

Numbers of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll - KS3 and KS4	777
Total number of pupils eligible for PPG	Total Ever 6 - 409 Service - 8 Looked after child - 1 Children in care - 4
Amount of PPG received per pupil	Ever 6 - £935 Service - £300 LAC - £1900 CIC - £640
Total amount of PPG received	£389,275.00

Numbers are based on funding received for the academic year 2014/15

Pupil Premium Grant Expenditure

Prepared for:

Prepared by:

30 June 2015

OBJECTIVES IN SPENDING PPT 2014/15

What is Pupil Premium?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Pupil Premium is additional to main school funding and is targeted at addressing the needs of specific groups of students in school. The school receives an additional £935 in 2014-15 for every child eligible for pupil premium funding. Children entitled to free school meals (FSM), Looked After Children and children with a family member in the services are eligible for this additional funding. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess provision should be made for the individual pupils within their responsibility.

The Academy is fully committed to supporting pupils for whom the pupil premium provides support. We will target support specifically to raise academic attainment of these pupils while also providing them with pastoral care needed to achieve their potential. More than 50% of the pupils at Gloucester Academy receive pupil premium funding. The benefit of Pupil Premium funding enables us to increase the staffing and resources for a number of Academy wide initiatives to raise standards of literacy and numeracy. In addition we are able to provide increased resources for learning and teaching as well as being able to directly support individual students and their families with assistance towards the cost of School Uniforms, transport and School Trips.

The aim of spending in 2014-2015 was to:

- address the underlying issues of underachievement linked in particular to low reading ages on entry. Secure rapid progress and development of wider skills for students in Y7 so that they are able to fully access the curriculum and develop competencies that allow them to succeed as they progress to Y8 and later KS4.
- provide academic support for pupils for whom the pupil premium applies to raise attainment and close any achievement gaps
- To provide enhanced personalised and emotional support to pupils for whom the pupil premium provides support and their families
- To improve access to a range of curriculum opportunities through enrichment opportunities and extra-curricular activities behaviour and special education needs.

RECORD OF PPG SPENDING BY ITEM/PROJECT 2014/15

1. Attainment				
	Action	Details of action and intended outcomes	Impact	And next step is
Y7 New Basics Curriculum	Higher staffing ratio: Pod Leaders and Rich Task Leaders	Four rich task leaders develop a challenging and engaging curriculum and work with the Pod leaders to develop resources, intervention strategies, and to secure high quality feedback and teaching in order to close gaps in student learning and attainment.	<p>Outstanding and good teaching consistently observed during lesson observations, monitoring visits and learning walks.</p> <p>Lucid Lass analysis shows increases average age in reasoning and visual memory between Sept 2014 and May 2015.</p> <ul style="list-style-type: none"> All: reasoning - 11y10m to 13y2m PPI: reasoning 12y to 13y4m All: visual memory - 9y9m to 12y1m PPI: visual memory - 9y8m to 11y11m <p>Analysis of Y7 progress in English showed:</p> <ul style="list-style-type: none"> Progress in Reading Comprehension and Writing were both in line with other students. 36.3% PPI students made one stage progress in Reading Comprehension from KS2, 39.2% of all students made one stage progress. 34.1% PPI students made 2 or more stages progress in Reading 	<p>Extend the impact of NB practices and quality of teaching to the wider Academy.</p> <p>Further embed literacy across the curriculum to support greater progress for those below expected levels.</p> <p>Share good practice by teachers in the English Strand across the Academy.</p> <p>Secure and develop a team of high quality practitioners in Maths Strand to close the attainment gap and embed an engaging and effective curriculum.</p>

			<p>Comprehension from KS2, 36.1% of all students made 2 or more stages of progress.</p> <ul style="list-style-type: none"> • 46.8% of all students made one stage of progress from KS2 in Writing by the end of Y7. 49.5% of PPI students made one stage of progress from KS2 in Writing. • 35.4% of all students made two or more stages of progress from KS2 in Writing, 33% of PPI made similar progress in Writing. • Levels of attainment for PPI is similar to other students. 	
Lunch Club	Provide a social skills intervention to help students interact positively and play during free time.	13 vulnerable students attended these sessions. These students made an average gain of 64 achievement points.		Continue to target students who need support developing positive social skills. Look at further ways of motivating students to feel a sense of belonging and consequence score a 1 or 2 in all lessons.
Parental engagement	Run a programme of parental meetings on Friday afternoons and increase parental engagement with four Showcase events throughout the year.	62% of attending parents were targeted PPI students.		Develop further links with parents to gain greater support for initiatives with vulnerable students.
Feurstein Instrumental Enrichment (FIE)	Train staff in FIE and target students who struggle most with behaviour for FIE intervention and strategies. Run 1:1 FIE sessions with 9 PP students who struggle with their behaviour	Students made a significant improvement by being able to apply principles they learnt relatively to the problem or situation. Also students developed their motivation for learning, became motivated and strategic learners.		Develop intervention and activities to further improve social interaction.

		both in class and in their social time.		
	Student Leadership	Create Sports Captains and Prefects to develop pride and a sense of belonging alongside leadership skills.	Sports Captains: 6 out of 8 were PPI students. Prefects: 3 out of 13 were PPI students.	<p>Create a House System to develop values of belonging, pride, competition and collaboration as well as to further develop leadership roles.</p> <p>Look at how going forward peer coaches can be developed and utilized to accelerate progress.</p> <p>Include students in the wider academy in the review, planning and development of whole school themes.</p> <p>Develop ways of assessing the impact of student leadership.</p>
Intervention Programmes	Accelerated Reader in Y7 and Y8	English Strand and New Basics to secure regular use of the Learning Resource Centre and AR to improve reading in Y7 and Y8.	<p>Y7</p> <ul style="list-style-type: none"> • Progress in Reading Comprehension was in line with other students. • 36.3% PPI students made one stage progress in Reading Comprehension from KS2, 39.2% of all students made one stage progress. • 34.1% PPI students made 2 or more stages progress in Reading Comprehension from KS2, 36.1% of all students made 2 or more stages of progress. 	<p>Target groups of students for 3 week long daily programmes of peer led AR for target groups to secure rapid gains in reading ages. Run regular STAR tests to improve accuracy of assessment and track progress.</p> <p>Survey and increase the amount of reading that takes place across the curriculum.</p> <p>Create a culture of reading and study across GA.</p>

			<ul style="list-style-type: none"> In the 27 week (7 month) period of assessment 78% of PPI students made reading age progress of 6 months or better, 46% made 12 month gains based on STAR Reading Tests. <p>Y8</p> <ul style="list-style-type: none"> Progress in Reading Comprehension was in line with other students. 45.2% of students in Y8 have made two or more stages of progress since KS2, compared to 48% of the whole of Y8. 	
Numeracy Interventions	Design and roll out a programme of numeracy interventions in a similar format to the literacy interventions. Target students with weakest numeracy in KS3 identified by the baseline testing.	<p>Y9</p> <ul style="list-style-type: none"> 6 PPI students participated in numeracy intervention. All improved, average scores increased from 54.3 to 86.5. <p>Y8</p> <ul style="list-style-type: none"> 17 PPI students participated in numeracy intervention. All improved, average scores increased from 34 to 77. <p>Y7</p> <ul style="list-style-type: none"> 18 PPI students participated in numeracy intervention. All improved, average scores increased from 44.9 to 84.6. 	Continue to target and work with students who are identified through baseline testing and referred to the intervention team by New Basics and the Maths Strand. Prioritise those who receive PPG.	
Sound Training	Roll out next phase of the reading intervention programme to make gains and give students a greater chance of accessing the curriculum	<p>Y11:</p> <p>An intense period of Sound Training intervention for Y11 was carried out between February 2014 and July 2014. In the 6 months between the Y10</p>	Focus on vulnerable groups of students within the range of reading deficit who have not yet received ST. Secure greater impact through staff training and integration of principals	

		<p>and exam papers in KS4. Target Y11, Y10, Y9 and Y8</p>	<p>Nfer test in February 2014 and the Y10 Nfer test in July 2014 98 students made reading Age gains of more than 7 months, 85 (48%) students made gains above 12 months.</p> <ul style="list-style-type: none"> 30 PPI students received Sound Training from September 2014 to help increase access. <p>Y10</p> <ul style="list-style-type: none"> 29 PPI students completed Sound Training making an average of 21 months reading age gains after the 6-week intervention. <p>Y9</p> <ul style="list-style-type: none"> 25 PPI students completed Sound Training making an average of 20 months reading age gains after the 6-week intervention. <p>Y8</p> <ul style="list-style-type: none"> 10 PPI students completed Sound Training making an average of 10 months reading age gains after the 6-week intervention. 	<p>into all areas of the curriculum.</p>
	<p>Stepping Stones</p>	<p>Pilot and train EAL team and two staff from the Sanctuary team to run Stepping Stones to accelerate the reading of the weakest students.</p>	<p>Y9</p> <ul style="list-style-type: none"> 4 PPI students received this intervention all making gains in their exit test. 	<p>Continue to target and work with students who are identified through baseline testing and identified by EAL team and English Strand. Prioritise those who receive PPG.</p>

	<p>Specialist intervention</p>	<p>Design and train staff in other needed intervention programmes: vocabulary enrichment, speech therapy and Emotional Intelligence. Identify and run programmes with key students identified with need.</p>	<p>Grammar Intervention for EAL students:</p> <ul style="list-style-type: none"> • Y10 6 PPI students received GI all making gains from their baseline test. Average points scores increased from 35.2 to 46.2. • Y9 4 PPI students received GI all making gains from their baseline test. Average points scores increased from 36 to 46.5. • Y8 5 PPI students received GI all making gains from their baseline test. Average points scores increased from 54.7 to 63.7. • Y7 7 PPI students received GI all making gains from their baseline test. Average points scores increased from 35.4 to 54.7. <p>Basic English Intervention for EAL students:</p> <ul style="list-style-type: none"> • Y9 1 PPI student received BEI making progress from their starting point. • Y7 1 PPI student received BEI making progress from their starting point. <p>Emotional Intelligence:</p> <ul style="list-style-type: none"> • Y8 5 PPI students received support for this. <p>Vocabulary Enrichment:</p> <ul style="list-style-type: none"> • Y9 13 PPI students received Vocabulary Enrichment for 6 weeks. Average scores increased from 17.6 to 39.3. • Y7 21 PPI students received Vocabulary 	<p>Continue to target and work with students who are identified through baseline testing and referred to the intervention team by Strand Leaders/HOH/Progress Leaders. Prioritise those who receive PPG.</p>
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			<p>Enrichment for 6 weeks. Average scores increased from 14.7 to 34.3.</p> <p>Speech therapy:</p> <ul style="list-style-type: none"> • Y10 1 PPI student received support for speech. <p>Precision Reading:</p> <ul style="list-style-type: none"> • Y10 12 PPI students received PR intervention, 9 made gains 5 of which were considerable. • Y9 16 students received PR intervention, 13 made gains 8 of which were considerable. • Y8 16 students received PR intervention, 15 made gains 4 of which were considerable. 	
Enrichment	First Story Literacy Programme	Target and run First Story enrichment programme with vulnerable students.	18 vulnerable students took part in the First Story enrichment visiting Universities, working with an author, attending the Literature Festival and publishing their book. See annex for greater details.	Look to re-run this programme in 2016-2017. Find other similar programmes for STEM subjects.
Teaching and Learning	Teach First	Recruit practitioners new to teaching who are committed to improving the life chances of the most vulnerable students.	At the end of the academic year 2015 we had 2 TF colleagues in post, both of whom rated at Good or better; and had secured a further 2 TF colleagues to join us in September 2015.	Develop the strength of practice and impact on progress for most vulnerable students by. Secure similar progress and impact for participants new to GA by providing a personalised CPD and support provision.

<p>CPD</p>	<p>Develop capacity to coach staff and to help staff achieve outstanding practice through Ridgeway OTP course.</p>	<p>6 staff successfully completed this course. 4 of whom set up Coach to Grow a discrete self referral coaching provision for staff who wish to improve their practice. All staff involved made significant improvements to their own practice: all now are performing at good or outstanding levels.</p>	<p>Develop greater internal mechanisms and support for staff development to drive up the quality of teaching and learning.</p>
<p>HTLA English HTLA Maths HTLA Science</p>	<p>Intervene with small groups and individuals who are at risk of underachieving.</p>	<p>English: 32 vulnerable students in Y11 received HTLA support. 72% of these students achieved C+ in English Lang.</p> <p>Maths: intervention groups and the Maths HTLA and another member of staff worked with targeted students on their areas of weaknesses. Mock exam QLAs pinpointed each student's areas of strength and weakness and informed next interventions. The result was that the intervention helped the strand secured 45% of the targeted students achieving a grade C or better in the summer examination, with 23% of students within ten per cent of the grade boundary for a C.</p> <p>Science: HTLA deployed throughout the year to support Year 10+11 with their BTEC. HTLA supported KS3 classes in practical lab sessions where language can be a barrier to safety and success.</p>	<p>English: Use of HTLA in Autumn term to complete outstanding Literature controlled assessment which is 25% of the literature grade. This ensures pupils are gaining subject knowledge and adequate preparation for this controlled assessment whilst not taking up classroom teaching time to redeliver content completed in year 10. Following AP1, HTLA works with specific D1 pupils on improving IGCSE coursework during tutor time. HTLA supports in year 11 and year 10 lessons- focus on those underachieving based on data collection. HTLA delivers a weekly catch up session for pupils who miss an English lesson once a week due to college. Later in the year HTLA will extract underachieving pupils for small group interventions based on specific skills weaknesses. Also HTLA supports KS3 classes and provides one to one teaching for non-attenders to develop literacy skills.</p> <p>Maths: redirect HTLA to teach small sized groups of targeted students and ensure that teachers prioritise PPI students in lesson and develop effective practice to close</p>

			attainment gaps. Science: ensure that teachers prioritise PPI students in lesson and develop effective practice to close attainment gaps.
Iris	Improve the quality of teaching and learning by developing reflective practitioners and video coaching.	Too few staff used IRIS to make a difference to their teaching practice. Where Iris was used effectively it did result in clear improvements to teaching and therefor student attainment.	Find a more cost effective solution to improving teaching and learning by using iPads and equipment already available.
Lucid Lass	Complete a diagnostic test of all students and highlight to staff the students strengths and weaknesses (book bod, challenger, grafter and accelerated) in terms of literacy and cognitive abilities.	Staff did use Lucid Lass in seating plans however there was no clear evidence of any considerable gains by using Lucid Lass.	Discontinue use of Lucid Lass, revert to CATS testing and AR Star Tests to track and inform progress.
Pixl Training and membership	Work with Pixl and attend Pixl meetings to share and embed effective practice to close the attainment gaps.	ECDL implemented successfully to secure ICT C+ grades after critical staffing issues in WEB.	Work with middle leaders to adopt effective practices from Pixl and embed them into our practices. Invite Sir John Rowling to GA to work with Middle Leaders.
GCSE Pod	Provide online/mobile device revision materials for students in all subject areas.	There was not enough evidence linked to GCSE Pod to measure the impact of this. Overall results were poor, and the provision appears to be underutilized. However other schools and in previous years GCSE Pod has been seen to increase the attainment of students in KS4.	Re-launch and track engagement of students using GCSE Pod. Target and check pick up from vulnerable groups.
iPads/laptops	Increase access to learning for vulnerable students.	Although the use of iPads and laptops supports the learning of students who have access issues	Continue to support students identified as benefitting from laptop/iPad use and develop

			the evidence on their contribution to improved performance is not clear.	ways of tracking and analyzing the impact.
	VLE - Itslearning	Provide online learning space for students to review, develop and embed their learning.	The impact of this is not clear as too few areas are using this resource effectively.	Evaluate and develop the use of the VLE in each Strand.
	Targeted learning /revision days	Provide revision sessions to raise achievement.	English provided a range of effective revision days and sessions. The achievement of students in English was 54% A*-C. The percentage of PPI students achieving A*- C in English was 46.3%. Too few sessions were run by other Strands.	Ensure a comprehensive revision series for 2016 targeting PPI students.
Curriculum	50% Alternative Education Provision	To meet the needs of disaffected students.	Use of off-site provision has successfully secured foundation / level 1 qualification. Impact on attainment and attendance limited. Pupils were historically low attending, only 1 of 13 achieved attendance in excess of 92%, and 9 of 13 attendance remained below 80%. Equally attainment in school remained unchanged.	Removal of Glos. College level 1 as an offer for Low prior attaining pupils. Curriculum design to be adapted. KS4 curriculum to be adaptive and flexible. Appropriate A&G given regarding initial choices for KS4.
	50% Glos College Places	Targeted vocational courses - attendance and achievement.		

2. Attendance				
	Action	Details of action and intended outcomes	Impact	And next step is
Attendance Office	Additional Attendance staffing	To help students increase their attendance (85-94%). Preventative work earlier is expected to reduce the number of PAs over time. Of the entire cohort, 66 students (72%) were PPI.	The Motiv8 programme specifically helps students to understand why good attendance is important and to develop the necessary skills and resilience to overcome barriers and attend more consistently. By the end of the 2014-15 pilot, 60% of the PPI students had improved from their starting position.	Motiv8 is being delivered by our Assistant Heads of House in 2015-16. This year, all students with attendance between 88-93% are being targeted intensively to reflect the new PA threshold of 90%.

3. Behaviour and Well Being				
	Action	Details of action and intended outcomes	Impact	And next step is
Safeguarding Team and Designated Safeguarding Lead	To develop the team to include a Family Support Worker - to enable proactive early help for children and families who are at risk of becoming vulnerable.	Improve attendance, behaviour and achievement amongst the significant number of students who face the greatest challenges. Ensure quick identification and avenues of support for vulnerable students. Work together (Working Together, 2015) with other agencies, sharing information and jointly planning actions and interventions to effect a positive change.	Safeguarding practices are fully embedded and multi agency referrals are processed whenever there is concern about a child being at risk of significant harm. A Safeguarding Lead is assigned for all children on Child Protection Plans and Child in Need Plans, to enable a coordinated response from agencies. (Total Number of Plans in place Sep 2014-Jul 2014 32).	Data is has been evaluated to ensure that we are aware of our key themes in school, and are able to match our early help provision to these key areas. Currently our key themes are Neglect and Risk of Physical Harm due to Domestic Violence. The embedding of the Pink Curriculum / Safeguarding Curriculum is a critical piece of work - enabling us to raise awareness and educate our children - to understand risks, to

				keep themselves safe, and to know where to go for support.
PSWs		Recruit and deploy a team of intervention staff to work in Strands targeting students who are struggling to adopt positive attitudes to learning, in order to secure improved attainment.	Insufficient improvements were made using this system.	Establish an effective whole school behaviour policy and House System to motivate learners and support the development of excellent attitudes to learning.
Feurstein Intervention and training	All y 8 and y 9 students received intervention.	<p>The whole cohort of y8 and 9 underwent the first half of five instruments of Feurstein’s Instrumental Enrichment. This was delivered in large classes with two teachers and support staff.</p> <p>Learning outcomes for each of the instruments</p> <ol style="list-style-type: none"> 1. The development of a systematic approach to learning. 2. To reduce egocentricity and impulsivity. 3. The development of spatial awareness and empathy in their learning and life journeys. 4. To develop the key skills of categorisation and comparison. 5. To develop deductive and inductive reasoning. 6. Use the first two objectives to hypothesise and create actual changes to their learning and life 	<p>The Y9 students moving into Y 10 are demonstrating a greater ability to use these thinking skills that allow access at a cognitive level them access higher GCSE grades.</p> <p>The Y8 into Y9 have shown a reduction in impulsivity compared to the cohort at the end of Y7.</p>	<p>Prioritising behavior interventions so that ¾ of the cohort are PP students.</p> <p>In semester 1 Target Y7 into Y8 students who have been identified as students who would benefit from stretch and challenge to raise cognitive processing and aspirations. PP students will be a priority.</p> <p>In semester 2 the process will be repeated with Y8 into Y9.</p>

		journeys.		
School based councillor	Employ a school based counsellor. Current contract is across 2 days per week.	Provide support for vulnerable students to help improve behavior, attendance and attainment. To ensure that mental health concerns are appropriately referred on to other agencies, enabling children and families to access early help.	The counselling provision comprises one to one short term and long term therapeutic work. Family work undertaken, including emergency drop ins, triage and on-going therapy. 79 students seen from Oct 2014 - June 2015.	To develop triage system to ensure that timely referrals to external providers are made to compliment in school provision. (e.g. CYPS, Teens in Crisis).
Educational Psychologist.	Engage an Educational Psychologist for greater hours.	Provide support and diagnosis for identified pupils.	Last academic year, 6 out of the 7 pupils that saw the EP were Pupil Premium. The EP was able to identify some key strategies in effectively managing these pupils and for 2 out of the 6, a recommendation was made that they required a more specialist educational setting. Three out of the remaining 4 have since made better academic progress as well as functioning at a more appropriate level socially.	This academic year we have identified 4 key students we would like the EP to work with. These are pupils who appear to be struggling with mainstream provision. The remaining time we have secured will be used to work with small groups displaying similar challenges and issues to improve their academic and social outcomes.
Careers advice and experiences		All students in 2014-15 received at least 1 personal Careers Guidance Session with a Level 5 Advisor. All students received a funded trip to the Gloucestershire Careers and Skills Fest in Cheltenham to improve intrinsic motivation and increase students' knowledge of Post-16	All students in Year 11 were placed in Employment, Education of Training by October, 2015.	To develop our Careers Education, Information & Guidance work with students across the Academy in 2015-16 by working towards the Careers Mark accreditation.

		<p>provision.</p> <p>PPI students were taken for Taster Days at local Post-16 and Post-18 providers to dispel myths and raise aspirations.</p>		
Breakfast Club	Create and staff a Breakfast Club.	Offer free breakfast to provide a healthy start to the day in order to improve the wellbeing of our students as well as improve attainment, attendance and behaviour.	This provides a settled and welcoming start to the day.	Continue to support students by offering a free healthy breakfast.
Hardship fund	Provide 1:1 music lessons	Ensure that vulnerable students are able to develop interests in musical instruments by covering the costs of 1:1 music classes throughout the year.	2 vulnerable students had 1:1 music tuition to help them refocus and engage effectively in school life.	Ensure that more students are supported in developing interests in music to increase motivation.
	Provide funds for students to take part in trips.	To ensure inclusivity in all extra curricular activities including trips.	Evidence of the impact of this is not available.	Ensure that Strands track and analyse the impact of trip subsidies for PPI.

Annex:

First Story

Context:

First Story arranges and pays for acclaimed writers to run creative-writing workshops for students in schools across the country. Over the course of an academic year, each writer-in-residence leads weekly, workshops for a group of up to twenty-one students. First Story publishes the students’ writing in a professionally produced anthology, and the school hosts book-launch events at which the students read their stories to their peers, friends, families and teachers. Students will participate in the Cheltenham Literature Festival in October 2015. The purpose was to target 21 PPI students and raise their aspirations and levels of achievement. 18 PPI students remained with the programme and 3 non PPI students requested to join. Students visited the University of Gloucestershire to meet degree level art students to produce a book cover, visited Wilson Art Gallery and Museum in Cheltenham, participated in the Young Writers’ Literature Festival in Oxford and visited Oxford University.

Impact:

Student	Gender	Year group	Minimum	Aspirational	Lucid Lass	Pupil Premium	FS M	EAL	Young Carer	Ethnicity
	M	11	D	D	n/a	Yes				White - English
	F	8	C	B	Accelerate	Yes	Yes			White - English
	F	9	B	A	Challenge	Yes				White - English
	F	8	A	A*	Challenge	Yes				White - English
	F	8	C	B	Challenge	Yes	Yes			White - English
	M	8	D	C	Accelerate	Yes	Yes			White - English
	M	8	B	A	Grafter	Yes	Yes			White and Asian
	M	8	D	C	Book Bod	Yes	Yes	Yes		White Eastern European
	F	9	A	A*	Challenge	Yes			Yes	White - English
	M	8	A	A*	Challenge	Yes				Other mixed background
	F	8	B	A	Challenge	Yes	Yes			White - English
	F	9	A	A*	Challenge	Yes				White - English
	F	8	C	B	Challenge	Yes				White - English
	F	8	A	A*	Book Bod	Yes				Other mixed background
	F	9	B	A	Accelerate					White - English
	F	9	B	A	Book Bod	Yes				White - English
	F	9	B	A	Accelerate	Yes				Any other Black background
	M	9	A	A*	Grafter	Yes	Yes			White - English
	M	11	D	C	n/a					White - English
	F	9	A	A*	Book Bod					White - English
	F	9	B	A	Challenge	Yes		Yes		Black - African

Student feedback:

Three words describing the experience of Cheltenham Festivals First Story this year:

'Fun', 'exciting' and 'memorable'
 'Fun', 'memorable' and 'inspiring'
 'Amazing', 'fun' and 'an experience'

Describing the writing workshops:

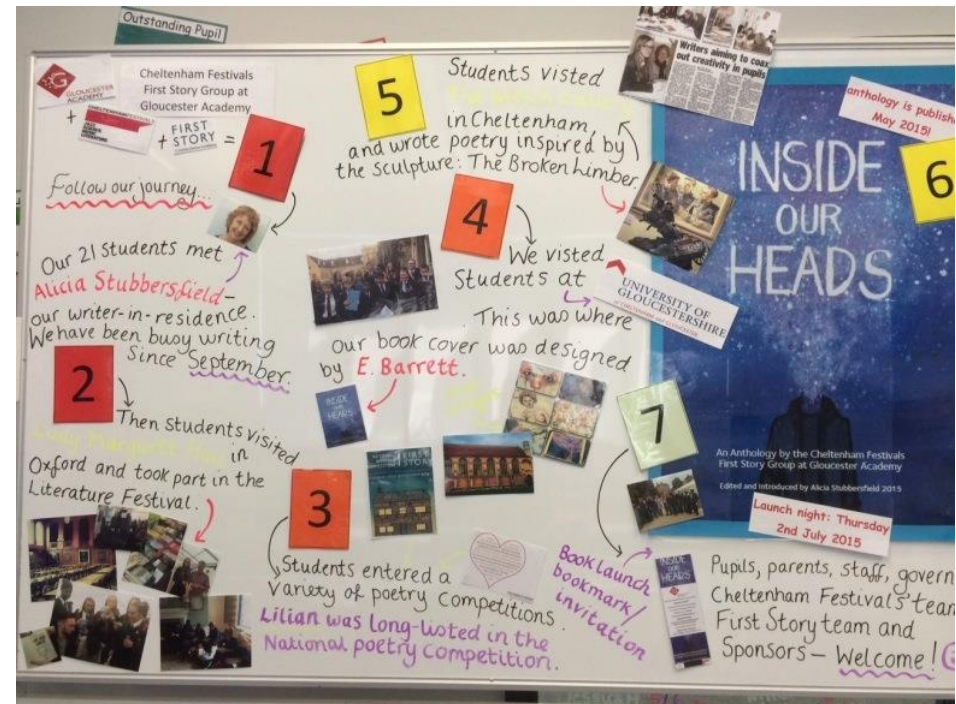
they were inspiring and exciting
 They have improved my quality of writing
 They have increased my love of writing
 They have helped me achieve things I could not have done otherwise
 They have improved my attitude towards my education
 They have encouraged me to read more widely

Describing their development as a writer:

I have become more confident and enjoy writing
 I feel like I can be more creative
 I can find the words to express myself more easily
 I am more likely to continue writing for pleasure
 I am more likely to consider university and higher education

Describing the workshops:

'The writing workshops improved my vocabulary and writing'
 'It was very inspiring. I love going to the workshops. I can express myself'
 'They have been fun'
 'Being with friends and being able to be myself'



'Working with Mrs Trivess and meeting Alicia'

'Being able to express my thoughts and thinking more about what I can write

When asked: 'What has been the worst thing about being involved in the workshops?

'There wasn't any bad things about the workshops'

'Nothing really' 'nothing!!!'

Responses to getting a book through the Give a Book scheme:

'I was happy!'

'I really liked it because they had sold out of the James Dawson book 'Say Her Name' at the festival, but I got a copy in the end'

'It was good because we get our own copies of the book and it show what I can do'

Working with an illustration student from the University of Gloucestershire to design the anthology cover:

It made me think more creatively about the design for the anthology

It made me more excited about being published in the anthology

It helped me understand the book design process better

It made me more likely to think about going to university

It helped us work together as a group

In summary:

'It was an amazing experience'

'It was fun to write and I had really good fun'

'I really like the cover for our book'

