

## The Warren School - Pupil Premium Impact Report 2018-2019

Summary information (Secondary PHASE)					
Academic Year	2018-2019	Funding 2018-2019: £375,870			
Total number of pupils	1208	Number of pupils eligible for PP in Secondary Phase	447	Date for next internal review of this strategy	08/19
Achievement Profile 2018					
Key Stage 4 Attainment		Pupils Eligible for PP		Pupils Not Eligible for PP	
Progress 8		-0.05		0.06	
Attainment 8		43.2		46.0	
Key Stage 4 Attainment (2018 provisional)		Pupils Eligible for PP (%)		Pupils Not Eligible for PP (%)	
5 Grades 9-4 Inclusive of English and Math		55		64	
English Language 9-4		59		61	
English Literature 9-4		71		72	
Best English at Grade 4		73		74	
Best English at Grade 5		51		56	
Math 9-4		59		71	

**Barriers to future attainment**

**Academic Barriers (*issues to be addressed in school, such as poor oral language skills*)**

A.	Stretching and challenging the more able, high attaining student.
B.	Low aspiration within the local area
C.	Children from low economic backgrounds
D.	Low self-esteem and self-confidence
E.	Social mobility
F.	Overcrowded households
G.	High EAL needs
H.	High Unemployment
I.	Single Parent Families

Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
1.	Continued improved performance at GCSE	<p>Overall performance in GCSE's to improve across all subjects with targeted outcomes as following:  Attainment 8 Score:  Progress 8 Score:</p> <p>Improved percentage of 9-4 and 9-5 across all subjects but specific focus on the following:  Grades 9-4  English Lang:  English Literature:  Math:  Science:</p> <p>Grades 9-5  English Lang:  English Literature:  Math:  Science:</p>
2.	PP Students make almost the same progress as Non-PP students	Gap between non pp and pp students to be insignificant with PP students attaining as high as possible in all subjects and meeting at least a progress score of 0 as a minimum.
3.	Continued high access to University	<p>96% of students access further education with <b>30%</b> of those students going to Russel Group Universities.</p> <p>Increased access to University to grow to <b>98%</b> with access to Russel group to grow to <b>35%</b>.</p> <p>Improved access to Oxbridge with tailored specific support for students intending to apply to Oxbridge.</p>
4.	Decrease in Exclusion Data for Key Groups	Key groups exclusion data to drop by at least 40% across the whole secondary.

#### Review of expenditure 2018-19

Previous Academic Year

2018/2019

Item/project	Objectives	Estimated impact: Did you meet the success criteria?	Review	Expenditure		
<p><b>Additional outside agencies with students developing BMAT, STEP and Summer School Programmes.</b></p> <table border="1" data-bbox="91 352 584 477"> <thead> <tr> <th data-bbox="91 352 584 395">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 395 584 477"> <ul style="list-style-type: none"> <li>Low aspiration within the local area</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>Low aspiration within the local area</li> </ul>	<p>Increase access to Russel Group universities for students.</p> <p>Increase access to medicine and Oxbridge.</p> <p>Improve outcomes for students taking BMAT and STEP tests in preparation for English and Oxbridge,</p>	<p>Student access to Russel group universities increased this year at The Warren School.</p> <p>Students have secured places at the top universities, including Oxford University, Imperial College London, Kings College London, Warwick and London School of Economics.</p> <p>Work with the Sutton trust, K+, SMF and HEAPS programmes helped prepared students for applications and supported them in gaining vital experience.</p> <p>25% of sixth form students attended Russel group universities. 80% of students accessed university with 20% going on to the work force via employment or apprenticeships.</p>	<p>Students taking the BMAT and STEO tests had improved outcomes in the year 18-19.</p> <p>Although no students secured a place at Cambridge the students who were prepped and supported in their application scored well in the STEP Test and above expectations.</p> <p>Students accessed appropriate summer school programmes that were based around enrichment and further development.</p>	<p><b>Within Trust (£2K contribution)</b></p>
Barriers to Learning						
<ul style="list-style-type: none"> <li>Low aspiration within the local area</li> </ul>						

Item/project	Objectives	Estimated impact: Did you meet the success criteria?	Review	Expenditure
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<p><b>Staff training/CPD across the Trust and use of examination boards.</b></p> <div data-bbox="91 229 454 300" style="background-color: #e0e0e0; padding: 5px; border: 1px solid black;"> <p><b>Barriers to Learning</b></p> </div> <ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Low aspiration within the local area</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> </ul>	<p>Improvement in Teaching &amp; Learning.</p> <p>Improve rates of progress with all KS3 and KS4 students who are eligible for PP.</p>	<p>Staff who attended exam specific CPD courses showed improved overall outcomes both at KS4 and KS5.</p>	<p>Staff who attended Trust teaching and learning CPD and support from colleagues within the Trust showed improved quality in their teaching and the learning within their classrooms leading to an improvement in students' outcomes.</p>	<p><b>Inset Budget</b> <b>£12K</b></p>
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<p><b>Half-Term Revision Centre</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Barriers to Learning</b></p> <ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• Single Parent Families</li> </ul> </div>	<p>Improved outcomes in GCSE and A Level.</p> <p>PP students to close the gap.</p>	<p>PPI students and overall achievement increased from previous year.</p> <p>Particular success in core subjects which was also supplemented by the smaller class sizes.</p>	<p>All PPI students in both Year 11 and 13 attended revision centre in some capacity improving their outcomes and achievement.</p>	<p><b>£15K</b></p>
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Item/project	Objectives	Estimated impact: Did you meet the success criteria?	Review	Expenditure
<p><b>IAG Coordinator and Careers Information, Advice and Guidance.</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Barriers to Learning</b></p> </div>	<p>Early and additional guidance will be offered to students eligible for the Pupil Premium Grant in Years 8 – 11 to ensure that they can be supported to pursue aspirational futures.</p>	<p>Students received support through the following avenues:</p> <ul style="list-style-type: none"> <li>- 1:1 Careers interviews are available with a qualified Careers Adviser.</li> <li>- Careers sessions are provided to students through PSCHE lessons and presentation lessons given to each tutor group at each transition stage</li> <li>- Careers trips to a range of places including Careers Events, Insight days</li> </ul>	<p>25% of sixth form students attended Russel group universities. 80% of students accessed university with 20% going on to the work force via apprenticeships or employment.</p> <p>Successful trips to a number of different venues to broaden knowledge of future choices such as;</p> <ul style="list-style-type: none"> <li>- University open days</li> </ul>	<p><b>IAG Coordinator part Funded Total = £7,740</b></p>

<ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High Unemployment</li> </ul>		<p>and to visits to Further and Higher Education Colleges.</p> <p>In year 11 and 13 all students received at least one meeting in the year regarding IAG either by their tutor, ATL or in the case of some vulnerable PPI students by Connexions. This meant that students were able to make informed choices and feel supported in their post 16 and post 18 choices either to enter further education, apprenticeships or the work force.</p>	<ul style="list-style-type: none"> <li>- Guest speakers at careers day that covered the following; education, engineering, medicine, business management, sport.</li> </ul> <p>All Year 11 PPG students and Year 13 PPG students were seen as a priority.</p> <p>All PPG students and students at risk of NEET were seen and regularly checked before Christmas and supported in college application where applicable.</p> <p>Connexions meetings took place and careers meetings took place with IAG coordinator and such programs as FAST tomato were utilised to support students in future choices.</p>	
<p><b>Reading programme – Reading Recovery/ Lexia</b></p> <p><b>Barriers to Learning</b></p> <ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• High Unemployment</li> </ul>	<p>Reading books and materials for KS3 to stretch/challenge or support.</p> <p>Improvements made by all student and specifically PP students in reading and comprehension age.</p>	<p>All students who accessed Lexia support increased their reading ages by at least 1 year by the end of the reading recovery programme.</p> <p>In 11 cases students improved by 3 or more years over the space of 2 terms of support.</p> <p>PP students that took part in the scheme saw significant gains in reading ages increasing by on average 1.3 years over the space of 2 terms.</p> <p>All students in Year 7 accessed accelerated reader.</p>	<p>Improvements in comprehension and reading ability in KS4 allowed for students to access the GCSE texts more readily and therefore directly impacted on students’s outcomes and achievement.</p> <p>The LRC saw an increase in usage and books being leant over the academic year.</p> <p>PP usages of the LRC increased with PPI students accessing different texts ranging in difficulty. Registers suggest good usage of the LRC, students accessed the library for a range of reasons including usage of the computers for homework reasons and research as well as for lending books.</p>	<p><b>£15K</b></p>

Item/project	Objectives	Estimated impact: Did you meet the success criteria?	Review	Expenditure								
<p><b>Mentoring and Behaviour Intervention</b></p> <table border="1" data-bbox="91 384 369 978"> <thead> <tr> <th data-bbox="91 384 369 483">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 483 369 978"> <ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• High Unemployment</li> <li>• Single parent families</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• High Unemployment</li> <li>• Single parent families</li> </ul>	<p>Improved behaviour for learning in lesson.</p> <p>Decrease in behavioural incidents and external exclusions from vulnerable groups by 20%</p> <p>PDW improvements in all students. Production of confident, happy and driven students.</p>	<p>2019 saw a reduction in pupils on the report systems.</p> <p>Usage of BSP's increased in the first two terms but again successful completion meant students did not progress onto PSP.</p> <p>Despite the positive outcomes on report and preventative measures to avoid permanent exclusions the number of incidents and exclusions rose in academic year 18/19.</p> <table border="1" data-bbox="792 671 1104 965"> <thead> <tr> <th data-bbox="792 671 949 746">Academic Year</th> <th data-bbox="949 671 1104 746">Number of Days</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 746 949 855">2017-2018</td> <td data-bbox="949 746 1104 855">434 Days (175 Incidents)</td> </tr> <tr> <td data-bbox="792 855 949 965">2018-2019</td> <td data-bbox="949 855 1104 965">578 Days (237 Incidents)</td> </tr> </tbody> </table> <p>Of the incidents that occurred in 2018-2019 academic year 54% of these were PPI students.</p> <p>Reasons to explain the following are below:</p> <ul style="list-style-type: none"> <li>•Modelling – Pupils observe hostile-aggressive behaviour modelled by parents, peers and in the media. Threats from parents, violence among peer and in the media are then mimicked by the child</li> <li>•Peer Reinforcement – Behaviour such as fighting is reinforced by peers when they take sides in or cheer for individuals who are</li> </ul>	Academic Year	Number of Days	2017-2018	434 Days (175 Incidents)	2018-2019	578 Days (237 Incidents)	<p>Implementation of initiatives such as:</p> <ul style="list-style-type: none"> <li>- Anti-bullying ambassadors</li> <li>- 6<sup>th</sup> form behaviour support ambassadors</li> <li>- YCT behaviour groups</li> <li>- Early warning meetings</li> <li>- Games club</li> <li>- Trips and visits</li> <li>- Playback mentoring</li> <li>- One off year group events</li> </ul> <p>Further actions to combat the increase in exclusion data are as follows:</p> <p>Recommendations for Autumn term 2019:</p> <ul style="list-style-type: none"> <li>•Discuss in year team meetings ways to de-escalate conflicts between peers as CPD and promote the key character of forgiveness</li> <li>•OCU (Trust) found a “stay safe online” training for parents. Uploaded onto school website. Create cards with information to distribute to parents.</li> <li>•To ensure that “Good manners” posters are in key strategic locations around the school building and all new tutor rooms in September 19</li> <li>• Students to change TG to give them a fresh start if they fail to adhere consistently to the Code of Conduct and have exhausted all other</li> </ul>	<p>Part Funded DHT Role</p> <p>+ YCT Role Costing already included</p> <p><b>Total: £18,000</b></p>
Barriers to Learning												
<ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• High Unemployment</li> <li>• Single parent families</li> </ul>												
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2017-2018	434 Days (175 Incidents)											
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		<p>fighting. This leads to an increase in hostile-aggressive behaviour</p> <ul style="list-style-type: none"> <li>•Social skills deficit – Children lack the skills necessary to deal with stressful situations in an assertive rather than an aggressive manner. Their repertoire of problem solving is limited to aggression, so they use this to fulfil their needs.</li> <li>•Low self-esteem – Pupils act out of anger. Reflection of poor self-image and identity of failure “ are the results from an inability to satisfy two basic needs: giving and receiving love, and having a sense of worth”</li> </ul>	<p>interventions to help them to modify their behaviour ( SIMS data)</p> <ul style="list-style-type: none"> <li>•Ensure that all students with EAL needs who received a fixed term exclusion have a clear understanding of the Code of Conduct. PSCHE to dedicate a full lesson in September 2019 on Code of Conduct , physical and verbal aggressions to other peers and how to equip the students to be involved in these types of incidents. SENDCO will run a social skills group after school with targeted group ( 6 weeks sessions to take place in Autumn term 1)</li> <li>•New PE club is to be in school website and plasma screen by 14/09. Tutor boards will also have a new PE clubs timetable by 14/09. Register is to be sent out to SRA every week by club staff</li> <li>•To involve students at risk of fixed term exclusion in group projects on environment and self-esteem. Monitors and Prefects will target Years 7 to 8 to get them more involved in positive activities and helping the school community.</li> <li>•Talks from ‘the good lad initiative’ (group of young people promoting positive masculinity) to address the difficulties of being a teenager in the 21st century. Monitors and prefects to raise money to pay towards the work shop. Bake sale to take place in Autumn term 1. Monitors and prefects to raise money for the initiative.</li> <li>•To develop / run Anti-bullying ambassadors,</li> </ul>	
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<p><b>Additional Groups in Core Subjects</b></p> <p>Barriers to Learning</p> <ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> </ul>	<p>Progress in English, Maths and Science is excellent with students making accelerated progress in relation to starting points.</p> <p>The vast majority of students making at least 2 steps of progress.</p> <p>EAL classes formed with support for children from abroad.</p>	<p>Particular success in core subjects supplemented by the smaller class sizes.</p> <p>All PPI students in both Year 11 and 13 attended revision centre in some capacity improving their outcomes and achievement. PPI students closed the achievement gap in the 18-19 academic year and achievement and in particular KS4 achievement showed PPI students to outperform their non PPI counterparts.</p> <p>Creating the EAL class allowed for closer 1:1 support for EAL students and priority to those with PPI status to be in cooperated into the group ensure that support was maximised to promote positive outcomes.</p>	<p>Progress in English was a particular highlight with gaps closing compared to previous year.</p> <p>Gaps continue to close in science and open subjects.</p>	<p>Additional Teaching Staffing in:</p> <p>English <b>(£40,000)</b> (part funded)</p> <p>Maths <b>(£40,000)</b> (part funded)</p> <p>Science <b>(£40,000)</b> (part funded)</p> <p><b>Total: £51,000</b></p>
<p><b>Support for Pupils Experiencing Emotional and Behavioural Difficulty.</b></p> <p>Barriers to Learning</p> <ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• Single Parent Families</li> </ul>	<p>Diminish the stress and trauma that can lead some pupils to disengage from learning and behave poorly in school.</p>	<p>Pupil's feedback indicates that students feel safe and secure in the school environment (Students voice and student council feedback in all years).</p> <p>Children respond positively to the high expectations. There is a positive ethos in and around the school and the students follow the school code of conduct.</p> <p>The following actions took place to aid in the betterment of student experiencing emotional and behavioural difficulties:</p> <ul style="list-style-type: none"> <li>- Assemblies altered to ensure they develop a strong ethos of achievement, success and excellent behaviours.</li> <li>- British values are promoted through a range of avenues including all curriculum areas and specifically PSICHE.</li> </ul>	<p>Upon review to work on the following:</p> <ul style="list-style-type: none"> <li>•Pastoral team offer an open-door policy for students to discuss problems/ conflict they may have with other peers. Tutors must use tutor time to remind students how to deal with aggression and conflicts. Trust must be established so pupils can confide with an adult. Constant reminders in assembly, weekly bulletin etc. that communicating is key. Encourage students to take ownership for their part in the conflict and encourage them to use " I " statement</li> <li>•Nurse to run a session with identified students to give them opportunities to talk about feelings. Student must learn that it is okay to feel frustrated and angry and that there are acceptable ways of expressing these emotions.</li> <li>•Use of PAC to target PPG, EAL, SEND students at risk of exclusion and provide bespoke support packages</li> </ul>	<p>YCT x 5 @ £45K each</p> <p><b>Total = £225k</b></p>

		<ul style="list-style-type: none"> <li>- Year teams to plan interventions across all subjects to enable children to progress and be successful.</li> <li>- All year leaders will be responsible for maintaining the attendance above 95%.</li> <li>- Persistent absenteeism will decrease.</li> </ul> <p>Sims positive and negative usage saw an increase in the academic year 18-19.</p>	<ul style="list-style-type: none"> <li>•Clean up vandalism and remove or repair, any damaged items as soon as possible and place staff in key places where vandalism takes place. Lock gates and doors of locations at risk. Students and parents to pay towards repair.</li> <li>•Leadership and reward trips to be organised to inspire students to succeed and to modify their behaviour. Acknowledge their progress using the rewards system</li> </ul>	
<p><b>Achievement Intervention Groups</b></p> <p>Barriers to Learning</p> <ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Low aspiration within the local area</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> </ul>	<p>All students targeted who are eligible for PP to increase their attainment.</p>	<p>100% of PP students attended an intervention in some capacity in the academic year 18-19. These students were targeted to attend support in the following ways:</p> <ul style="list-style-type: none"> <li>- After school support with teachers</li> <li>- Achievement team leader homework club/ intervention club.</li> <li>- Revision centre support</li> <li>- Additional support on Google classroom in a designated room.</li> </ul> <p>PP students were subject to rigorous checks throughout the year to help identify where support was needed:</p> <ul style="list-style-type: none"> <li>- Book checks</li> <li>- Quality assurance checks on data</li> <li>- Tracking information</li> <li>- Dairy checks</li> <li>- SV</li> </ul>	<p>The SLM for KS3/4/5 and the achievement team leaders will continue to have PP students as a key group in all elements of checks and tracking of achievement and performance.</p> <p>This will continue in the academic year 19-20.</p>	<p><b>Nil Revision centre funding included.</b></p>
<p><b>External EWO support attendance</b></p> <p>Barriers to Learning</p> <ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> </ul>	<p>Gap between PP and non PP, attendance to be in line with the schools and national targets.</p>	<p>Attendance in school is high. Progress figures for academic year 18-19 were 95.8% which is well above national statistics.</p> <p>Number of persistent absentee's has dropped in the academic year 18-19 in comparison</p>	<p>Continue to monitor closely the attendance of our most vulnerable students and ensure that all absences are followed up with second day absences being noted immediately.</p>	<p><b>£20K</b></p>

<ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• Single Parent Families</li> </ul>		<p>with the previous years with fines increasing showing a crackdown on student's attendance.</p>	<p>Deputy Head teacher in charge of attendance received daily updates on absences from the whole school and will continue to sub categorise groups with PP being a main focus.</p>	
<p><b>Use of Google Classroom</b></p> <p>Barriers to Learning</p> <ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Low self-esteem and self-confidence</li> <li>• High EAL needs</li> </ul>	<p>Increase use of technology in Year 11 with revision tools and the use of Google Classroom</p>	<p>In the academic year 18-19 95% of students in year 11 accessed and were part of the year 11 google classroom.</p> <p>Students signed up of their own accord and accessed a range of different support structures available on google classroom.</p> <p>All PPI students in Year 11 were members of the classroom and all students showed regular usage of the tool and accessed google classroom at least once a week (97% of PPI students).</p> <p>Student voice indicated a 100% approval rating for the Year 11 google classroom. Students felt ;</p> <ul style="list-style-type: none"> <li>- It supported learning</li> <li>- Made access to seating plans, exam timetables and revision materials easy.</li> <li>- Meant they could access all information on their phones any time.</li> <li>- Helped them to revise the right things.</li> <li>- Was a constant source of motivation and reminder of up and coming events.</li> <li>- Helped them focus on outcomes and what they wanted to achieve.</li> </ul>	<p>The year 11 google classroom consisted of the following key parts;</p> <ul style="list-style-type: none"> <li>- Assemblies- inspirational and aspirational assemblies which focused on improving student's outcomes and pushing them to achieve more. Following the assembly students could revisit the information shared and the different tools used to inspire them to achieve.</li> <li>- Weekly motivation and daily motivation (during exam season). 39 posts on weekly motivation to coincide with each week with 91% of students accessing it on the day of release.</li> <li>- Post 16 information regarding sixth form applications and deadlines to ensure students met needed deadlines for applications.</li> <li>- Revision- all subject revision information and resources shared with whole year group to ensure all had central access to different revision materials. (100% of members accessed this at least once a week)</li> </ul>	<p><b>Nil</b></p>

		<ul style="list-style-type: none"> <li>- Gave them a sense of security that they could seek help any time knowing there will be a reply.</li> <li>- Happy that when they requested certain items that it was actioned quickly and effectively.</li> </ul>		
<p><b>Uniform and Equipment Shop now opened- free or discounted stationery provided.</b></p> <p>Barriers to Learning</p> <ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> </ul>	<p>To ensure that all of our students have access to clothing and uniform in order to feel confident and secure at school.</p> <p>We also aim to equip our students with stationery and books to ensure they have all they need to make progress in their lessons and achieve in their exams</p>	<p>Number of referrals for uniform decreased across the school in academic year 18-19. Issues surrounding ties decreased significantly.</p> <p>Discounted uniform has and continues to be a form of support that is required for the most vulnerable students and any PP student that loses uniform is supported in replacing this as soon as possible.</p> <p>Uniform brings an element of pride and sense of belonging to students and helps them feel part of the Warren school community.</p> <p>Subsidised equipment/stationery and learning aids was taken up mostly by KS4 and KS5 students.</p>	<p>236 Revision books in science were sold at a discounted rate in 18-19 for KS4</p> <p>35 Revision books in KS5.</p> <p>Textbooks are provided to all students in KS5 and some selected courses in KS4 at the expense of the school. (Science/Math/English *Core texts*)</p> <p>Revision booklets available for:</p> <ul style="list-style-type: none"> <li>- English</li> <li>- Science (all three disciplines)</li> <li>- DT</li> <li>- PE</li> <li>- Media</li> <li>- RE</li> </ul>	<p>Uniform Approximate: £2,500</p> <p>Equipment Approximate: £2,500</p> <p>Books Approximate: £2,500</p> <p>Revision Guides Approximate: £2,500</p> <p><b>Total: £10K</b></p>
Total Expenditure: £375,870				

<u>Free Trips</u>										
<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>	<u>July</u>
Southend on Sea	Working in The City	Barking & Dag Coffee Morning	City Hall	Warwick University	Holocaust Memorial Day	Barking & Dagenham College (LOL)	Cultural Enrichment Mayors Parlour	Tate Modern	Diana Award-Eltham College	British Museum
	Cushman & Wakefield	Camden Arts Centre	Bloomsbury Baptist Church Gothic Coursework	Hvering College	Safe Drive Stay Alive- Jo Richardson	City Hall Police Museum	Science Museum	Drum Works-Birmingham University	Imperial Museum	Reed Smith
	Henry Green School	Lord Mayor Show	National Potrait Gallery	Houses of Parliament	UBS mock Assessment Centre	Dagenham Park College	University of East London	BEIS Office	Museum of London	Regents Park Theatre
	Warren Junior	New London Architecture	Barbican Arts Centre	British Library	Cherry Orchard Show in Russian-Barbican	Tate Modern	Warwick University	BMO International bank	UCL-Colin Pond	Tower of London
	Marks Gate	Stormzy Event-Barbican	Teach First-Careers Expo Royal Victoria		Oaks Park Synagogue	National Southbank Uni-School of Bakery	Plumstead Manor		UCL Taster Day	
	Lord Mayor Rehearsal	Tate Modern & South Bank	STEM Barking & Dagenham College			MS Amlin Jumpstart Programme				
	Merkel International	Tate Modern				Photographers Gallery				
	Safer Travel-Broadway Theatre	Young Peoples Safety-Jo Richardson								
	Unitracks Dagenham Park									
	Wellbeing Summit-Jo Richardson									
	Working in the City-Bishopsgate									
	Young peoples Wellbeing Conference-Jo Richardson									
	Knife Crime Workshop-Barking Town Hall									
<u>Paid Trips</u>										
<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>June</u>	<u>July</u>	
Emirates Stadium-Uni apprenticeship Fair	Macbeth Broadway Theatre	Strong Foundations Workshop-Vue Cinemas	FTI Consultants, Brexit Workshop	A-Level Science Live		Physics in Action	South Korea	Cat in the Hat-The Old Vic	Ingrebourne Valley Park	Colchester Zoo
		The Women in Black	STEM-Barking & Dagenham College	School of Rock-Gillian Lynn Theatre			Ski-Austria		Emirates Stadium	Dell University Trip
		A- Level Science Live 'Friends House'	Winter Wonderland							Emirates Stadium
		Christmas Carol- Chicken Shed Theatre								GCSE Geography Southend
										Moby Golf
										National History Museum