

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 action 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 in all year groups. 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> <p>‘30 million word gap’ refers to a research study conducted by psychologists Betty Hart and Todd Risley. Their study showed that children from lower-income families hear a staggering 30 million fewer words than children from higher-income families by the time they are 4 years old.</p>

<u>Chosen strategies and actions</u>		
<ul style="list-style-type: none"> Accelerated Reader/Library lesson in Year 7, 8 and 9 (Fifty minutes a fortnight) Reading intervention targeting PP/catch-up pupils twice a week from Adult readers and English (thirty minutes per session) – to start in term 3 Lexia every fortnight for 50 minutes Hums and Science in approaches to active reading in the classroom Talk boost intervention targeting PP children and children with speech and language needs (due to staff training this will start in term 3) Targeted intervention in the Acorn, small bespoke groups to close the attainment gap with their peers 		
<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 to identify engagement/love of reading 	HLTA (5%) - £1117.00 Lexia - £4370.00 Talk Boost - £600 Total spend £6087.00	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 (will start in term 3)

Evaluation of impact

Impact of these interventions will be detailed in term 3 and 6

½ Term 3:

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>

Chosen strategies and actions

- 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 e.g. Thrive coffee morning in the Acorn - evaluate questionnaires upon return.

- 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 continue to support LAC/CIC activities and events from LA's included , fun days, LAC and carers awards.
- To continue to seek ways to offer additional support to LAC/CIC from outside organisations and agencies best suited to meet individual needs. To determine the impact of access arrangements on Year 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 Thrive 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 students across all years. • Engagement/attendance to projects, programs and trips Pupil voice questionnaires demonstrating pupil view towards activities • Data shows a reduction in Isolation/seclusion 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 Total spend £172,691 	<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: Year 11 data is indicating that KOA PP students attainment will be 6.4% points above PP nationally. The gap will reduce further on the previous year with non-PP nationally (currently 15.1%, 2016-17 21.6%). Progress is showing a significant improvement on the previous year and Progress 8 for PP students is almost at the national average for all. Progress of PP SEND is almost in line with national for all. Due to the timing assessment points in the Acorn (Primary) and increased challenges of the curriculum more accurate progress data will be detailed in term 2. 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: Year 11 data is indicating that KOA PP students attainment will be 7.3% points above PP nationally, this is an improvement compared to term 1. The gap reduction has improved compared to term 1 and is predicted to be 14.1% (national gap between PP and Non –PP is 27.9%). Predicted progress is above national for PP, the internal gap with non PP is -0.07 and gap with non PP nationally is -0.17 which is better than the gap between PP and Non PP nationally. SEND PP students predicted attainment has not changed from term 1, however this is a 28% increase when comparing attainment to 2016/17 cohort. Progress of SEND PP students has decreased from term 1, when comparing to 2016/17 cohort progress is predicted to improve significantly.

KS3 PP V Non PP

Year	Gap in English with Non-PP	Gap in Math's with Non-PP
7	-14%	-10%
8	-10%	-15%

KS3 SEND PP v SEND Non PP

Year	Gap in English with Non-PP	Gap in Math's with Non-PP
7	-5%	-21%
8	-4%	-11%

Year 2 – In reading, out of the 6 students at Y, one is now on track. In writing, all of the 6 students have remained at Y. In maths, all of the 4 students have remained at Y. Out of the PP students who remain at Y, two have made rapid progress as a result of the intervention and are targeted to reach age related expectations by the end of the year. Year 2 PP progress is complicated by a number of pupils with SEND (4) and (1 SEMH). Of the 9 PP, 6 are predicted to be O with continued intensive intervention.

Year 1 – PP students are out performing non PP students in reading and writing and broadly in line in maths.

½ Term 3:

½ Term 4:

½ Term 5:

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
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 routes 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.
Chosen strategies and actions			
<ul style="list-style-type: none"> • Development of networking events for KS4 pupils - access to business leaders and post 16 provision UPS KS3 cultural capital projects - X2 staff • Effective CEIAG - focus on access to college and university (CAL & COY) • Project/projects sets high expectations and stretches high attainers on entry • Academic mentoring for HAP/HAP PP students not making adequate progress 			

<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 • Low/no NEET figures • Higher % of HAP PP students opting for L3 courses 	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

Evaluation of impact

½ **Term 1:** 75% of year 11(including HAP PP) have had career interviews and made college applications. 100% of HAP PP will have had their interview before the end of term 2. The performance of High attaining PP students is indicating a marginal increase of 0.2% on the previous year and now nearing the national average for high attaining students. 10 students in year 9, 10 and 11 are taking part in the future Quest project hosted by UWE, attendance and engagement has been very good. 70 % of HAP PP boys have been assigned an academic mentor to support them in improving their attainment and progress, initial impact will be seen next term.

½ **term 2:** In year 11 100% of HAP PP students are predicted to secure basics (combined English and Maths) at grades 9-4 (Standard pass), this is 4% points above HAP students nationally. The percentage of HAP PP students predicted to secure a 9-5 grade (Strong Pass) is 92.3%, there is currently no benchmark nationally for this however this would be a significant improvement compared to last year’s exam cohort. 11/13 (85%) HAP PP students in year 11 have chosen a destination and had a careers meeting. Almost all students have opted for a level 3 course apart from 1.

KS3

<u>Year</u>	<u>Gap with HAP non-PP - English</u>	<u>Gap with HAP non-PP Maths</u>
7	-7%	+1%
8	+1%	+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	Variability in numeracy levels from KS2 Pupil challenge within maths curriculum Access to maths basics skills to catch up deficit at KS2 Understanding of technical language within math problems and awareness of context of problems due to experience of cultural capital Low Literacy levels on entry Access to appropriate specialist equipment Parental confidence in mathematics	Improved engagement and attainment Access to wider school curriculum improves with pupils being able to transfer skills Pupil functional maths ability improves Pupils feel compelled and empowered to problem solve using maths skills. Pupils have the resilience to not give up on challenging mathematical problems	+1 month: Teaching assistants 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. +4 months: Small group tuition Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.

Chosen strategies and actions

- Continuation of UPS performance development target programs to work with PP pupils Phase leader - Yr7 low attainers on entry (**catch up premium**)
- Targeted intervention groups - 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
- Yr7 new catch up premium cohort to be targeted
- Targeted intervention in the Acorn, small bespoke groups to close the attainment gap with their peers
- Mastery curriculum model

<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"> ● Noticeable improvement in basic numeracy skills of year 7 students targeted for intervention ● The confidence and self-esteem increased <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>

Evaluation of impact

½ Term 1: Data will be available following the first stage of interventions for KS3 and KS4 at the beginning of term 3. The impact of the additional targeted support will be analysed following the term 2 data drop. We will update impact in terms 3 and 6.

½ Term 3:

½ Term 6:

<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><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 			

<u>How is impact monitored</u>	<u>Cost</u>	<u>Person responsible</u>
<ul style="list-style-type: none"> ● 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 	<p>School trip support - £1000</p> <p>Music tuition support - £8000</p> <p>Acorn PP curriculum enrichment support – £200</p> <p>Acorn uniform support - £200</p> <p>Total cost - £9,000</p>	<p>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</p> <p>PP review team - to quality assure, monitor and track funding applications and PP spend, measuring the impact through collation of evaluation for funding activities.</p>

Evaluation of impact

½ Term 3: Impact will be detailed at the end of term 3 as some projects/trips will be completed by then

½ Term 4:

½ Term 5:

½ Term 6:

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
<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>+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			
<ul style="list-style-type: none"> 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 			

- 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)
- Closer liaison and working with attendance stakeholders ie HOH's via scheduled fortnightly meetings, Mentors, TA's, Teaching staff on a regular basis More networking with other schools (visits, etc)
- Acorn – close monitoring of PP children attendance and SAM meetings arranged to understand the barriers
- 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
- Compare KOA 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 HOH 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. ● Persistent absence rate reduces through the following measures; HOH regular timetabled fortnightly case conferencing meetings, attendance panels, closer monitoring of 92% or less(alerts set) and targeted pupil/parental improvement letters issued 	<u>Attendance:</u> Attendance Administrator - £8,265 Inclusion Officer - £15,138 EWO - £4,968 Total spend 50% of salary - £28,371	Lead Attendance SC - To monitor, track and show impact 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. Extended Curriculum Officer KB and reviewing Dep Head AF - Following a review of this work area to monitor, track, show progress and

<ul style="list-style-type: none"> ● 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 SAM, 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. 		<p>impact</p>
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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. In EYFS there is a 0.6 attendance gap with non-pp and in year 1 the gap is 0.4. Pupil premium attendance in year 1 is above the national average and in EYFS it is strong.

½ Term 2:

After term 2 Pupil premium attendance is 0.23% points above last year. The gap in attendance between PP and Non-PP is currently 5.2% which is still an improvement on last year, but still too high allowing us to re – focus our work through focused daily routines and no nonsense approach. The PP PA numbers remain high, but moving in the right direction being 1.7% points above this time last year. Within the headline figures there are some very pleasing stories. The biggest improvement on this time last year, for example, is the current year 9 who are 2.95% above term 2 in 2016-17, and the Primary Phase demonstrates some excellent figures, the highlight being 96.19% attendance for reception students eligible for Pupil Premium funding. Also attendance of PP students in Reception has increased by 2.6% points and is currently above non PP students. The attendance of PP students in Year 2 has increased by 1.3%points but still remains too low. 1 year 2 PP student has seen an attendance increase from term 1 - 62.12% to term 2 - 75.0%. The attendance of PP students in year 1 has fallen due to illness. SAM meetings have taken place where necessary and impact will be measured in term 3.

½ Term 3:

½ Term 4:

½ Term 5:

½ Term 6: