

Pupil Premium main funding 17/18 Review.

Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?
<p>Desired Action A: To further improve the learning across the school to ensure that the gaps for pupil premium pupils in both progress and attainment is reduced. (Budget Allocation £241,138)</p> <p>(Spent: £226,747.48)</p>	<p>All staff, HODs, JLD.</p>	<p>Termly and GCSE data for 2018.</p>	<p>£241,138</p>	<p>Lessons Learned: There has been a whole school drive to improve the progress and attainment of PPI pupils this academic year. Staff have raised their awareness of the specific needs of this group and developed departmental action plans to address these needs. This needs to be continued. There has been a whole school CPD session sharing good practice amongst colleagues. This practice will be reviewed through PPI pupil outcomes both for GCSE results for 2018 and in school tracking of pupils on target compared to the teacher expectations. Next year we need to engage parents more so that the PPI pupils are able to work better at home. Also to encourage more PPI pupils to engage with the mentoring programme at lunch time.</p>
<p>Chosen Actions: There are bespoke departmental Action Plans for PPI pupils. These have 4 priority areas that indicate the strategies that teachers will use to develop the learning of PPI pupils.</p> <p>Each TA has a support plan for the PPI pupils that they work with. There is a specific cohort of pupils that each TA gives support to in lessons. There is an action and desired outcome for each PPI pupil.</p> <p>The Learning Mentor has developed an action plan with 4 foci as listed below.</p> <p>Focus 1 To administer the NGRT (National Group Reading Test) assessments to pupil</p>				<p>Impact and did we meet our success criteria?</p> <p>Last year's Year 11 Cohort</p> <p>The data produced by the year 11 PPI cohort in their GCSE exams 2018 shows some evidence that the strategies implemented this year have been partially successful. There is some improvements compared to the GCSE data from 2017.</p> <p>This year's Year PPI 11 cohort is slightly larger than previous year (46 16/17, 53 17/18).</p> <p>There were at least 8 pupils within this cohort that through a variety of reasons missed significant time in school.</p> <p>Average Total Attainment 8 is very similar to previous (10.45 16/17, 10.51 17/18.)</p> <p>Average Attainment 8 gap is very similar to previous (1.04 16/17, 1.05</p>

premium children from years 7 through to 11. NGRT is a termly test designed to drill down into pupil's reading and comprehension skills (including phonics where necessary), the New Group Reading Test (NGRT) reveals exactly where support is required.

Focus 2 To identify Y11 pupils who will benefit from additional support in English, maths, MFL, History and science. Provide additional targeted support to these pupils during form time.

Focus 3 To identify a cohort of 18 pupils who can be taken from existing groups to reduce the pupil teacher ratio for classes with pupil premium pupils who are studying the foundation tier GCSE maths.

Focus 4 To work with Curriculum Leaders to identify areas of their subject that prove most challenging for pupil premium pupils and look at strategies including targeted resources that can be developed to address this issue.

The school has introduced a series of whole school staff CPD sessions which take place each Wednesday. This gives a more regular opportunity to develop learning skills for staff that can directly help PPI pupils with their progress.

17/18).

Average Attainment 8 higher for this year's PPI cohort (3.60 16/17, 3.63 17/18).

Average KS2 prior attainment was higher in previous year's cohort (4.62 16/17, 4.61 17/18).

Progress Data:

Progress Measure	All (PP)	Boys (PP)	Girls(PP)	All (NPP)	Boys (NPP)	Girls (NPP)
P8	-0.70	-0.65	-0.76	-0.20	-0.74	0.22
	All (PP)	Boys (PP)	Girls(PP)	All (NPP)	Boys (NPP)	Girls (NPP)
Ebacc. APS	2.9	3	2.8	4	3.2	4.6

The data above shows that in the progress 8 measure PPI pupils gained a lower score than other pupils. This is demonstrated by -0.7 compared to -0.2. This represents a P8 gap of 0.5 difference between the two measures. Also, there is a gap between the Average Point Score for Ebacc subjects. This is shown by the difference between 2.9 for PPI pupils and 4 for other pupils. This represents a gap of 1.1.

Pupils with positive P8:

All 16/17	All 17/18	Non 16/17	Non 17/18	PP 16/17	PP 17/18	Gap 16/17	Gap 17/18
39.7%	39.8%	44.9%	42.8%	21.7%	31.4%	23.2%	11.4%

This gap has been significantly reduced.

Pupils achieving 9-7 inc. English rose (4.3% 16/17, 7.5% 17/18).

			<p>Pupils achieving 9-7 inc. maths rose (6.5% 16/17, 7.5% 17/18).</p> <p>Pupils achieving 9-5 inc. E&M rose (19.6% 16/17, 24.5% 17/18).</p> <p>Pupils achieving 9-5 inc. maths rose (21.7% 16/17, 35.8% 17/18).</p> <p>Pupils achieving 9-4 inc. E&M rose (41.3% 16/17, 60.4% 17/18).</p> <p>Pupils achieving 9-4 inc. English rose (63% 16/17, 66% 17/18).</p> <p>Pupils achieving 9-4 inc. maths rose (45.7% 16/17, 64.2% 17/18).</p> <p>Pupils NOT achieving 9-4 inc. E&M fell (32.6% 16/17, 30.2% 17/18).</p> <p>Pupils NOT achieving 9-4 inc. English but not maths fell (21.7% 16/17, 5.7% 17/18).</p> <p>There are still gaps that need narrowing but this evidence seems to suggest that progress is being made.</p> <p>According the most recent internal data analysis (July 2018) the following is evident:</p> <p>The 58 PPI pupils in year 7 show some areas of improvement from the previous data analysis. For example in maths, PE, DT and History. Some areas show a positive PPI gap for example in DT and PE. Some areas show negative gaps for example RE, English, maths and Science. There will be a particular focus on these subjects this year.</p> <p>The 53 PPI pupils in year 8 show some areas of improvement from the previous data analysis. For example in maths, Art, DT, History, ICT, Music and PE. . Some areas show a positive PPI gap for example in Art, DT, ICT, Music and PE. Some areas show negative gaps for example RE, English, Maths, French, Geography and History. Again there will be a particular focus on these subjects this year.</p> <p>The 46 PPI pupils in year 9 show some areas of improvement from the previous data analysis. For example in English Language, English</p>
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				<p>Literature and maths. Some areas show a positive PPI gap for example in Engineering. Some areas show negative gaps for example English, maths, Science. Again there will be a particular focus on these subjects this year.</p> <p>The 42 PPI pupils in year 10 show some areas of improvement from the previous data analysis. For example in English language, English Literature, maths, Chemistry and Physics. Some areas show a positive PPI gap for example in maths, Combined Science, Chemistry and Product Design. Some areas show negative gaps for example RE, English Language, English Literature, Biology and Physics. Again there will be a particular focus on these subjects this year.</p> <p>There were a variety of funded curriculum resources for PPI pupils. These were as follows:</p> <p>8 PE kits (£200).</p> <p>Key Stage 3 maths digital resource (£1600).</p> <p>60 Macbeth CDs (£319)</p> <p>Year 11 PPI parents intervention evening (£268 catering and £337.80 resources)</p> <p>Copies of Year 11 English Literature texts (£268.20)</p> <p>GCSE Spanish learning resource (£300).</p> <p>Educake Science resource (£480)</p> <p>30 Fire 7 tablets for Science curriculum (£1667.67).</p> <p>2 Amazon reward vouchers (£80).</p> <p>Performance of Macbeth for PPI year 11 pupils (£600).</p> <p>11 French revision guides (£64.24).</p>
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			<p>Language resources for PPI pupils (£20.37).</p> <p>Kerboodle Science resource (£760).</p> <p>2 Yamaha keyboards (£134).</p> <p>Sets of class readers (£3758.49).</p> <p>Year 11 English literature audio resources (£700).</p> <p>2 year 11 PPI pupils gained GCSE Music support in Music Technology (£1520).</p> <p>GCSE French audio resources (£720).</p> <p>Education Psychology support for 3 PPI pupils (£500).</p> <p>A group of 43 Pupil Premium pupils were provided with additional support from January 2018 until their examinations.</p> <p>The support was offered during morning and afternoon form time - 40 mins each day.</p> <p>Curriculum support (including materials) were provided to address areas of concern in English, maths and science. Pupils were also given access to new software packages including Hegarty maths, Tassomai and Educake. These programmes are syllabus specific and were used to support the delivery and assessment of key areas of the curriculum.</p> <p>A key element of our approach was to create a high energy, low risk, learning environment where success was judged by levels of engagement and not on attainment. The idea underpinning the approach is a belief that pupil underachievement is closely linked to a lack of participation. For example pupils who struggle with the poetry or Macbeth have probably only read the poems and text once. If we can get the pupils to see the play at the theatre, watch the film and read it three times we expect to see a significant improvement in their responses to questions. If they learn 45 quotes (three for each poem they study) they are more likely to feel as if they have something to offer during English lessons. They can share their knowledge with their peers, they are more likely to</p>
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				<p>believe they have something of value to contribute and this gives them a stake in the lesson.</p> <p>A system of rewards was introduced at the start of the programme and this had a major impact on pupils' levels of engagement. However, once up and running the pupils became self-motivating and they began to compete within their own groups. A group of 12 boys really thrived in this environment and their competitions attracted other pupils who also began to compete. They would challenge each other to learn key aspects of the curriculum. This included a sheet of 45 quotes for the poetry exam, the formulas for the science exams and approx. 400 history facts across a range of topics. Pupils also began to offer one another support and share their own learning strategies.</p> <p>Support was always available and the pupils worked hard during the sessions. Curriculum Leaders from English, maths and science provided additional support as required. Mr Wilson and Mrs Johnston managed every session.</p> <p>The only real issue related to scale of the curriculum that needed to be covered. A November start is recommended for the current Y11 cohort and hopefully starting a programme in Y10.</p> <p>The data includes pupils who never attended the sessions and if the data for these pupils is removed the outcomes of those who attended is considerably higher in percentage terms.</p> <p>INSERT NGRT ASSESSMENTS.</p>
Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?
Desired Action B: More pupils who are eligible for pupil premium funding are able to access	All staff	July 2018	£10,000	Lessons Learned: This academic year there has been a concerted effort by all staff to engage PPI pupils with increased extracurricular

<p>extra-curricular activities. (Budget Allocation £10,000)</p> <p>(Spent: £3,700.65)</p>				<p>opportunities. There needs to be an analysis done to ensure an even coverage of PPI pupils so that we are aware if the same pupils are getting numerous opportunities and some are missing these.</p> <p>As a result there have been specific activities where only PPI pupils were eligible or that PPI pupils were given the means to participate in an activity that they would otherwise have been excluded from due to the cost to their family. For each of these the organiser was required to produce an impact statement and in some cases a pupil voice was undertaken. We need to increase the number of these activities.</p>
<p>Chosen Actions: Funding has been allocated to support PPI pupils with the cost of learning experiences that take place outside the curriculum.</p> <p>An analysis of this involvement will be made. This will identify the numbers of pupils and the subject areas so that an impact assessment can be made based on progress data.</p>				<p>Impact and did we meet our success criteria? The following are examples of specific activities for PPI pupils:</p> <p>A yearlong Girl mentoring programme was established involving 15 year 10 PPI girls. The activity builds self-esteem and confidence. The girls are mentored by a positive female role model from industry (£3155).</p> <p>A year 11 PPI trip to see ‘A Christmas Carol’ at the Bolton Octagon. (COST)</p> <p>Year 7 PPI activity on Gothic writing (£495).</p> <p>Year 8 PPI Water Sports Trip (£760).</p> <p>PPI Issac Physics Workshop at The University of Manchester (COST).</p> <p>PPI trip to see ‘Cinderella’ at The Opera House (£247).</p> <p>Year 7 PPI trip to a BMX track (Cost).</p> <p>25 PPI pupils went on a trip to the Cinema to see ‘Jurassic World’ (£124.75)</p> <p>Setting up of a PPI Steel Band by purchasing a set of steel drums (£2000).</p>

				<p>PPI trip to Manchester University to raise interest in Science (£65).</p> <p>3 PPI pupils had funding for their specialist Music lessons (£1225).</p> <p>1 PPI pupil was funded to attend a Sports School to develop his motivational skills (£5550).</p> <p>Other PPI pupils benefited from funding that meant that they were able to attend an extracurricular activity and join their peers without being disadvantaged. These were as follows:</p> <p>1 pupil attended Castlregg on retreat (£185).</p> <p>1 pupil attended Plas Menai for the GCSE PE trip (£175).</p> <p>A number of year 10 PPI pupils were able to attend the GCSE field trip to Malham. The same pupils also attended a Geography GCSE workshop in Manchester.</p> <p>1 PPI pupil was able to attend a self-confidence and resilience residential trip to Conway (£162),</p> <p>1 year 10 PPI pupil was able to take an Art trip to New York (COST).</p> <p>All these activities have details of the benefits to the PPI pupils who took part. They provided funding to extracurricular work that otherwise would have excluded the PPI pupils involved. More details of impact are available.</p>
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Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?
Desired Action C: Improved attainment across the school for the high prior attaining (HPA)	Individual teachers and	Termly data drops	£5,000	Lessons Learned: The school undertakes termly data drops. These identify trends in comparison to previous data drops

<p>pupils eligible for pupil premium. (Budget Allocation £5,000)</p> <p>(Spent: £3,233.53)</p>	<p>Heads of Department. JLD.</p>	<p>and final GCSE grades.</p>		<p>and they measure the percentages of pupils on track compared to internal expectations. These figures include Higher Attainment Pupils (HAPs) as well as other groups. Also in this review GCSE 2018 data is available. Teachers need to structure the learning better for these pupils to make sure that there is effective challenge with support for the less able. We also need to buy better resources for high ability pupils to ensure that they are stretched at home as well in school.</p>
<p>Chosen Actions: Departmental Action Plans for PPI pupils. Each department has a specific action plan that identifies four priority areas for their work to develop strategies for PPI pupils.</p>				<p>Impact and did we meet our success criteria? All departments produced an action plan to identify how they would develop strategies to improve the achievement and progress of PPI pupils. Many of these plans included strategies for the PPI/HAP group. These plans are available to review separately.</p> <p>The GCSE analysis of PPI/HAPs for 2018 shows the following:</p> <p>Generally as a school the progress and attainment of the HAPs remains an area for development. However there are some areas in which the PPI/HAPs have made improvements. The percentage of PPI pupils achieving grades 9-7 including English rose 3.2% from 4.3% in 2017 to 7.5% in 2018. Also the percentage of PPI pupils achieving grades 9-7 including maths rose by 1% from 6.5% in 2017 to 7.5% in 2018. There are not enough PPI pupils gaining grades 9 and 8 and this remains a part of the forthcoming plan.</p> <p>According the most recent internal data analysis (July 2018) the following is evident:</p> <p>The number of PPI/HAPs identified in year 7 is 10 from a total cohort of 59. Some subjects report that improvements have been made for this group in regard to on track compared to expectations since the last data drop. For</p>

				<p>example Maths reports a positive percentage gap of 10% on track, Geography 4%, PE 4%. These show improvements, other subject show improvements with still a negative gap; History -5%. Other subjects show larger gaps declining such as English -29%, RE -3%.</p> <p>The number of PPI/HAPs identified in year 8 is 10 from a total cohort of 53. Some subjects report that improvements have been made for this group in regard to on track compared to expectations since the last data drop. For example History reports a positive percentage gap of 13% on track, ICT 2%, PE 8%. These show improvements, other subject show improvements with still a negative gap; Maths -9%. Other subjects show larger gaps declining such as English -13%, RE -22%.</p> <p>The number of PPI/HAPs identified in year 9 is XX from a total cohort of 46. Some subjects report that improvements have been made for this group in regard to on track compared to expectations since the last data drop. For example XXX reports a positive percentage gap of XXX on track, XXX. These show improvements, other subject show improvements with still a negative gap; XXX. Other subjects show larger gaps declining such as XXX</p> <p>The number of PPI/HAPs identified in year 10 is XX from a total cohort of 42. Some subjects report that improvements have been made for this group in regard to on track compared to expectations since the last data drop. For example XXX reports a positive percentage gap of XXX on track, XXX. These show improvements, other subject show improvements with still a negative gap; XXX. Other subjects show larger gaps declining such as XXX</p>
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<p>Desired Action E: Reduce the number of sanctions for PPI pupils compared to last year. (Budget Allocation: None)</p>	<p>MCD with Pastoral leads.</p>	<p>Weekly reviews. A major review in May 2018.</p>	<p>None</p>	<p>Lessons Learned: We need to continue to put every effort into reducing the disadvantage for pupils by being sanctioned in school. There has been a concerted effort throughout the school to reduce the number of fixed term and permanent exclusions this year. There has been a focus on community. This included the formation of an alternative provision unit. This needs to be maintained and improved.</p> <p>A review at the end of the year took place of sanctions for pupils plus a weekly analysis of the sanctions data. These reports are available. Below is a summation of this data for review purposes.</p>
<p>Chosen Actions: The school has adopted a new whole school approach to community relationships. This new approach based on 'Ready, Safe, Respectful' will benefit PPI pupils. As can be seen above, the proportion of PPI pupils who have been involved in sanctions is proportionally higher than non PPI pupils. The plan is that this will reduce the number of exclusions and time out referrals.</p>				<p>Impact and did we meet our success criteria? In May 2018 a wholesale analysis was undertaken of the behaviour and relationships data. It demonstrated that:</p> <p>Alternative Provision (AP) hours in key stage 4: All pupils = 1956, PPI pupils 1183. This represents a percentage of the total number of hours in AP at 64%. These pupils would previously either been excluded or not attended school. This greater than average proportion allocation for PPI pupils shows the benefit of this provision to support this group.</p> <p>Alternative Provision (AP) hours in key stage 3: All pupils = 605, PPI pupils 214. This represents a percentage of the total number of hours in AP at 35%. Again these pupils have benefited from this provision.</p> <p>Time out is still being used as a sanction for pupils. It enables pupils to work on their subjects away from the rest of the school. The number of pupil hours in Time Out at the review period was 1434 Of which 486 were PPI pupils. This</p>

				<p>represents a percentage of 34% This is higher than proportionate to the cohort but lower than the use of AP.</p> <p>The number of exclusions were as follows: There were 2 permanent exclusion up to the review period 1 of which was a PPI pupil. This represents 50% of the total. There were 93 fixed term exclusions involving 61 pupils. This included 32 exclusions involving PPI pupils. 23 PPI pupils were excluded. This represents 23% of the total which is proportionate to the cohort. So PPI pupils were not more likely to be excluded than NPPI pupils.</p> <p>Behaviour points are given to pupils for a variety of reasons, some are low level some more serious. The total number of Behaviour points to the review period was 13911 of which 5303 were accrued by PPI pupils. This represents 38% of the total which is slightly higher than proportionate for the cohort.</p> <p>Achievement points are also awarded in the school for a variety of different reasons. To the review period there were 53700 points awarded of which 12757 were awarded to PPI pupils. This represents 24% of the total which is proportionate to the cohort.</p> <p>The number of sanctions for PPI pupils still remains a concern and will be part of next year's plan but there are some encouraging signs in this review.</p>
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<p>Desired Action F: Improve the attendance of all the pupil premium pupils. (Budget Allocation £1,000)</p> <p>(Spent: Nil)</p>	<p>JD, pastoral leads and form tutors.</p>	<p>Weekly</p>	<p>£1,000</p>	<p>Lessons Learned: We need to work more closely with the parents of PPI pupils to ensure that every effort is made to ensure that these pupils attend school. It has been evident that there has been a gap between the attendance of PPI pupils and non PPI pupils. There is a weekly assessment of attendance carried out by the Attendance Officer. This data analyses gaps between the different groups. Also the numbers of persistent absentees (PAs) is tracked and monitored. The strategies and actions undertaken this year show trends identified below. This needs to be more timely and persistent.</p>
<p>Chosen Actions: The following strategies are put in place to improve the attendance of PPI pupils by the school's attendance officer.</p> <p>Focus 1: A letter of concern is initially sent to parents.</p> <p>Focus 2: A meeting in school with attendance officer and the PPC. If no improvement, invite the parent in again with the EWO to offer additional support. If the child was persistently missing school the attendance officer would carry out a home visit.</p>				<p>Impact and did we meet our success criteria?</p> <p>Reports produced by the Attendance Officer indicate that for the period ending 6th December 2017 the following gaps were identified:</p> <p>In year 7 the percentage attendance gap between PPI pupils and non PPI pupils was 1.3% (96.7% PPI/97.34% NPPI). In year 8 the percentage attendance gap between PPI pupils and non PPI pupils was 0.3% (95.4% PPI/95.35% NPPI). In year 9 the percentage attendance gap between PPI pupils and non PPI pupils was 1.07% (94.57% PPI/96.54% NPPI). In year 10 the percentage attendance gap between PPI pupils and non PPI pupils was 3.05% (92.09% PPI/95.14% NPPI). In year 10 the percentage attendance gap between PPI pupils and non PPI pupils was 1.97% (93.2% PPI/95.17% NPPI). The averages for the whole school were; gap 1.72% (94.18% PPI/95.9% NPPI).</p> <p>For the same period the percentage numbers of PAs was as follows: Year 7= 5.02%, Year 8 = 32.1%, Year 9 = 12.59%, Year 10 = 15.73%, Year 11 = 13.26%. The gaps between the PPI pupils and NPPI pupils in regard to their PAs remains an</p>

				<p>issue in some year groups that needs to be included in next year's plan. However sometimes these figures can be affected by small numbers of pupils.</p> <p>The end of year attendance report (18th July 2018) indicates the following data:</p> <p>In year 7 the percentage attendance gap between PPI pupils and non PPI pupils was 1.6% (94.63% PPI/96.23% NPPI). In year 8 the percentage attendance gap between PPI pupils and non PPI pupils was 1.86% (93.66% PPI/95.52% NPPI). In year 9 the percentage attendance gap between PPI pupils and non PPI pupils was 3.06% (93.01% PPI/96.07% NPPI). In year 10 the percentage attendance gap between PPI pupils and non PPI pupils was 2.32% (91.61% PPI/93.93% NPPI).</p> <p>The averages for the whole school were; gap 2.21% (93.22% PPI/95.43% NPPI).</p> <p>As can be seen from the evaluation above the gap in attendance between the two groups continues to be stubborn but this must remain a priority for the forthcoming plan. Measures to increase the engagement in school were funded and an analysis of these different activities is available.</p>
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Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?
<p>Desired Action G: Provide support for the emotional needs of PPI pupils. (Budget Allocation £60,000)</p> <p>(Spent: £61,822.68)</p>	LU	Reviewed termly final review in July 2018.	£60,000	<p>Lessons Learned: It has been evident that the School Counsellor has provided excellent support for PPI pupils. For more details refer to intervention reports from the school counsellor. See below for a summary of these reports. There were 61 PPI pupils supported throughout the year. Of which 31 (51%) were girls and 30 (49%) were boys. This has been a success that needs to be built upon. We also need to think of other ways to support pupils mental health through a revision of the PHSE programme.</p>
<p>Chosen Actions: The school counsellor has identified the following actions that will support the PPI pupils this year.</p> <p>To increase Self Esteem & Confidence. To reduce risks of Self Harming. To Improve attendance in school. To enable PPI pupils to be happier in themselves To improve relationships with friends. To reduce stress. To enable PPI pupils to have more confidence in the future.</p>				<p>Impact and did we meet our success criteria?</p> <p>During the academic year 2017/18 the following numbers of students were supported by the school counsellor.</p> <p>In year 7 there were 9 pupils involved of which 5 were girl and 4 were boys. Reports indicate that there were a variety of issues dealt with but there seemed to be a pattern of anger management issues. Some impact statements indicate that through this work there has been an increase in self-esteem observed, a reduction in self-harming and improvements in behaviour.</p> <p>In year 8 there were 11 pupils supported of which 3 were girls and 8 were boys. In a similar way to year 7 reports show examples of anger management but also family issues and bereavement. Some of these issues haven't been resolved but the support is on-going.</p> <p>In year 9 there were 15 pupils supported of which 9 were girls and 6 were boys. Again family issues were identified as a main issue for this year group. There are examples of the support provided being able to improve pupil behaviour in</p>

				<p>certain male pupils.</p> <p>In year 10 the number of pupils supported was 11 which included 5 girls and 6 boys. In this group the main presenting problem low confidence and low self-esteem. Various coping strategies were given to support these pupils.</p> <p>In year 11 there were 15 pupils supported of which 9 were girls and 6 were boys. The main presenting issues for this year group were low confidence and there was a high proportion of pupils who were facing family issues. The impact statements indicate an improvement in the resilience of some pupils but many of the family issues are still on-going with increased support.</p> <p>There now follows three typical case studies which exemplify the work done in this area and the impact of this work.</p> <p>There are case studies available for certain pupils.</p>
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