

# Pupil Premium Allocation 2014 -2015

Pupil premium 2014 – 2015 : £548 845

587 students at £935 per student

	<b>Suggested spend 2014 2015</b>	<b>Rationale</b>
Additional staffing	£120 000	Additional staffing supports Progress as shown by school data.
Personal programme (Staffing)	£45 000	Maximises outcomes for students ( 5 A*-C inc. English and Maths) and ensures progression routes
Alternative provision (Provider costs)	£40 000	Ensures students with particular challenges remain in Education and secure post 16 progression
Use of data (staffing)	£13 000	The effective use of data in school ensures the earliest of intervention with individuals maximising pupil outcomes
Enrichment/ Music tuition	£40 000 trips and visits £40 000 Music tuition	Builds social capital, raises aspirations and facilitates progression at the highest levels
Additional academic classes/ additional access to IT out of lessons (Staffing)	£40 000	Maximises student outcomes so supports progression
One to One tuition (Staffing)	£25 000	To support the development of literacy and numeracy which supports success across the curriculum
Skills (Staffing and resources)	£50 000	Supports resilience development a key DP priority
Early intervention ( pastoral support/ mentor/CAMHS/EWS/BCSO	£70 000 pastoral support / learning mentor /CAMHS £30 000 BCSO £20 000 EWS	Enables individuals to overcome barriers to engagement and learning so maximising outcomes and progression
Parent classes In English and IT	£10 000	To enable parents to better understand and support student learning
Mindfulness training / courses	£4 000	To support the key development priority of building student resilience.
Additional food and refreshments, including breakfast/pre-enrichment refreshments	£2 000	To support student readiness to study

## Elizabeth Garrett Anderson School

### Pupil premium - Review – Autumn 2015

Action	Rationale	Cost	How impact will be measured	Review Autumn 2014	Review Autumn 2015
Reduction of class size	This enables greater teacher intervention for individual students therefore enabling more rapid progress in learning	2013/14 = £100 000 2014/15 =£120 000 2015/16 = £148 000	The percentage of students, in receipt of pupil premium, who achieve: <ul style="list-style-type: none"> <li>• 5+ A*-C grades including English and Maths</li> <li>• The Ebac group of GCSEs</li> <li>• Progress in English and Maths</li> </ul>	<p><b><u>Year 11 2014</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 58% achieved 5+ A*-C grades including English and Maths (National figure 2014 all students 55.9%)</li> <li>• 25% achieved the Ebac group of GCSEs (National figure 2014 all students 23.9%)</li> <li>• 73% made expected progress in English (National figure 2013 for girls 73%)</li> <li>• 68% made expected progress in Maths (National figure 2013 for girls 75%)</li> </ul> <p><b><u>Y11 2014/15</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 61% are projected to achieve 5+ A*-C grades including English and Maths (National figure 2014 all students 55.9%)</li> <li>• 31% are projected to achieve</li> </ul>	<p><b><u>Year 11 2015</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 62% achieved 5+ A*-C grades including English and Maths (National figure 2014 all students 57%)</li> <li>• 33% achieved the Ebac group of GCSEs (National figure 2014 all students 57%)</li> <li>• 91% made expected progress in English (National figure 2014 for all girls 72%)</li> <li>• 73% made expected progress in Maths (National figure 2014 for all girls 66%)</li> </ul> <p><b><u>Y11 2015/16</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 77% are projected to achieve 5+ A*-C grades including English and Maths (National figure 2014 all students 57%)</li> <li>• 44% are projected to achieve the ebac group of GCSEs</li> </ul>

				<p>the ebac group of GCSEs (National figure 2014 all students 23.9%)</p> <ul style="list-style-type: none"> <li>• 81% are projected to make expected progress, or better, in English (National figure 2013 for girls 73%)</li> <li>• 76% are projected to make expected progress, or better, in Maths (National figure 2013 for girls 75%)</li> </ul> <p><b><u>Y10 2014/15</u></b> The pupil premium students:</p> <ul style="list-style-type: none"> <li>• 81% are projected to make expected progress, or better, in English (National figure 2013 for girls 73%)</li> <li>• 76% are projected to make expected progress, or better, in Maths (National figure 2013 for girls 75%)</li> </ul>	<p>(National figure 2014 all students 29%)</p> <ul style="list-style-type: none"> <li>• 91% are projected to make expected progress, or better, in English (National figure 2014 for all girls 72%)</li> <li>• 90% are projected to make expected progress, or better, in Maths (National figure 2014 for all girls 66%)</li> </ul> <p><b><u>Y10 2015/16</u></b> The pupil premium students:</p> <ul style="list-style-type: none"> <li>• 70% are projected to achieve 5 or better in English this compares to 75% for the Y10 cohort</li> <li>• 70% are projected to achieve 5 or better in Maths this compares to 71% for the Y10 cohort.</li> </ul> <p>Nationally in 2017 the DFE has said the % achieving 4+ at GCSE will approximately equal the 2016 figures for C+. 5 remains the required standard to progress to level 3 courses.</p>
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<p>One to one tuition</p>	<p>Enables students in Year 7 who are below expected standards in English and / or Maths to receive tuition to accelerate their progress. One to one tuition also enables students in years 8 to 11 to receive boosts to learning in English and Maths to maximise outcomes and progression routes.</p>	<p>2013/14 =£25 000 2014/15 =£25 000  2015/16 = £16 000</p>	<p>The percentage of students, in receipt of pupil premium, making expected or better than expected progress in English and Maths within each year and from KS2 to KS4.</p>	<p><b><u>Year 11 2014</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 73% made expected progress in English (National figure 2013 for girls 73%)</li> <li>• 68% made expected progress in Maths (National figure 2013 for girls 75%)</li> </ul> <p><b><u>Y11 2014/15</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 81% are projected to make expected progress, or better, in English (National figure 2013 for girls 73%)</li> <li>• 76% are projected to make expected progress, or better, in Maths (National figure 2013 for girls 75%)</li> </ul> <p><b><u>Y10 2014/15</u></b> The pupil premium students:</p> <ul style="list-style-type: none"> <li>• 81% are projected to make expected progress, or better, in English (National figure 2013 for girls 73%)</li> </ul>	<p><b><u>Year 11 2015</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 91% made expected progress in English (National figure 2014 for all girls 72%)</li> <li>• 73% made expected progress in Maths (National figure 2014 for all girls 66%)</li> </ul> <p><b><u>Y11 2015/16</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 91% are projected to make expected progress, or better, in English (National figure 2014 for all girls 72%)</li> <li>• 90% are projected to make expected progress, or better, in Maths (National figure 2014 for all girls 66%)</li> </ul> <p><b><u>Y10 2015/16</u></b> The pupil premium students:</p> <ul style="list-style-type: none"> <li>• 70% are projected to achieve 5 or better in English this compares to 75% for the Y10 cohort</li> </ul>
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				<ul style="list-style-type: none"> <li>• 76% are projected to make expected progress, or better, in Maths (National figure 2013 for girls 75%)</li> <li>• The Y9 students in receipt of pupil premium who have received one to one tuition in English or Maths all made expected or better than expected progress during year 8. 8 of these students are currently taking preparation for GCSE in their option time.</li> <li>• The Y8 students in receipt of pupil premium who have received 1:1 tuition in English (15 students) 11 have made expected or better than expected progress with 4 receiving ongoing additional support. The Y8 students in receipt of pupil premium who received 1:1 tuition in Maths (11 students) all have made expected or better than expected progress in Maths</li> </ul>	<ul style="list-style-type: none"> <li>• 70% are projected to achieve 5 or better in Maths this compares to 71% for the Y10 cohort.</li> <li>• The Y9 students in receipt of pupil premium who have received 1:1 tuition in English (15 students) 11 made expected or better than expected progress by the end of Year 7 and 4 received ongoing additional support in Year 8. All are now making expected progress. The Y9 students in receipt of pupil premium who received 1:1 tuition in Maths (11 students) all have made expected or better than expected progress in Maths.</li> <li>• Of the Y8 students in receipt of pupil premium who received 1:1 support. 7 students received literacy support all of whom made expected or better than expected progress across year 7. 7 received numeracy support 3 need continued additional support. 4 received support for both</li> </ul>
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					literacy and numeracy of these 2 require ongoing support to maximise progress.
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<p>Personal programme</p>	<p>To maximise achievement of students at level 2 including English and Maths to ensure progression routes. The additional time supports the students who need this support to achieve at grades C+ in English Maths or Science whilst further stretching and challenging those who are secure with the core subjects</p>	<p>2013/14 =£45 000 2014/15 =£45 000 2015/16 = £40 000</p>	<p>The number of students achieving 5+ GCSEs C+ including English and Maths. Students making expected progress or better in English and Maths.</p>	<p><b><u>Year 11 2014</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 58% achieved 5+ A*-C grades including English and Maths (National figure 2014 all students 55.9%)</li> <li>• 25% achieved the ebac group of GCSEs (National figure 2014 all students 23.9%)</li> <li>• 73% made expected progress in English (National figure 2013 for girls 73%)</li> <li>• 68% made expected progress in Maths (National figure 2013 for girls 75%)</li> </ul> <p><b><u>Y11 2014/15</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 61% are projected to achieve 5+ A*-C grades including English and Maths (National figure 2014 all students 55.9%)</li> </ul>	<p><b><u>Year 11 2015</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 62% achieved 5+ A*-C grades including English and Maths (National figure 2014 all students 57%)</li> <li>• 33% achieved the ebac group of GCSEs (National figure 2014 all students 23.9%)</li> <li>• 91% made expected progress in English (National figure 2014 for all girls 72%)</li> <li>• 73% made expected progress in Maths (National figure 2014 for all girls 66%)</li> </ul> <p><b><u>Y11 2015/16</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 77% are projected to achieve 5+ A*-C grades including English and Maths (National figure 2014 all students 57%)</li> <li>• 44% are projected to achieve</li> </ul>
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Alternative provision	To enable students to remain engaged in Education and secure post 16 progression routes for these students	<p>2013/14 =£ 40 000</p> <p>2014/15 = £40 000</p> <p>2015/16 = £35 000</p>	Information about student completion of courses and progression to courses 16+	<p><b><u>Year 11 2014</u></b></p> <p>Of the 5 students who attended AP all were in receipt of pupil premium. 4 students completed level 1 courses which allow progression to level 2 courses in Y12. All applied for courses in Y12 we are awaiting destination confirmation for Y12. 1 student did not complete her course as she was admitted, voluntarily, to a secure psychiatric ward.</p> <p><b><u>Y11 2014/15</u></b></p> <p>There are 12 students who are currently attending AP (9 are in receipt of pupil premium). Of the 9 who started an AP course in Y10:</p> <ul style="list-style-type: none"> <li>• 6 attended regularly and</li> </ul>	<p><b><u>Year 11 2015</u></b></p> <p>Of the 12 students who attended AP 9 were in receipt of pupil premium. 2 students completed level 2 courses which allow progression to level 3. 8 completed level 1 courses and applied for level 2 courses in Y12. 2 students did not complete their courses. Both are receiving intensive support from children’s social care.</p> <p><b><u>Y11 2015/16</u></b></p> <p>There are 6 students who are currently attending AP (5 are in receipt of pupil premium). Of the 6 who started an AP course in Y10:</p> <ul style="list-style-type: none"> <li>• All re attending and are</li> </ul>

				<p>have continued at the same provision.</p> <ul style="list-style-type: none"> <li>• 1 student had a gap in attendance which coincided with a child protection disclosure and move to care. She has moved to a different course at a venue close to her long term care placement.</li> <li>• 1 student changed placement during Y10 following a quality assurance visit.</li> <li>• 1 student has been excluded from one provision and has started a second provision.</li> </ul> <p><b><u>Y10 2014/15</u></b> There are 6 students who are currently attending AP (5 students are in receipt of pupil premium). Currently all are attending.</p>	<p>expected to complete courses that enable progression to Year12</p> <p><b><u>Y10 2015/16</u></b> There are 3 students who are currently attending AP (All are in receipt of pupil premium). One is attending the medical PRU. A 4<sup>th</sup> student is dual registered at a hospital school but is not currently attending (This is being followed up by EWS and CSC)</p>
Transition from KS2 to KS3	To ensure transition is successful for those with an academic or emotional need	2013/14 = £10 000 2014/15 2015/16 transition funding was from	The year 7 pupil support panel and year 7 review will analyse transition	<p>Summer 2014 Y6 to 7 summer school ran with specific funding providing students with the opportunity to:</p> <ul style="list-style-type: none"> <li>• Build positive relationships with staff and peers.</li> <li>• Work on Literacy and numeracy to prevent the</li> </ul>	<p>Summer 2015 Y6 to 7 summer school ran with specific funding providing students with the opportunity to:</p> <ul style="list-style-type: none"> <li>• Build positive relationships with staff and peers.</li> <li>• Work on Literacy and numeracy to prevent the summer slump</li> </ul>



		different sources		<p>summer slump</p> <ul style="list-style-type: none"> <li>• Opportunity to visit parts of London previously not visited.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to visit parts of London previously not visited.</li> </ul>
Promoting the use of data	To ensure early identification of need and rapid intervention to meet the needs of students	<p>2013/14 = £15 000</p> <p>2014/15 = £15 000</p> <p>2015/16 = £13 000</p>	Half termly data summaries are produced which are discussed at all levels across the school in a systematic and consistent way. Extended panels for each year group take place each term focussing on the current data, the review of interventions and planning future interventions.	<p>Data is collected regularly. Summaries are produced and used to inform action by SLT, Subject teams, Year teams and colleagues who deliver support programmes.</p> <p>Current work under way to look at school based assessment in line with National changes.</p>	<p>Data is collected regularly. Summaries are produced and used to inform action by SLT, Subject teams, Year teams and colleagues who deliver support programmes.</p> <p>Current work is under way at EGA to implement our growth mind set model for assessing without levels at KS3.</p>
Enrichment activities	Enables students to experience a wide range of activities that boosts confidence, raises expectations and builds social capital.	<p>2013/14</p> <p>2014/15 and</p> <p>2015/16</p> <p>Trips and visits =£40 000</p> <p>Music tuition = £40 000</p>	The comparative uptake of enrichment opportunities by students in receipt of pupil premium.	<p>All students from Years 8 to 11 have taken the opportunity to engage in an enrichment activity.</p> <p>Paul McIntyre reported on enrichment to governors Summer 2014</p>	<p>All students from Years 8 to 11 have taken the opportunity to engage in an enrichment activity.</p> <p>Registers are kept and analysed.</p>
Additional academic	Supports students in preparation for	2013/14 = £40 000	The percentage of students, in receipt of	<b><u>Year 11 2014</u></b> Pupil premium students:	<b><u>Year 11 2015</u></b> Pupil premium students:

<p>classes</p>	<p>examinations so improving students outcomes. This is especially important for those students without the facilities or support to study at home.</p>	<p>2014/15 = £40 000 2015/16 =£35 000</p>	<p>pupil premium, who achieve: 5+ A*-C grades including English and Maths The ebac group of GCSEs Attendance at extra classes</p>	<ul style="list-style-type: none"> <li>• 58% achieved 5+ A*-C grades including English and Maths (National figure 2014 all students 55.9%)</li> <li>• 25% achieved the ebac group of GCSEs (National figure 2014 all students 23.9%)</li> <li>• Up to May half term 2014 attendance of targeted students at English Maths and Science sessions averaged at 90%</li> </ul> <p><b><u>Y11 2014/15</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 61% are projected to achieve 5+ A*-C grades including English and Maths (National figure 2014 all students 55.9%)</li> <li>• 31% are projected to achieve the ebac group of GCSEs (National figure 2014 all students 23.9%)</li> <li>• After school sessions in Maths and Science have begun. Maths have a target group of 100 students. Attendance of these 100 has averaged 88% (The vast</li> </ul>	<ul style="list-style-type: none"> <li>• 62% achieved 5+ A*-C grades including English and Maths (National figure 2014 all students 57%)</li> <li>• 33% achieved the ebac group of GCSEs (National figure 2014 all students 57%)</li> <li>• 91% made expected progress in English (National figure 2014 for all girls 72%)</li> <li>• 73% made expected progress in Maths (National figure 2014 for all girls 66%)</li> <li>• Up to May half term 2015 attendance of targeted students at English, Maths and Science sessions averaged at 89%</li> </ul> <p><b><u>Y11 2015/16</u></b> Pupil premium students:</p> <ul style="list-style-type: none"> <li>• 77% are projected to achieve 5+ A*-C grades including English and Maths (National figure 2014 all students 57%)</li> <li>• 44% are projected to achieve the Ebac group of GCSEs (National figure 2014 all students 29%)</li> <li>• 91% are projected to make</li> </ul>
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				<p>majority have attended regularly there are 8 students who there are concerns about attendance, 2 of these are now attending AP courses the other 6 have known medical conditions and parents have been seen) . Science has focussed on the students who are re sitting their Core Science and has been targeted at those students who need additional time each which to support differing aspects of their controlled assessment so has been different students each week. 3 students have been a concern about attending when required, 2 of these students are now continuing their education at AP.</p>	<p>expected progress, or better, in English (National figure 2014 for all girls 72%)</p> <ul style="list-style-type: none"> <li>• 90% are projected to make expected progress, or better, in Maths (National figure 2014 for all girls 66%)</li> <li>• After school sessions in Maths and Science have begun. Classes are focussed on key gaps in learning and invitation is for students to attend for specific sessions, rather than general extra revision classes.</li> </ul>
Improved access to IT	Supports students in preparation for examinations so improving students outcomes. This is	Included in funding for additional classes	Use of IT facilities out of lessons.	Use of computer facilities after school and at lunch time continue to be popular with students. Who attends depends on the demands on the students at the time.	Use of computer facilities after school and at lunch time continue to be popular with students. Who attends depends on the demands on the students at the time.

	especially important for those students without the facilities or support to study at home.				
The skills curriculum	Enables students in years 7 to 9 to explicitly learn about the personal, learning and thinking skills that underpin the curriculum. Students also explore communities and details of information, advice and guidance that raise aspirations and facilitate planning for individual futures	2013/14 =£50 000 2014/15 =£50 000 2015/16 = =£50 000	Evaluation, with students, of the skills curriculum. Analysis of option pathways at KS4. Destinations information	The Skills, development and progression Faculty have completed a second review.  <b><u>Y11 2014/15</u></b> Options analysis for students in receipt of pupil premium show: <ul style="list-style-type: none"> <li>• 31% projected to achieve ebac set of qualifications ( whole cohort = 37% National figure all students 2014 = 23.9%</li> <li>• 25 / 48 students studying Triple Science are in receipt of pupil premium (52% of the triple Science cohort) (66% of cohort are in receipt of pupil premium) N.B KS2 data shows 28/52 HAPS are in receipt of pupil premium.</li> <li>• All 2 of the 3 students who we have reduced their options in Y11 are in receipt of pupil premium.</li> </ul>	The Skills, development and progression Faculty have completed a second review.  <b><u>Y11 2015/6</u></b> Options analysis for students in receipt of pupil premium show: <ul style="list-style-type: none"> <li>• 44% are projected to achieve the ebac group of GCSEs (National figure 2014 all students 29%)</li> <li>• 31/ 45 students currently studying Triple Science are in receipt of pupil premium (69% of the triple Science cohort) (73% of cohort are in receipt of pupil premium) N.B KS2 data shows 33/56 HAPS are in receipt of pupil premium.</li> <li>• All 3 students who are studying a Foundation course ( pre GCSE) are in receipt of pupil premium and</li> </ul>

				<ul style="list-style-type: none"> <li>All 6 students who are studying a Foundation course ( pre GCSE) are in receipt of pupil premium and also have specific learning and/ or medical needs.</li> </ul> <p><b><u>Y10 2014/15</u></b> Options analysis for students in receipt of pupil premium show:</p> <ul style="list-style-type: none"> <li>31/ 45 students studying Triple Science are in receipt of pupil premium (69% of the triple Science cohort) (73% of cohort are in receipt of pupil premium) N.B KS2 data shows 33/56 HAPS are in receipt of pupil premium.</li> <li>All 3 students who are studying a Foundation course ( pre GCSE) are in receipt of pupil premium and also have specific learning and/ or medical needs.</li> </ul>	<p>also have specific learning and/ or medical needs.</p> <p><b><u>Y10 2015/16</u></b> Options analysis for students in receipt of pupil premium show:</p> <ul style="list-style-type: none"> <li>38/ 56 students studying Triple Science are in receipt of pupil premium (68% of the triple Science cohort) (70% of cohort are in receipt of pupil premium) N.B KS2 data shows 23/42 HAPS are in receipt of pupil premium.</li> <li>All 4 students who are studying a Foundation course ( pre GCSE) are in receipt of pupil premium and also have specific learning and/ or medical needs.</li> </ul>
Early intervention	Ensures the capacity to identify barriers to learning which are caused by / linked to complex needs and deprivation. Once	CAMHS / pastoral support / learning mentor 2015/16 = £70 000 EWO = £30 000	Analysis of student outcomes for those in receipt of pupil premium and who were supported by internal and external intervention and support.	Attendance currently >95% for all year groups. Punctuality Payback has reduced lateness to school. 167 students from Years 7 to 11 have been discussed at pupil support panel since September 2014. ) of these 124 are in receipt of	Attendance currently >95% for all year groups. Punctuality Payback continues to reduce lateness to school and classes have run for parents on punctuality. 137 students from Years 7 to 11 have been discussed at pupil

	<p>identified the appropriate internal and external support can be put in place to enable all students to maximise their learning. Working with families to ensure a shared understanding of how to support students with learning.</p>	<p>BCOS = £30 000  ( Overall increase £10 000 from 2014/15</p>	<p>Attendance and punctuality data</p>	<p>pupil premium. (This figure rises to 371 students in years 7 to 11 who have ever been discussed at PSP 298 of whom are in receipt of pupil premium) Sessions have been run by BCSOs for the parents of Year 7 students in the Bangladeshi , Turkish and Somali communities.</p>	<p>support panel since September 2015. ) of these 98 are in receipt of pupil premium. (This figure rises to 392 students in years 7 to 11 who have ever been discussed at PSP 287 of whom are in receipt of pupil premium) Sessions have been run by BCSOs for the parents of Year 7 students in the Bangladeshi , Turkish and Somali communities. Sessions to support parents around the prevent agenda are being investigated.</p>
Parent classes	For 2015/16 in English and IT	<p>2014/15 =£10 000 2015/16 =£10 000</p>		<p>These classes are at the planning stage. Negotiations have taken place with organisations in Islington.</p>	<p>These classes were shown in the academic year 14/15 to have an uptake that is uneconomic to continue. Parents are currently signposted to other offers across Islington.</p>
Mindfulness training		<p>2014/15 =£4 000 2015/16 =£0</p>		<p>16 staff completed the mindfulness course. A course was run after school for 20 Y10 students in summer 2014. Reports from staff and students are positive. The staff are continuing their practice with the trainer in a pilot continuing mindfulness course which is a monthly support session. Later this</p>	<p>One staff member trained as a facilitator in 2015</p>

				year some of the cohort will be offered the opportunity to train to deliver mindfulness to students.	
Additional Food for students		2014/15 =£1 000 2015/16 = £2000		Currently 9 students are provided with FSM who are not entitled to FSM. As a school we currently act as a distributor of food bank vouchers.	Currently 7 students are provided with FSM who are not entitled to FSM. As a school we currently act as a distributor of food bank vouchers. Breakfast club runs for anyone who wishes to attend.