

Pupil Premium allocation, spending and impact at King's Oak Academy – 2017 - 2018

What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 September 2017. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Pupil premium provides funding for pupils in the following categories:

- Who have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6.
- Who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Who have been continuously looked after for the past six months
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years

| King's Oak Academy Pupil Premium Profile 2017-2018 (current on role) | |
|---|---|
| Total number of pupils in the school: | 850 |
| Number of PP-eligible pupils: | 225@£935 per pupil (£210,375) 22 @ £1320 per pupil (£29,040) |
| Percentage of whole school total: | 29% |
| Total pupil premium budget: | £239,415 |
| Total pupil premium plan expenditure: | £292,868 |

Focus of Funding allocated 2017-2018

The aim of our Pupil Premium (PP) funding at King's Oak Academy is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of the spend as an ongoing process throughout each academic year. These include headline measures (for example national trend shows a 33% gap in attainment between Pupil premium and non-pupil premium pupils) as well as individualised monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for reviewing the pupil premium spend. The school allocates its funding in the following key areas.

- **Curriculum** - Particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps between PP and non PP pupils in all year groups
- **Specific need** - Pupils who are identified with a specific need including SEND pupils, high attaining pupils on entry and pupils with behavioural issues are supported to ensure that the gap between PP and non PP pupils with these needs narrows
- **Teaching and Learning** - To develop compelling learning throughout the curriculum through a culture of consistency and creativity. A focus on an active research model to develop and evaluate strategies to narrow the gap in attainment and progress between PP and non PP pupils whilst improving provision for all
- **Cultural capital** - Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils
- **Attendance and punctuality** - to implement strategies to address the gap in attendance and punctuality rates between PP and non PP pupil

Development following evaluation 2016-2017

Following the review and evaluation of progress made for 2016/17 several key actions for the academic year 2017/18 have been established to inform our improvement plan;

- Format and process for PP review improved but requires further development. The emphasis on pupil need using key internal data and external evidence (EEF) is used to determine allocation of funding. The document to have live status and shared for edit by PP review team but will be accessible to all stakeholders including SLT, Governors, teaching staff via the school website.
- Set up a PP review team (PP lead, Phase leaders, HOH, SENDCo) to meet stakeholders regularly throughout the year to support, engage (ensure autonomy), challenge and monitor impact of PP spend.
- PP review team to investigate barriers to learning for PP pupils and adopt a looking outward approach to the development of PP spend. Through targeted research including; best practice sharing (use of PP National Awards), successful strategies within school, external visits and PP think tanks.
- PP review team to monitor impact as an ongoing process for the current PP cohort to ensure funding is appropriately allocated and redistributed where necessary.
- PP review team to consider viability of whole school PP provision mapping.
- Regular promotion of PP information throughout the school - with emphasis on 'collective responsibility to close the gap for disadvantaged pupils.
- Pro-active approach from PP review team in the suggested allocation of PP impact funding to areas identified through ongoing evaluation of data.
- Ongoing PP funding application process is reviewed and developed with a particular focus on monitoring the evaluation of impact.
- Catch up premium. Further development of links and support for KS2 providers to improve KS2-KS3 transition for this targeted group.

Plan of funding allocation 2017-2018

| <u>Focus</u> | <u>Barriers to learning</u> | <u>Desired outcomes/success criteria</u> | <u>Rationale (based on EEF findings and internal data)</u> |
|---|---|---|---|
| <p>Narrowing the gap in literacy levels in particular reading ages for disadvantaged pupils</p> | <p>Low literacy levels from KS2 Disengagement/inability to relate to texts Access to first language spoken English models at home Specific literacy need creating a barrier to accessing the wider curriculum. Access to reading materials at home.</p> | <p>Improved engagement and attainment and KS3 and KS4 Access to wider school curriculum improves Gap in reading ages reduces Pupils access and read outside the school Pupils feel compelled to read for pleasure Pupils reading skills are improved through the focus on guided reading and accelerated reader programme</p> | <p>EEF research indicates that that Lexia/accelerated reader adds +5 months for PP pupils. Particularly effective with weaker readers as a catch up intervention – Delivery within library lessons is a part of a larger strategy to engage pupils in reading.</p> <p>+5 months: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> ● Targeted reading aloud and discussing books with young children ● Explicitly extending pupils’ spoken vocabulary ● The use of structured questioning to develop reading comprehension <p>+5 months Reading comprehension strategies Reading comprehension approaches to improving reading focus on learners’ understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves</p> |

Chosen strategies and actions

- Accelerated Reader/Library lesson in Year 7 (thirty minutes per week) Accelerated Reader lesson in Yr8 (one hour every two weeks)
- Reading intervention targeting PP/catch-up pupils twice a week from Adult readers and English (thirty minutes per session)

- Lexia every fortnight for 50 minutes
- Hums and Science in approaches to active reading in the classroom Hub work developing professional learning in regards to teaching reading in the classroom.

| <u>How is impact monitored</u> | <u>Cost</u> | <u>Person responsible</u> |
|---|---|---|
| <ul style="list-style-type: none"> • Case studies related to PP pupils demonstrating specific impact. Data demonstrates a reduction in gap between the reading ages of PP compared with non PP. • Pupil voice questionnaires Analysis of PP/EAL group | HLTA (5%) - £1117.00 Lexia - £4370.00 Total spend £5487.00 | PP review team - evaluate overall impact related to literacy development. Direction of Literacy - SLT literacy lead and KS3 and 4 leaders of English and SENDCO - monitoring and tracking internal data to measure impact. Direct colleagues within LIT team and train whole school HLTAs + ENG intervention TA - track progress of work within areas and input data |

Evaluation of impact

- ½ Term 1:
- ½ Term 2:
- ½ Term 3:
- ½ Term 4:
- ½ Term 5:
- ½ Term 6:

| <u>Focus</u> | <u>Barriers to learning</u> | <u>Desired outcomes/success criteria</u> | <u>Rationale</u> |
|--|---|---|--|
| <p>Narrowing the attainment gap of PP pupils who are identified with a specific need</p> | <p>Specific need of pupil based on SEND or mentoring category: LAC pupils- attachment issues, unsettled home environment Safeguarding issues Social and emotional barriers to learning Managed moves-transition issues Access arrangements-assistance with reading, scribing, prompt due to physical issues. Behavioural issues including FTE and Isolation Transition Yr6-Yr7 and Post 16</p> | <p>Pupils with needs are identified SLT, HOH and SENDCo Pupils engage in school – behaviour, achievement and/or attendance and punctuality data improves Progress and attainment data for these pupils demonstrates academic improvement Pupils feel supported socially, emotionally and academically Pupils independent thinking, resilience, stability develops with a can do attitude.</p> | <p>+4 months: Behaviour impact strategies directly linked to increase in academic performance - small targeted groups has most significant impact.</p> <p>+4 months Small group tuition Member of staff focuses exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p> <p>+5 months Social and emotional learning Interventions improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.</p> <p>+1 month Mentoring Adult role models aim to build confidence or to develop resilience and character</p> <p>Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at pupils with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.</p> <p>Thrive:</p> |
| <p><u>Chosen strategies and actions</u></p> | | | |
| <ul style="list-style-type: none"> • Progress and Tracking document to be completed for ALL Mentored pupils. Information to be utilised to ensure intervention activities are effective and impact is demonstrated • Continue with Parental and pupil engagement activities - evaluate questionnaires upon return. • Develop a mentor support leaflet for issue to parents with welcome letter for all mentor referrals to support discussion in initial meeting with parent. | | | |

- To continue to develop Managed Move process of guidance, fresh start and overcoming barriers to learning. Fully mentor supported 12 wk placements to continue. To develop pupil passports for ALL LAC/CFC in addition to 'All about me'
- To continue to support LAC/CFC activities and events from LA's included , fun days, LAC and carers awards.
- To continue to seek ways to offer additional support to LAC/CFC from outside organisations and agencies best suited to meet individual needs. To determine the impact of access arrangements on Yr 11 cohort following the publication of GCSE exam results.
- Group work case studies to continue, regular reviews to ensure progress and impact with quality assurance check by JT
- Isolation and FTE data from 16/17 to be used to identify trends and groups extracted for further intervention work ie repeat offenders, specific behaviour incidents, year groups, peer groups, ethnicity, and gender.
- Regular Mentor meetings to continue.

| <u>How is impact monitored</u> | <u>Cost</u> | <u>Person responsible</u> |
|---|---|---|
| <ul style="list-style-type: none"> • Case studies related to PP pupils demonstrating specific impact. Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP. • Data demonstrates improved performance of PP high attaining pupils on entry across all years • Engagement/attendance to projects, programs and trips Pupil voice questionnaires demonstrating pupil view towards activities • Data shows a reduction in Isolation referrals and FTE Parental engagement questionnaires | <ul style="list-style-type: none"> -External Mentor/Mentors @£1000 - 80% towards LA Inclusion support officer @£800 - 80% contribution for Heads of House @ £134,962 - Primary Thrive lead - £24,597 - Secondary Thrive lead EG 50% - £11,332 <p>Total spend £172,691</p> | <p>PP review team - quality assure and evaluate the overall impact related to narrowing the attainment gap of pupils who are identified with a specific need</p> <p>Head of Inclusion - monitor, track and evaluate interventions undertaken</p> <p>Mentors - to monitor and track on-going projects and impact of specific strategies including Isolation data</p> <p>Phase leaders- To monitor and track on-going projects and impact of specific strategies including FTE data</p> |

Evaluation of impact

- ½ Term 1: We have seen a 30% reduction in the number of exclusion of PP students from Term 1 2016/2017 to Term 1 this year.
- ½ Term 2:
- ½ Term 3:
- ½ Term 4:
- ½ Term 5:
- ½ Term 6:

| <u>Focus</u> | <u>Barriers to learning</u> | <u>Desired outcomes/success criteria</u> | <u>Rationale</u> |
|---|---|---|--|
| Narrowing the gap in the attainment and progress of high attaining PP pupils on entry | Aspiration Access to focused/ differentiated curriculum entitlement curriculum presenting appropriate challenge Understanding of roots to further and higher education Motivation Parental engagement Access to cultural capital based activities | NEET figures improve for high attaining PP pupils on entry A*-A grades (or equivalent 8/9 grades) proportion is in line with cohort expectations Aspiration of HA PP pupils on entry improves HA PP pupils feel challenged but build confidence and resilience HA PP pupils have access to high quality CEIAG and colleagues HA pupils achieve the highest grades because the challenge of teaching and expectations are explicitly high | Although attainment of HAP PP students is much improved (2016/17) it is important that those students are making expected progress from KS1 and 4 to ensure P8 is positive at the end of key stage 4. Also ensure that HAP students are accessing level 3/appropriate courses post 16. |
| <u>Chosen strategies and actions</u> | | | |
| <ul style="list-style-type: none"> • Development of “challenge” curriculum through SOL’s in all faculty areas • Development of networking evening for KS4 pupils - access to business leaders and post 16 provision UPS KS3 cultural capital projects - X2 staff • UPS KS3 High attainers development through creative arts project - X2 staff Scholars program for KS4 - Y10 pupils (JR/MM) • Effective CIAG - focus on access to college and university (MM) • Project/projects sets high expectations and stretches high attainers on entry | | | |

| <u>How is impact monitored</u> | <u>Cost</u> | <u>Person responsible</u> |
|--|---|--|
| <ul style="list-style-type: none"> • Case studies related to PP pupils demonstrating specific impact. Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP. • Data demonstrates improved performance of PP high attaining pupils on entry across all years • Engagement/attendance to projects, programs and trips Pupil voice questionnaires • Parental engagement activities Low NEET figures | Careers adviser - £3,250 Phase leaders @ - £62,968 Total spend £66,218 | PP review team - Quality assure and evaluate the overall impact related to high attaining PP pupils on entry Phase leader and CEIAG lead - monitor, track and evaluate impact of CEIAG HOH - monitor, track and evaluate impact of intervention projects - TBC October 2016 |

Evaluation of impact

- ½ Term 1:
- ½ Term 2:
- ½ Term 3:
- ½ Term 4:
- ½ Term 5:
- ½ Term 6:

| <u>Focus</u> | <u>Barriers to learning</u> | <u>Desired outcomes/success criteria</u> | <u>Rationale</u> |
|---|--|---|--|
| Narrowing the gap in numeracy levels at KS3 in particular low and high attainers on entry | <p>Variability in numeracy levels from KS2</p> <p>Pupil challenge within maths curriculum</p> <p>Access to maths basics skills to catch up deficit at KS2</p> <p>Understanding of technical language within math problems and awareness of context of problems due to experience of cultural capital</p> <p>Low Literacy levels on entry</p> <p>Access to appropriate specialist equipment</p> | <p>Improved engagement and attainment at KS3 and KS4</p> <p>Access to wider school curriculum improves with pupils being able to transfer skills</p> <p>Pupil functional maths ability improves</p> <p>Pupils feel compelled and empowered to problem solve using maths skills.</p> <p>Pupils have the resilience to not give up on challenging mathematical problems</p> | <p>+1 month: Teaching assistants</p> <p>Evidence suggests that TA's can have a positive impact on academic achievement. However, the impact is dramatically improved when TA's support individual pupils or small groups, which on average show moderate positive benefits.</p> <p>+4 months: Small group tuition</p> <p>Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p> |
| <u>Chosen strategies and actions</u> | | | |

- Continuation of UPS performance development target programs to work with PP pupils Phase leader - Yr7 low attainers on entry (**catch up premium**)
- SLT lead - Yr7 and Yr8 high attainers on entry including PP
- Targeted intervention groups are not withdrawn from lesson but additional support provided before and after school - particular focus on **Yr7 catch up premium** and Yr11 High 5/P7 and Homework club for KS3 and KS4
- Development of numeracy across the curriculum strategies and engagement
- To improve mark sheet entry with the inclusion of a Catch up premium (CUP) column for ease of tracking, monitoring and impact of this specific Maths cohort Yr7 new catch up premium cohort to be targeted together with current Yr7 catch up premium cohort pupils progressing into Yr8.
- Meta cognition techniques to be explored

| <u>How is impact monitored</u> | <u>Cost</u> | <u>Person responsible</u> |
|---|--|--|
| <p>KS3 low attainers on entry</p> <ul style="list-style-type: none"> • Increase in engagement of the pupils who attended the sessions • Noticeable improvement in basic numeracy skills of those who attended • The confidence and self-esteem increased <p>KS3 high attainers on entry</p> <ul style="list-style-type: none"> • Engagement improved in sessions and in class over time (teachers feedback/lesson scores) • Development of positive attitude to learning <p>KS4 attainment</p> <ul style="list-style-type: none"> • After the mock exam the number of pupils attending High 5 and P7 sessions increased. • The full impact will be revised after obtaining GCSE results • Impact case studies for individual pupils/groups | <p>Maths KS3 lead – TLR £1328 TA support – £8773</p> <p>Total spend £10,101</p> | <p>PP review team - quality assure and evaluate the overall impact related to narrowing the gap in numeracy levels at KS3 in particular low and high attainers</p> <p>Head of Maths Faculty - monitor, track and evaluate overall Maths interventions for impact</p> <p>UPS staff - monitor, track and evaluate impact of progress on individual pupils on programs</p> <p>HLTA - monitor, track and evaluate impact of progress on individual targeted pupils on programs</p> |

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| Data for Catch up premium cohort is extracted and progress shown | | |
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Evaluation of impact

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|---|
| <p>½ Term 1:</p> <p>½ Term 2:</p> <p>½ Term 3:</p> <p>½ Term 4:</p> <p>½ Term 5:</p> <p>½ Term 6:</p> |
|---|

| <u>Focus</u> | <u>Barriers to learning</u> | <u>Desired outcomes/success criteria</u> | <u>Rationale</u> |
|---|---|---|---|
| <p>Access to strategic extra-curricular/enrichment opportunities</p> | <p>Financial barriers for pupils paying for trips Equipment Confidence in engagement with extra-curricular activities Aspiration limitations due to social and economic group and exposure to cultural capital Fear of failure and measured risk taking</p> | <p>Pupils have access to all trips and equipment regardless of social and economic situation Increased numbers of PP pupils accessing extra-curricular opportunities Increased funding requests from staff for further PP pupil opportunities Evaluation of impact related to allocated funding improves Funding is directed/advised based on research related to reducing barriers Pupils are given the opportunities to grow, develop and see opportunities beyond their experience Improvement of pupil opportunities for becoming self-assured and confident so that they are not afraid of failing, risk taking and pupil potential is realised.</p> | <p>+3 months: Outdoor adventure learning has an impact if the activity is longer +2 months: Sports participation Sport participation is engaging in sports as a means to increase educational engagement and attainment. This might be through organised after school activities or as an organised programme by a local sporting club or association. Sometimes sporting activity is used to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy or mathematics lessons. +2 months Summer schools Summer schools have an academic focus whilst other concentrate on social and emotional, confidence, team building, self-esteem and healthy wellbeing sports or other non-academic activities.</p> |
| <p><u>Chosen strategies and actions</u></p> | | | |
| <p><u>Pupil premium review team to:</u></p> <ul style="list-style-type: none"> ● Improve the PP funding application process and evaluation requirements ● Actively promote and encourage (dependent on available funds) funding opportunities to support ‘closing the gap’ to all staff Target specific areas identified through data and observation as requiring support and funding to help to ‘close the gap’ ● With the support of the Business Director, ensure budgets are adhered to and funding spend is carefully managed | | | |

How is impact monitored

- Evaluation of impact of allocated funding requests takes place and is stored centrally by review team
- On-going process, monitoring and review cycle to be agreed based on strategy, trip, program, resource etc
- Funding requests and associated evaluations of activities for effectiveness and impact
- Case studies of pupils/groups who have benefitted from PP funding
- Half termly reviews of academic progress to determine specific Faculty/area consideration for allocation of PP funding
- Half termly reviews of PP spend and fund availability for

Cost

School trip support -
£1000

Music tuition support
- £8000

Total cost - £9,000

Person responsible

All staff to have access to PP funding application process and actively encouraged to consider innovative ways, events, programmes, intervention activities to narrow the gap between PP and non PP pupils

PP review team - to quality assure, monitor and track funding applications and PP spend, measuring the impact through collation of evaluation for funding activities.

Evaluation of impact

- ½ Term 1:
- ½ Term 2:
- ½ Term 3:
- ½ Term 4:
- ½ Term 5:
- ½ Term 6:

| <u>Focus</u> | <u>Barriers to learning</u> | <u>Desired outcomes/success criteria</u> | <u>Rationale</u> |
|--|--|--|---|
| <p>Narrowing the gap in attendance and punctuality rates between PP and non PP pupils</p> <p>Supported extended curriculum</p> | <p>PP attendance rates are lower.</p> <p>Morning structure and routines</p> <p>Accessibility to appropriate transport issues</p> <p>Parental engagement and support</p> <p>Pupils attitude to attendance and punctuality</p> <p>Religious observance</p> <p>History of not working (into 3rd generation for some families)</p> <p>Single parents</p> <p>Uniform issues</p> <p>Parents not in work mean they can allow younger children to stay at home</p> <p>Holidays taken in term time</p> <p>Language barriers (parents)</p> <p>Extended curriculum</p> <p>Pupils demonstrating non-compliance with school systems for example:</p> <p>Attendance issues</p> <p>Behavioural issues</p> | <p>Gap reduced in overall attendance of PP pupils</p> <p>PP pupils attendance is in line with national figure of 96%</p> <p>Persistent absence rate reduces for PP pupils</p> <p>Punctuality improves with a reduced number of pupils attending punctuality detentions</p> <p>Targeted mentoring/group work has a positive impact on absence levels , attendance figures and punctuality</p> <p>Parental engagement strategies to target barriers, understanding and impact of absence on pupil learning</p> <p>Reward systems for 100% attendance and improved attendance is effective in motivating pupils</p> <p>Extended curriculum</p> <p>Improvements to the monitoring of potential NEET</p> <p>Opportunities created in vocational routes combined with core subjects</p> <p>Improvements in attendance, punctuality and behaviour</p> <p>Careers opportunities</p> | <p>PP pupils in secondary state maintained school are three times more likely to become persistent absentees than non PP pupils.</p> <p>If a pupil is not attending school or is regularly late for lessons they are not receiving their curriculum entitlement and therefore are less likely to make expected progress.</p> <p>+4 months: Small group tuition</p> <p>Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p> <p>+1 month Mentoring</p> <p>Adult role models aim to build confidence or to develop resilience and character</p> <p>+3 months parental involvement</p> <p>Active engagement of parents in supporting their children's learning at school</p> |

Chosen strategies and actions

- Continuation of the development of tracking systems to directly measure and evaluate impact of attendance interventions. Further development of 121 and group work sessions utilising data analysis and identified trends with a PP focus

- Following appropriate training consider use of SIMS Discover for <90% PA group and alerts for <92% to take early intervention actions Utilise SIMS whole school report for scorecard completion and data collation data evaluation on PP (and in general)
- Following agreed updates and improvements to interventions area of SIMS, utilise this area for data recording of all Attendance actions
- Continue to develop team skills and knowledge through improved CPD for SIMS discover, SIMS, ICT and other relevant training, skills and knowledge opportunities Manage separate rewards for PP cohort (to show how money is being spent)
- Closer liaison and working with attendance stakeholders ie HOC's via scheduled fortnightly meetings, Mentors, TA's, Teaching staff on a regular basis More networking with other schools (visits, etc)
- Further use of promotion materials and communication with parents, pupils, Community groups and staff regarding attendance and learning days/time lost through absence/punctuality issues
- Utilise available resources such as 'The key for school leaders' for activities, ideas, surveys and leaflets to further seek to improve attendance.
- Develop effective timetabling of Attendance team resource including specific priority tasks ie home visits and group work sessions to ensure completion Attendance policy reviewed as necessary in line with any changes
- Breakfast club preparation for school day enabling variable start time prior to lesson commencement - obtain data from breakfast club survey Sept 16 for attendance and punctuality issues
- Compare FPHS attendance, absence and punctuality data to National averages
- **Extended curriculum** - aimed at identified pupils where the school environment is not meeting their specific needs. Alternative provision is sought where non-academic routes can be followed, ie. College facilities. In some cases the opportunity to combine core lessons with non-vocational activities. Changes for next academic year are planned with improvements to monitoring, organisation, tracking and impact. Historically pupil referrals for extended curriculum routes were attendance issue based and dealt with by Lead Attendance Officer more recent referrals via HOC and behavioural.

| <u>How is impact monitored</u> | <u>Cost</u> | <u>Person responsible</u> |
|---|--|---|
| <ul style="list-style-type: none"> ● At risk groups identified through data collation and trends. ● Case studies to be introduced for group sessions and targeted 121 work based on key pastoral factors/PP ● Gap reduced in overall attendance of PP pupils. Data analysed from HT 1 - HT 6 and YTD. ● Following appropriate training, guidance and time to explore new concepts - Further use of SIMS whole school reporting and SIMS Discover to support data capture, trends, at risk groups, comparative information ie for PP and Non PP ● Persistent absence rate reduces through the following measures; HOC regular timetabled fortnightly case conferencing meetings, attendance panels, closer monitoring of 92% or less(alerts set) and targeted pupil/parental improvement letters issued | <p><u>Attendance:</u> Attendance Administrator - £8,265 Inclusion Officer - £15,138 EWO - £4,968</p> <p>Total spend 50% of salary - £28,371</p> | <p>Lead Attendance SC - To monitor, track and show impact</p> <p>PP Review Team SJS/SC/HOH/JMY - quality assure and evaluate the overall impact related to Narrowing the gap of Attendance and punctuality rates between PP and Non PP pupils.</p> <p>Extended Curriculum Officer KB and reviewing Dep Head AF - Following a review of this work area to monitor, track, show progress and</p> |

- Punctuality improves with a reduced number of pupils attending punctuality detentions by targeting any lates
- Targeted mentoring of pupils 121 determined through data collation and observations of pupil behaviours (tracking), reviews of individual pupil
- cases for trends and patterns of absence/attendance/punctuality
- Parental engagement strategies such as letters home for less than 92% prior to PA rate of 90% being hit
- Tracking for improvement of specific individual pupils identified as high risk with SEAP panels, home visits, regular telephone calls and parental engagement
- School communications systems utilised for first day response and for all unexplained absences.
- Reward systems for 100% attendance and improved individual pupil attendance Competition held every four weeks for an inter form competition refreshments provided and a tutor time party, non-uniform day and early lunch pass, pupil engagement for choices of rewards including achievement points
- National average attendance information to be used as a comparative measure for impact of strategies and interventions.
- **Extended curriculum** pupils are closely monitored by the Attendance team leader. SIMS updates via linked docs, Clerical data held for placements, set up placements completed by HOC/SLT, attendance at provision monitored by Attendance team leader. Daily contact from school to provider to be introduced and review of systems by AF expected 16/17.

impact

Evaluation of impact

½ Term 1: Pupil Premium attendance overall has increased by 1% point. The gap in attendance between PP and Non-PP has improved from a gap of 5.5% to 4.7%. Persistent absence has reduced by 6% points on Term 1 last year but is still too high. The gap in persistent absence between PP and Non-PP has improved and reduced by 4.8% points when comparing to Term 1 last year.

½ Term 2:

½ Term 3:

½ Term 4:

½ Term 5:

½ Term 6:

| <u>Focus</u> | <u>Barriers to learning</u> | <u>Desired outcomes/success criteria</u> | <u>Rationale</u> |
|---|---|--|---|
| <p>Pupil access to appropriate nutrition for their studies (EEf and NAHT studies show the link between pupil health and wellbeing and attainment)</p> | <p>Financial Social and economic impact for families Structural organisation and routine in the home Education and access to appropriate nutrition to support cognitive development and physical growth Fixed school start time can be inflexible for home life balance and needs of family unit</p> | <p>Large pupil uptake to fully funded and supported breakfast club daily Uptake of FSM improves Accelerated progress in all areas of pupil development Supply of healthy choices for a range of dietary needs to support the physical growth and cognitive development of pupils Improvements in punctuality and attendance Variable start to school day enables preparation time Wellbeing and social interaction with peers before start of school day in readiness for learning</p> | <p>EEF NAHF Studies for the link between health and wellbeing and attainment</p> |

Chosen strategies and actions

- Consider reasons for pupils not taking FSM - why?
- Pupil engagement questionnaire to look at reasons for attendance and areas for improvement - to be undertaken as a PP project by the (PP funded) life skills group September 2017.

| <u>How is impact monitored</u> | <u>Cost</u> | <u>Person responsible</u> |
|---|---------------------|--|
| <ul style="list-style-type: none"> • Pupil engagement • Case studies from Mentors and progress and tracking information will include contact with pupils during breakfast club/unstructured times. • Uptake figures for FSM Pupil council feedback | <p>£1000</p> | <p>PP Review Team JMY/HOH/SENDCO/Phase leaders - quality assure and evaluate the overall impact related to pupil access to appropriate nutrition AG - FSM uptake, breakfast club costs Catering manager - provision of healthy choices JT SENDCO – co-ordination of mentor breakfast club support, mentor case studies, pupil engagement and numbers and impact of breakfast club attendance</p> |
| <p><u>Evaluation of impact</u></p> | | |
| <p>½ Term 1: ½ Term 2: ½ Term 3: ½ Term 4: ½ Term 5: ½ Term 6:</p> | | |
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