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**NARRATIVE**

At the end of 2013, the gap was approximately 28%. A Pupil Premium Coordinator appointed and he prioritised addressing the barriers to learning on an individual level. He made the decision to inform students of their PP status and interviewed them individually to find out simply what aided their learning and what restricted their learning. Based on these interviews, it was seen that the Academy needed to address the aspirations of the PP students. This was exemplified, for example, by the students’ limited vocabulary. This was then addressed by providing all students with a word book to help PP students to extend their word use through recording and learning new words. Working with students on an individual basis, the Academy could then use PP funding to remove physical barriers such as lack of adequate equipment or suitable transportation to and from school, exams and revision days. To give the students positive role models and future aspirations, the Academy employed university students as mentors to work with seven PP students. Each PP student raised their English Language coursework by two grades as a result.

It could also be seen through analysing attendance data, that certain groups of PP students were being limited by their attendance. Year 11 girls were seen as a focus group and they had their own ‘attendance lottery’ with incentives for good attendance. All students bar one improved their long term attendance as a result of this intervention.