



## Pupil premium strategy statement September 2022-23

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Borden Grammar School
Number of pupils in school	896 (665 Y7-11)
Proportion (%) of pupil premium eligible pupils	9.7% (87)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans recommended</b> )	3 years
Date this statement was published	Oct 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Trustees
Pupil premium lead	Ashley Tomlin (HT)
Governor / Trustee lead	Sarah Mendoza

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,340
Recovery premium funding allocation this academic year	£8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (£77 458 spent - over by 8758)

<b>Total budget for this academic year</b>	£96,312 (inc £8707 NTP fund)
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## Part A: Pupil premium strategy plan

### Statement of intent

*At Borden we seek to ensure that teaching and learning opportunities meet the needs of all students. However, it is also vital to check that appropriate provision is provided for children belonging to vulnerable or disadvantaged groups. As a selective school in a relatively deprived area, we also have a moral responsibility to do all that we can to enhance the life chances of students who are socially disadvantaged. We recognise that not all students who are socially disadvantaged fall into the category of Free School Meals or Pupil Premium and this plan will therefore aim to improve the life chances of all these students and to ultimately close the gaps so that no group is disadvantaged. In particular, this will include a focus on SEN, young carers, LAC students and those who are on the borderline of being pupil premium. We will collectively use the term disadvantaged to encompass all of these groups when focusing on specific intervention strategies.*

*The Education Endowment Foundation (Sutton Trust) 2018 report uses extensive evidence to detail the most effective school strategies to support the decisions on how to use the pupil premium money effectively. This research acknowledges that overall whole school strategies focused on quality teaching and learning rather than 'one off' interventions, tend to have the greatest impact on improving performance of disadvantaged students. Our strategies should therefore ideally focus around those coloured green below (although it is worth pointing out that the government NTP and summer school programmes would feature in the moderate to high cost for moderate or lower gain). <https://www.kelsi.org.uk/policies-and-guidance/pupil-premium/sutton-trust-toolkit-and-10-steps-to-success>. They also produced a guide in 2019 that recommends taking a tiered approach to pupil premium; teaching, targeted support and wider strategies. Our strategy at Borden therefore mirrors these recommendations in approach.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Attendance</b> - PP and SEN students all have lower attendance than the national average and are overrepresented in terms of persistent absence (25% of PA students). Whilst attendance at Borden is above the national average for 2021 at 92.3%, there remains a negative gap (2.4%) for PP and 4.4% for SEN students which needs to be diminished. PA has increased nationally during the pandemic, and this has also been reflected at Borden, moving to 10.9% for all students but proportionately 17% of the PP cohort. This therefore also remains a priority for all students, but particularly PP students.</p>
2	<p><b>Behaviour</b> - we know that disadvantaged students tend to receive more FTEs, more internal isolations and are, nationally, more often permanently excluded. We also know that boys receive significantly more behaviour sanctions than girls nationally. Whilst the picture is not as marked at Borden as it is nationally (PP FTE is 4.5% compared to 1.3% for the whole school), there is still a gap that needs to be diminished.</p>
3	<p><b>Learning</b> (particularly literacy and cognitive/metacognitive skills) - Over 5 years Borden has had a negative gap for PP students 3 times. In 2019 this was -1.4, in 2021 this was -0.65, and in 2022 this is -1.07. Current year 10 into 11 predictions show a -0.82 VA gap and an APS gap of 8.43 (50.94). Research supported by internal reviews of PP students, has highlighted literacy, metacognition and the development of cognitive skills as being key reasons for this underachievement where it occurs.</p>
4	<p><b>Motivation and aspiration</b> - Borden collects from an area ranked in the top 1.5% most deprived areas in the country (Sheerness). Our cohort is 75% white British and includes a high proportion of students who have no other family members who have been to university. This means that Borden also reflects the national discourse on PP students lacking aspiration and motivation to succeed therefore sometimes becomes an issue.</p>
5	<p><b>Support, guidance and safeguarding</b> - There is plenty of evidence to support the view that PP students (more than SEN) tend to lack the same level of support and guidance as non PP students, both nationally and at Borden. This relates to both matters related to learning, to staying safe, as well as more general pastoral and personal guidance. There are no figures to qualify this, but it is common sense that additional support and guidance will help all students, but will disproportionately impact positively on those who most need it.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Attendance</b> - A diminished difference between the attendance of disadvantaged and non disadvantaged students</p>	<ul style="list-style-type: none"> <li>● Reduced PA gap from 18% for PP students as opposed to 9% for non PP.</li> <li>● Improve PP attendance from 90.09 and reduce the gap with all students (currently 2.39)</li> </ul>
<p><b>Behaviour</b> - Reduced FTE, internal isolations and exits for all students with no differential between all students and disadvantaged students. Higher standard of 'learning behaviour' expected and supported across the school. This will be achieved by less repeat poor behaviour through using a rigorous restoration approach and improving home-school liaison on behaviour.</p>	<ul style="list-style-type: none"> <li>● Reduced PP FTE from 4.5% so that the gap is reduced.</li> <li>● Reduced isolation/exits for disadvantaged students currently at 20%</li> <li>● reduce the number of total exits for SEN students from 19.4%</li> </ul>
<p><b>Learning</b> - Diminished (and consistently so) gap between outcomes for disadvantaged and non disadvantaged students, particularly PP students and particularly for VA and higher grades.</p>	<ul style="list-style-type: none"> <li>● PP VA reduced from -1.07 and gap of 1.1 reduced</li> <li>● Improved outcomes for PP students particularly at higher grades (7-9) where the gap was 14% lower than all students (29% v 43%)</li> <li>● Improved 5 9-5 GCSE grades for PP (currently 73% against 86% for all students: 13% gap).</li> </ul>
<p><b>Motivation, aspiration, support and guidance</b> - students from more disadvantaged backgrounds show evidence of motivation, aspiration and are given increased support and guidance to help them achieve their goals.</p>	<ul style="list-style-type: none"> <li>● Evidence of improved effort grades, particularly homework, for PP students in year 11 (currently an average of 2.1 for HW)</li> <li>● More PP students entered for separate science (70% 2022) and more entered into the Ebacc. Currently 70% are entered for separate science and 18% for the Ebacc.</li> <li>● Disadvantaged students stay on for 6th form and apply to university, especially RG universities (currently 3/9 students for RGs)</li> <li>● Student voice shows that PP students feel supported and given good guidance across all year groups.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1500 + 10213 + 1000 + 3600 + 5000 + 2000 + 1000 + 2904 + 3682 = £30,899

Activity	Evidence that supports this approach	Challenge addressed
Support procured for maths, English and science departments which may require visits of consultants or CPD. ( <i>up to £1500</i> )	Core subjects are the main gateway to future pathways in education. There remains a significant gap between PP and non PP, particularly at the higher grades. Supporting inclusive classrooms and improving the curriculum/pedagogy should support improvement in outcomes.	3 - Learning
A proportion of LSA funding provided from the PP fund when outside of HAS funding (Learning support assistants often provide additional one to one support for vulnerable and disadvantaged students). Also additional hours given to the SENCO for pastoral support (£10213)	Whilst use of LSAs is highlighted as a high cost/low impact strategy by the EEF, our use of them in 'The Bridge' to support behaviour and learning has proven highly successful.	3. Learning 5. Support and guidance
Membership of the National College to support staff CPD, developing a whole school pedagogical approach of teaching to the top and evidential based practice. There will be a particular emphasis on the use of SEN/PP webinars. (£1000)	Quality teaching is highlighted by the Sutton Trust as being the most effective strategy for diminishing the difference between PP and non PP students.	All challenges
Introduction of Alps software at A level and GCSE to allow better tracking of students and proactive intervention using Alps connect. This will include external consultancy (John Phillips) to support its implementation and use in planning. (£3600)	As above	3. Learning
Primary work and/or summer school funding may be designated from the PP fund this year. We will focus this on year 6 students coming into our year 7 and provide them with a mix of study sessions, relationship building sessions and wellbeing sessions, partially through the year with outreach work, partially through employing an Aim Higher coordinator	The DFE fully funded this as a method of supporting Covid catch up in 2021 and therefore it would seem reasonable to presume this was a supported strategy. However, the EEF pinpoints	3. Learning 4. Motivation and aspiration

(TLR3) to work with primary students throughout the year, but but also over the summer with a summer school. £5000	this as a “high cost moderate gain” strategy, so we would possible reduce the offer in 2022.	
Improving teacher and student understanding of metacognitive and cognitive approaches to teaching. Also improving our use of the house and rewards systems as a school, trialling vertical tutoring to expand peer mentoring. This includes a budget for the 4 staff running projects with the NPQSL and for our use of Elevate learning which we have signed up to for the year with year 10/11. £2000	Metacognition is highlighted as low cost and high impact by the EEF.	3. Learning 4. Motivation and aspiration
Action research support and development - link to the inclusion leadership feedback on inclusive classrooms £1000	Professional development on evidence based approaches is recommended by the EEF as a key element of high quality teaching.	3. Learning
Responsibility given to a member of staff to take responsibility for the Borden careers curriculum. It is intended that this will support raising aspiration at an earlier age with a particular focus on disadvantaged students. £2904	Having a curriculum that responds to the needs of pupils is recommended as a key part of high quality teaching. Careers curriculum and guidance is an essential part of this.	3. Learning 4. Motivation
Employment of a temporary assistant Head of Year to support at KS3 where there are more mental health and behavioural challenges than usual, likely due to the impact of Covid. £3682	This is both about recruitment, retention and succession planning for staff (EEF - teaching and learning) as well as supporting good behaviour in year groups where there are greater challenges, thereby supporting teaching (EEF - wider strategies - behaviour)	2. Behaviour 3. Learning 5. Safeguarding

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1788 + £1800 + £1250 + £5000 + £9174 + £2000 + £5000 + £1554 + £1000 + £402 = £28 968

Activity	Evidence that supports this approach	Challenge addressed
Chrome Books provided for LSAs to better track and support SEN/disadvantaged students. (£1788)	Teaching assistant deployment is part of the targeted academic support recommended by the EEF as effective strategies.	
Use of external psychologists to support assessments of vulnerable students. (£1800)		

Employment of an additional LSA (part funded) to support DA students and help staff the inclusion space. (£1250)	The EEF supports individualised instruction, mastery learning and small group tuition as high gain, low or moderate cost strategies and therefore recommends them. The government has heralded the National tutoring programme as a key solution to support disadvantaged students and particularly those impacted by the pandemic.	3 - Learning
Bespoke, small group and targeted support for students over holiday periods, mainly but not solely in exam groups and with particular focus placed on PP students. (£5000)	As above.	3 - Learning
Specific roles created in English, maths and science dedicated to offering after school bespoke group tutoring to students identified as falling behind. (£9174)	As above	3 - Learning 4. Motivation and aspiration
National tutoring programme used to fill any gaps with the above, particularly for students not in examination year groups identified as falling behind.(£2000)	As above	3 - Learning
A fund ringfenced to specifically support disadvantaged students when needed i.e. purchasing of uniform, trips and clubs, also including the funding of peripatetic music teaching.(£5000)	As above	4. Motivation and aspiration 5 - Support and guidance
After school 'effort club' funded for students who are below average in terms of effort within exam groups. These sessions will take place 3 nights a week and students will move in and out of the sessions depending on progress made. (included in pastoral support and cover supervisor role). This will be expanded to include KS3. £1554	We trialled this internally at Borden in 2021 and it appeared to have a significant impact on those involved (average 3.19 effort to 2.39 in a term - 10/15 students improved). This is effectively small group support, supported by the EEF.	4. Motivation and aspiration 5 - Support and guidance
Identification of any underperforming disadvantaged students post Christmas and bespoke aspirational visits to universities organised (£1000)	Extracurricular activities and guidance are both recommended activities by the EEF to help increase engagement in learning.	4. Motivation and aspiration
English texts purchased for PP students so that they have their own to notate in Y10 and 11 (£402)	A direct support for PP students to help with their learning in a core subject area.	3 - Learning



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4992 + £20167 + £6792 + £766 + £2000 + £2400 + £3025 + £1000 + £995 = £40 137

Activity	Evidence that supports this approach	Challenge addressed
<p>To closely monitor and support students with their attendance using a dedicated member of staff focused on attendance/family liaison. We have increased the number of hours dedicated to family liaison this year as a result of the pandemic. This is part funded by the PP funding. They will,</p> <ul style="list-style-type: none"> <li>● monitor and track attendance, with a key priority to follow up with disadvantaged and vulnerable students.</li> <li>● Build relationships with disadvantaged families</li> <li>● proactively providing information to HOYs, tutors and LG regarding performance of various groups and students of concern, particularly DA students and with a focus on persistent absence.</li> </ul> <p>(£4992)</p>	<p>PP and SEN students all have lower attendance than the national average and persistent absence is much higher than in other groups. Whilst attendance at Borden is above the national average at 96%, there remains a significant negative gap (3.3%) for PP and 1.8% for SEN students which needs to be diminished. PA has increased nationally during the pandemic, and this has also been reflected at Borden, moving from 8% to 10% and therefore also remains a priority for all students.</p>	<p>1 - Attendance</p>
<p>Continuing employment of a member of staff dedicated to support students exited from lessons in isolation (employed January 2021). The role includes,</p> <ul style="list-style-type: none"> <li>● Building relationships with students misbehaving during supervision</li> <li>● Monitoring and tracking to identify patterns so that support can be put in place for students and teachers</li> <li>● Developing effective restoration practice</li> <li>● Enabling effective communication between staff, students, parents and other agencies for students of</li> </ul>	<p>Disadvantaged students tend to receive more FTEs, more internal isolations and are more often permanently excluded. We also know that boys receive significantly more behaviour sanctions than girls nationally. Whilst the picture is not as marked at Borden as it is nationally (PP FTE is 13% of total - so 3% over represented), there is still a gap that needs to be diminished.</p>	<p>2 - Behaviour 4. Motivation and aspiration 5 - Support and guidance</p>

<p>concern</p> <ul style="list-style-type: none"> <li>• Staffing 'The Bridge' during break times</li> <li>• Providing targeted 'effort support' sessions after school for year 10 and 11</li> </ul> <p>(£20167)</p>		
<p>A member of staff part funded, employed to provide counselling with students who have a variety of welfare needs. Counselling is disproportionately accessed by disadvantaged students. The demand is expected to expand further for this in 2021-22 and we would expect to expand the amount given. (£6792)</p>	<p>The pupil premium strategy itself sites this as an example of how to use the fund because evidence shows that disadvantaged children face additional challenges in reaching their potential and need specific support to help with this. As above, disadvantaged children are also more prone to FTE and early help/behaviour interventions are therefore key.</p>	<p>All challenges</p>
<p>Cover supervisor employed for additional hours to offer clubs after school. Homework club included in extended hours for new librarian manager. Disadvantaged students who may benefit will be targeted in each year group to be encouraged to attend. (£766)</p>	<p>Cultural capital is cited by numerous educational experts, such as Christene Counsell, as being something that 'holds back' disadvantaged students. Ofsted also inspect the extent to which a school supports the cultural development of the students within a school, particularly those from disadvantaged backgrounds.</p>	<p>4. Motivation and aspiration</p>
<p>Support provided to introduce the Duke of Edinburgh Award (start up funding) and to fund any PP students to pursue it. (£2000)</p>	<p>Extracurricular activities and guidance are both recommended activities by the EEF to help increase engagement in learning.</p>	<p>4. Motivation and aspiration</p>
<p>Introduction of CPOMs safeguarding monitoring and tracking software to support proactive work. Also introduction of Network DNA filtering software £2400 + £3025</p>	<p>The wider strategies of supporting student social, emotional and behavioural needs is recommended by the EEF as a key wider strategy.</p>	<p>5. Support, guidance and safeguarding</p>
<p>Breakfast club provided for PP students to support disadvantaged students in a cost of living crisis.(£1000)</p>	<p>Breakfast clubs and meal provision are specifically mentioned as a wider strategy by the EEF</p>	<p>4. Motivation</p>

<p>Introduction of Frog software to support primary school students with acclimatisation exercises for the Kent test. This will support admissions and is targeted at PP students. £995</p>	<p>A targeted approach (recommended by the EEF) specifically to support disadvantaged students to pass the 11+ and gain access to Borden.</p>	<p>3. Learning 4. Motivation and aspiration</p>
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**Total budgeted cost: £ 100 004**

## **Part B: Review of outcomes in the previous academic year**

## **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### **Attendance outcomes**

Since this review includes a continuing impact of a national pandemic, it is difficult to judge the success of existing strategies against the schools past performance. Absence, and even more so persistent absence has significantly increased nationally. However, Borden's attendance has consistently remained above the national picture, despite being disproportionately hit by the impact of Covid absence (centre of the Kent variant). Attendance for PP students between Sept 2021 to 2022 was 90.09%, compared to non PP at 92.48. The gap of 2.39 is therefore lower than the 3.5% gap in 2021, although since attendance is lower, it is hard to know how much of a success this is. 18% of our persistent absentees are pupil premium which means they are marginally over-represented.

### **Behaviour outcomes**

As above, the return from the pandemic has resulted in a national recognition of more challenging behaviour in schools. Therefore any figures should be compared carefully with past data and are better compared with the national figures. FTE for Borden remains low compared to the national picture at 1.4%, with pupil premium students being at 4.5%. Whilst this remains a significant gap, it is still below the national FTE rate for all schools and well below secondary schools. Internal exits and isolations for all students are at 8% (total number not students) and for PP students are at 20%. Whilst this gap remains significant, behaviour was recognised by Ofsted as a real strength of the school (November 2021).

### **Learning outcomes**

As above, the learning gap for disadvantaged students has widened nationally, likely as a result of the pandemic. Borden's overall GCSE examination attainment was a record high (not including teacher or centre assessed grades) in 2022 with an attainment 8 score of 63.66 against 55.52. Whilst the attainment and progress for PP/FSM/LAC students improved by 0.25 this year and the gap to non PP/SEN/LAC students has slightly reduced from 2019, the -1.07 P8 score remains an area of focus (despite being higher than -1.52 in 2019). The PP/FSM/LAC gap in science of a 4+ pass has reduced from 11% to 6% and improved from 82% in 2019 to 91% this year. The most significant difference in science was the percentage who achieved 5+ which is 46% higher in 2022 at 82%.

### **Motivation, aspiration, support, guidance and safeguarding outcomes**

Motivation of disadvantaged students is always going to be a challenge for schools. Effort grades show an insignificant average gap of 0.02 (1.92 v 1.90) for classwork effort, but with a more significant 0.17 difference for homework (2.07 v 2.22), whilst 73% of our Y11 PP students remained in our 6th form (3 PP students went to other 6th forms). 75% of disadvantaged students in year 13 went on to university. 17% less PP students were entered for EBACC than the whole cohort in 2022, with significant achievement differences at all levels. There were 234 safeguarding incidents of which 27% involved pupil premium students, whilst 18% involved SEN students. The numbers of students entered into the Ebacc has increased with 82% of the current year 10 entered into Ebacc qualifications, 73% of PP students follow the Ebacc, so only a 10% gap.

### **Review of Teaching Strategies (£19305 used)**

- Overstaffing in English and maths allowed us to support students with after school sessions, specifically using a member of the English department to offer tutoring 3 nights a week to students across year groups with a focus on disadvantaged students. The GCSE outcomes for both maths and English were a significant improvement from 2019 and also an improvement from prior years. Maths, in particular, showed significant improvement, moving from Alps 5 (-0.38) to Alps 3 (0.06). In particular the PP gap has reduced dramatically at 5+ (strong pass). For maths 100% of our PP/FSM/LAC students achieved a 5+, whilst in 2019 only 45.5% achieved a 5+ (33.6% lower than the whole cohort). In English language, attainment improved for DA students by 15.2% at 5+ (although the gap was larger between DA and non DA).
- We have used the services of an external psychologist for vulnerable students needing assessment or support. We extended the use of our LSAs, expanding the number of hours above those required for an existing LSA and employing one additional LSA. Additional targeted support was provided to SEN students, but it also meant more additional support provided to the isolation space where support and restoration work took place.
- Staff have had access to the online National College CPD package and 94% have accessed it over the year with around half the support staff having also accessed it.
- Alps has been introduced at A level and is now in wide use across the school. We have now purchased this for 3 years along with the KS4 package to try and embed this proactive approach across the school.
- Whilst we have not bought into the “Inner Drive” metacognition courses, we have purchased visiting support (and resources) from another company to help with year 10. We have also placed 4 staff on an NPQSL course, with 2 having a project on developing metacognition. They have been provided with a small budget to support this.
- Whilst we did not run summer school this year (as it was not funded) we employed a member of staff to become a primary liaison and run our “Aim Higher” programme for primary school students. This is where the primary students visited us once a week for approximately half a year. Disadvantaged students were actively encouraged and supported to attend.

## **Review of targeted academic Support (£11683)**

- We ran 37 holiday sessions with 421 students attending. A particular emphasis was placed on inviting any disadvantaged students who were underperforming in year 11 and 13.
- After school tutoring took place 3 nights a week in English, maths and Science (using in school tutoring funding and NTP funding). This was focused on underperformance in multiple year groups, with a particular focus on the disadvantaged. Data suggests that students taking part in this have made positive progress. For instance in English those disadvantaged students tutored made the most progress in language between their mocks and final grades (1.19 levels as opposed to 0.64 when compared against their non disadvantaged peers.) Non disadvantaged students made the most progress in literature ( 0.83 levels as opposed to 0.81 when compared against their disadvantaged peers), although the gap is small. The students tutored in combined science made, on average a 1.6 grade improvement in their final grade compared to predictions before intervention, whilst those in biology and chemistry also made significant improvements of more than 3 grades each (
- The National Tutoring programme was used in mathematics to support students who were falling behind and needed additional support, particularly those disadvantaged. Of the 9 students who regularly attended across the year, 6 made one level of progress.
- An additional fund was set up and used to support students with additionalities i.e. uniform, food, trips, clubs etc. This was used to support a small number of students.
- An after school effort club was established for Year 11, 12 and 13, with a rolling programme whereby students could ‘work themselves’ off the programme. This was staffed by increasing the number of hours given to our pastoral worker.
- Noticeboards were bought and placed in the staff room, but further thinking surrounding the proposed diagram meant that GDPR issues changed our approach. However, we did put in place some bespoke support for individual SEN students, particularly around exams and in one instance through paying for an educational psychologist.

## **Review of wider strategies (£36910)**

We operated some further morning clubs this year for students. During the exam season we operated a ‘warm up’ for all year 11 students with food provided.

We also ran a young carers club once a half term where food and drink was provided, games were played and students were ‘thanked’ for their work. This also enabled the safeguarding lead to build relationships with these students.

## **Further information (optional)**

*The above key strategies include those for which the school is contributing funds outside of the pupil premium fund, For example, with on costs, the employment of a pastoral worker, attendance and family liaison officer and educational psychologist will be considerably more than the funding the school receives. However, they are part of a wider strategy intended to include other students who also need this kind of support.*

*Further support was provided last year not originally included in the plan at the cost of £8360 in total*

*Y10 Theatre Performance was funded (Box Clever) at the cost of £600*

*We purchased 'Frog' familiarisation software targeted for primary DA students (licence each year) at the cost of £1000*

*We employed Youth resilience to support year 9 and 10 in particular regarding mental health support costing £1400*

*We bought in filtering and monitoring software to safeguard all students by highlighting mental health concerns at the cost of £3025*

*We employed a company to deliver restraint training to selected staff at the cost of £581*

*Careers responsibility given to member of staff £1,754*

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>