85% Boys identified to make one GCSE grade of progress in one year.	Identify five DA boys in each class for high quality Wave 1 teaching. Track centrally through Key Stage 3 and 4 Progress Director.	2020 Year 11 87 boys. P8 score achieved -0.54, Att 8 40.32 (2019 P8 -0.86, Att 8 33.83) Improvement of boy's attainment from 2019-20 2020 cohort Year 11 87 girls P8 score achieved 0.04, Att 8 47.89 Girls continue to significantly outperform boys. (Nat stat: only 9% boys from DA backgrounds go to University in UK) Need to continue to develop strategies for boys. – Feed into SDP plus Oracy and Literacy plan for 2021 onwards	£500

2. Literacy and Academic Language		Expenditure	£25,149
Desired outcome	Chosen action /approach	Review of Impact and Lessons Learned	Cost
95% of precision planning books to make reference to use of academic language. Student books to show improvement in use of academic language over each term. Year 8 and 9 to access Cultural Literacy lessons.	Improve the use of academic language in disadvantaged learners both orally and in writing.	Hard to quantify without final exams taking place in 2020. This will be rolled forwards and is part of the oracy plan for 2021. Student books in term 1 showed developing use of academic language. Knowledge organisers introduced Sept 2020 and oracy development work will help to increase pace of academic language development. See actions for this year. Cultural lit lessons established and timetabled in year 7 and 8.	£5000
Weekly Parent Hub established where parents can learn GCSE maths and English September 2020 and beyond.	Improve use of academic language in DA families	Attempts to begin this by JRO Spring term 2020 failed to attract parents. The hub had an attendance focus. Three parents responded to the first invitation with one making suggestions that were useful. (None of these parents were DA) The second invitation attracted one parent from a DA background.	£3,206
80% Key Stage 3 DA students to read five books on cultural reading list by end of year.	Improve reading of wider sources including non-fiction texts	KS3 challenge initiative would have come to fruition in July 2020. Will be difficult to quantify after lockdown. Will be rolled over into 2020-21.	£5613
Two classes to have targeted taught revision strategies and monitored revision time. Revision packs (cards, paper, post it notes) to be created and given to all DA students. Parent information evenings attended by 50% DA parents.	Improve access to exam revision and preparation	Good progress being made by these two classes up to March 2020. Improved attitudes to learning demonstrated. Revision packs created and distributed to all DA students in year 11. Attendance at Parent information evening was <50% but 50% of attendees were not DA parents. Some information evenings will be offered as online alternatives this year. We will see if this attracts a wider audience.	£11,120
No difference in presentation, and quality of work between DA and non-DA learners.	Ensure DA progress in books improves.	Quality of presentations was similar between DA and non-DA but differed between genders. Presentation of boy's work is an area of focus for Sept 2021.	£0
Staff feedback to training positive. Evidence in books of colloquial language challenged.	Deliver whole staff CPD on improving literacy for DA students and challenging colloquial language.	Training did not take place before end of February 2020. Oracy is main area of T&L focus for Sept 2021 onwards. Regular training to be scheduled around Oracy and Literacy strategies from September 2020.	£210

3. Attendance

Expenditure

£104,450

Desired outcome	Chosen action /approach	Review of Impact and Lessons Learned	Cost																																																	
<p>DA attendance to improve by 3% on 2018-19.</p> <p>Whole school DA target 92%. Year 7: 94%, Year 8: 93%, Year 9: 92%, Year 10: 92% and Year 11: 90%. Average of 4/5 days a week pick-ups. 75% DA PA cohort tracked by Pastoral Leaders with specific targeted reward for maintaining attendance over 94%.</p>	<p>a) Improve attendance of DA learners.</p> <p>b) Attendance team to ensure any DA students not present are telephoned then if necessary, visited at home.</p> <p>c) Morning bus routes to target known poor attenders.</p> <p>d) Year 7 and 8 form tutors to monitor DA student attendance closely and speak to all PA DA students in form each week.</p>	<p>Whole school attendance finished academic year 2019-20 on 92% Whole school DA attendance finished academic year on 91.42% All actions listed completed on a daily basis Form tutor checking and monitoring overseen by pastoral leads with weekly reports published The huge efforts to improve DA attendance was rewarded with a final year figure above 91% Non-DA student's attendance was affected by the taking of holidays during term time, and COVID related non-attendance particularly during the week prior to lockdown.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>English</th> <th>Maths</th> <th>EBACC</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>98% or above</td> <td>1.02</td> <td>0.79</td> <td>0.84</td> <td>0.85</td> </tr> <tr> <td>95% - 97.9%</td> <td>0.39</td> <td>0.34</td> <td>0.17</td> <td>0.23</td> </tr> <tr> <td>90% - 94.9%</td> <td>-0.1</td> <td>-0.12</td> <td>-0.29</td> <td>-0.17</td> </tr> <tr> <td>PA: 89.9% or below</td> <td>-1.23</td> <td>-0.77</td> <td>-1.42</td> <td>-1.55</td> </tr> </tbody> </table> <p>Table shows P8 scores in baskets achieved in relation to attendance</p>	Group	English	Maths	EBACC	Open	98% or above	1.02	0.79	0.84	0.85	95% - 97.9%	0.39	0.34	0.17	0.23	90% - 94.9%	-0.1	-0.12	-0.29	-0.17	PA: 89.9% or below	-1.23	-0.77	-1.42	-1.55	£101,030																								
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<p>From September 2020 gap between DA and non-DA learners attendance closes to 2%.</p>	<p>Improve attendance of DA learners.</p>	<p>The gap between attendance of DA learners and non-DA learners has closed to <1%. This is as a result of the hard drive to improve attendance for DA learners particularly the phone calls home and mini bus pick-ups. These strategies are expensive but starting to show impact. New initiatives from September will target all learners but maintain these layers of support for PA and potential PA learners.</p> <table border="1"> <thead> <tr> <th>Group: 98% plus</th> <th>English</th> <th>Maths</th> <th>EBACC</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>1.02</td> <td>0.79</td> <td>0.84</td> <td>0.85</td> </tr> <tr> <td>Boys</td> <td>0.65</td> <td>0.94</td> <td>0.84</td> <td>0.38</td> </tr> <tr> <td>PP</td> <td>1.25</td> <td>1.19</td> <td>1.03</td> <td>0.78</td> </tr> <tr> <td>Non PP</td> <td>0.96</td> <td>0.67</td> <td>0.79</td> <td>0.87</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Group: 95% plus</th> <th>English</th> <th>Maths</th> <th>EBACC</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>0.98</td> <td>0.51</td> <td>0.63</td> <td>0.7</td> </tr> <tr> <td>Boys</td> <td>-0.09</td> <td>0.2</td> <td>-0.21</td> <td>-0.16</td> </tr> <tr> <td>PP</td> <td>0.18</td> <td>0.15</td> <td>-0.28</td> <td>-0.14</td> </tr> <tr> <td>Non PP</td> <td>0.5</td> <td>0.43</td> <td>0.37</td> <td>0.4</td> </tr> </tbody> </table> <p>Tables to show attendance/progress correlation. P8 score average for students with excellent or good attendance. DA students with 98% attendance achieved higher results than non-DA</p>	Group: 98% plus	English	Maths	EBACC	Open	Girls	1.02	0.79	0.84	0.85	Boys	0.65	0.94	0.84	0.38	PP	1.25	1.19	1.03	0.78	Non PP	0.96	0.67	0.79	0.87	Group: 95% plus	English	Maths	EBACC	Open	Girls	0.98	0.51	0.63	0.7	Boys	-0.09	0.2	-0.21	-0.16	PP	0.18	0.15	-0.28	-0.14	Non PP	0.5	0.43	0.37	0.4
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<p>Put additional bell in five minutes after start of each lesson to insist all students be completing BIG by bell</p>	<p>Improve punctuality to lessons.</p> <p>Use class charts to remove points for those not on time.</p>	<p>Bell installed. Impact mixed. Worked well with all students at the start of the year but consistency was mixed from a staff perspective. Routines re-established at start of Sept 2020.</p>	£0																																																	
<p>All Form Tutors to improve attendance of one DA student in their form by 1% through closer monitoring and mentoring.</p>	<p>Widen responsibility for good attendance to include all Form Tutors and teaching staff.</p>	<p>Pastoral leaders put in place initiatives to improve attendance in different year groups. These included a form football league playoff with forms with the best attendance going through to the final playoff and the winning form rewarded. Queue jump passes for winning forms for attendance were also issued and popular with students. We will re-use these strategies.</p>	£0																																																	

At least 50% of family rewards are won by families who are DA.	Develop system of family-based rewards for improved attendance, to encourage excellent attendance.	This reward initiative did not take place as whole attendance system was redeveloped.	£2000
Visit to take place before May 2020	Visit a school with a similar context to understand how they have improved attendance for DA learners.	CRO visited Lawnswood school. No new interventions there not already tried or implemented. All monitoring has been tightened up this year with very close monitoring and staff structure enhanced to add capacity. Eg DAR = family liaison role.	£500
All DA highly vulnerable families visited prior to Autumn term to remove any concerns or problems.	Remove pre-term barriers to learning.	DAR LRO visits throughout lockdown and holidays to remove prior barriers. Effective intervention which will be repeated alongside COVID welfare checks in summer 2020, and will continue.	£920

4. Behaviour and Attitudes			Expenditure	£320,824
Desired outcome	Chosen action /approach	Review of Impact and Lessons Learned	Cost	
Number of repeat visits by DA students reduced to > 10% of total DA students on roll.	Reduce the percentage of DA students revisiting R&R.	By March 2020 this figure was 21% of DA cohort revisiting R&R (89/427 students). PIP panel and student support meetings were continuing to target intervention for these students. CME forming one to one relationship with high offenders and mentoring individuals.	£35,530	
75% of students in R&R completing work specifically sent for them by teaching staff.	Improve quality of work tasks completed in R&R.	Direct personal e mails were sent to staff requesting work for individual students in R&R. CME always ensured work was completed in R&R. It needs to become habit to check the R&R list every morning and send work to pre-booked students and ensure work is sent out with students who are removed.		
High quality work packs sent home.	Ensure work packs are sent home to all Persistent non-attenders in Key Stage 4.	Work packs sent to all year 11 students at start of lockdown and many Year 10 students who had no access to online work. Revision packs of equipment also sent to vulnerable students. Computer access is an issue for many families or the wi fi to support electronic devices, but lack of parental support is the main barrier to non-completion of work.		
Term 1 to term 2 reduction of 15%, term 2 to 3 reduction of 15%.	Reduce no of incidents of DA students being removed from lessons (S3 or S4).	Term 1 data showed 38% of DA students removed from lessons at least once and 59% students removed from lessons were DA. No data for term 2 or 3 because of lockdown.	£5240	
Identify Year 10 learners who would benefit from dual roll full time college provision and investigate funding for four places.	Create extended curriculum provision for 2020-21.	Not discussed because of lockdown	tbc	
Reducing incidents of negative behaviour from Year 7 DA students through term 2 and 3	Ensure DA Year 7 students understand the Royds values and apply them to their own learning.	All year 7 learners received values lessons from September 2019 once a week to embed the Royds values. These will continue from September 2020. Behaviour in Year 7 got progressively worse from HT1 to HT3, with 10 students accounting for 57% of removals. This pattern fits the general trend in Year 7 compared to previous years.	£10,420	

Class charts data to show DA students receive four times number of positive to negative rewards.	Ensure positive rewards outnumber negative rewards of ratio 4 to 1	HT1 – 5/7 weeks target achieved and almost on 2/7 HT2 – 5/6 weeks target achieved and almost on 1/6 HT3 – 2/4 weeks target achieved and almost on 2/4. HT4 – 2 weeks target and achieve and almost on 1 week – COVID affected the rest.	£1600		
75% of DA learners who access Key Stage 3 Pathways to return to mainstream lessons either full or part time.	Improve quality of provision on site for DA students who struggle to access mainstream lessons.	Provision reformed during academic year 2019-20 with appointment of Pathways manager and staff to deliver teaching and support to pathways students. Students identified as needing short term support with return to mainstream and continual 'drop in' support or long-term provision with more bespoke one to one teaching and pastoral management. One long term year 7 student in provision in March 2020.	£152,220		
Key Stage 3 Pathways provision to be high quality bespoke learning provision meeting OFSTED good criteria September 2020 and beyond.	Ensure all DA Key Stage 3 learners have on site alternative pathway to access high quality learning and route to return to mainstream lessons.	Provision is evolving as staffing settles but provision is now much more robust with clear systems in place to monitor work rate and support with SEMH issues.			
Every DA Key Stage 4 learner not in mainstream lessons to be tracked and to achieve five GCSE grades 1-9	Improve quality of Key Stage 4 Pathways provision for DA learners.	DA Pathways student year 11 2020	Achieved grades	Attended regularly	£112,814
		J B (male)	1x 1-9	No	
		K C (male)	0	No	
		E G (male)	6x 1-9 1x 4-9	Yes	
		H H (female)	5x 1-9	Yes	
		J S (female)	5x 1-9	Yes	
		M W (male)	1x 1-9	No	
When students attended they did achieve 5 x1-9 grades inc E+M College voc quals not included at this point.					
Key Stage 4 Pathways provision to be high quality bespoke learning provision meeting OFSTED good criteria Sept 2020 and beyond.	Improve quality of provision for Key Stage 4 DA non-mainstream students.	Provision is evolving as staffing settles but provision is now much more robust with clear systems in place to monitor work rate and support with SEMH issues. Commitment to enter students for English, Maths, Science, and 2 basket 3 subjects. Look at curriculum from September onwards to focus on biology in science and enter as a single science.			

5. Raising Aspiration and CEIAG			Expenditure
Desired outcome	Chosen action /approach	Review of Impact and Lessons Learned	Cost
80% of DA students in Years 7, 8, and 9 to complete PDC by end of academic year.	Ensure all Key Stage 3 students have capacity to complete personal development challenges (PDC) in school or through extra-curricular activities.	Not monitored during lockdown though other tasks were set via online learning. Form tutors can monitor at beginning of academic year 2020-21	£0
All Year 8 students to visit a university during academic year. Annual visit for Year 9 students to university from Sept 2020 onwards	Raise aspiration for DA learners	Visits planned for all of year 8 to take place over two drop down days. Had to be cancelled due to lockdown. Needs to roll over to next academic year and to take place for year 9 students.	£500
Organise HAL Russell group University visit for Year 10 students. Annual HAL Russell group University visit for Year 10 students from Sept 2020 onwards	Raise aspiration for HAL DA learners	Didn't take place due to lockdown	£500
50% of students who take part in D of E activities are DA.	Ensure DA students have access to and participate in Duke of Edinburgh.	D of E activities completed and monitored during lockdown through Teams. EDofE Logs continued to be completed and monitored by SMC and GFA throughout. 70 students enrolled on course. Y9 – 55, Y10 - 15, with 25% of these being DA students.	£5613
All DA year 10 students to complete one week of work experience.	Ensure year 10 DA students have access to work-place skills and experiences.	Work experience planning was underway but had to be stopped because of lockdown. Will be rolled over	£7958
High quality work experience placements each year for Year 10 students from Sept 2021 onwards.	Develop Year 10 DA work experience to be targeted and bespoke to need.		
Trip arranged between January 2020 and July 2020.	Arrange Wakefield College trip to look at vocational course opportunities/taster days for Year 10/11 DA learners.	Trip not organised. Will be rolled over as long as is possible	£500
Annual visits arranged on drop down days for Key Stage 4 students to attend local colleges, Post 16 providers from Jan 2020 onwards.	Arrange Wakefield College trip to look at vocational course opportunities/taster days for Year 10/11 DA learners.	Did not take place as scheduled for Summer term	£3000
Hold annual parent information evening to discuss Post 16 options.	Widen destination options for Year 11 students.	Took place 2018-19 academic year in July 2019, but couldn't take place 2019-20. Will be re-instated for year 11 Oct 2020.	