



## Friars Academy

### Review of Pupil Premium Action Plan and expenditure 2018-2019

#### Report to governors and Parents: 2019/20

Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	150
Total number of LAC pupils on roll	5
Total number of pupils eligible for PPG	81 (54 %)
Amount received per pupil	£935-£2300
Total amount of PPG received	£ 75,735

**Performance of pupils eligible for Pupil Premium – 2018 /19**  
 (pupils eligible for school meals or in local authority care for at least six months)  
 Please note that the datasets are very small

	Pupil Premium	Non Pupil Premium
% of pupils making expected and above expected progress in English - Year 7	EP - 86% AEP - 14%  Total: 100%	EP – 64% AEP - 36%  Total: 100%
% of pupils making expected and above expected progress in English - Year 8	EP – 69% AEP – 23%  Total: 92%	EP – 40% AEP – 60%  Total: 100%
% of pupils making expected and above expected progress in English - Year 9	EP – 63% AEP – 21%  Total: 84%	EP – 80% AEP – 7%  Total: 87%
% of pupils making expected and above expected progress in English - Year 10	EP – 62% AEP – 33%  Total: 95%	EP – 67% AEP – 33%  Total: 100%
% of pupils making expected and above expected progress in English - Year 11	EP – 89% AEP – 11%  Total: 100%	EP – 77% AEP – 23%  Total: 100%
% of pupils making expected and above expected progress in Maths - Year 7	EP – 57% AEP – 29%  Total: 86%	EP – 64% AEP – 27%  Total: 91%
% of pupils making expected and above expected progress in Maths - Year 8	EP – 38% AEP – 46%  Total: 84%	EP – 60% AEP – 33%  Total: 93%
% of pupils making expected and above expected progress in Maths - Year 9	EP – 63% AEP – 21%  Total: 84%	EP – 73% AEP – 7%  Total: 80%
% of pupils making expected and above expected progress in Maths - Year 10	EP – 53% AEP – 0%  Total: 53%	EP – 75% AEP – 0%  Total: 75%
% of pupils making expected and above expected progress in Maths - Year 11	EP – 84% AEP – 0%  Total: 84%	EP – 80% AEP – 8%  Total: 88%
% of pupils making expected and above expected progress in Science - Year 7	EP – 57% AEP – 7%  Total: 64%	EP – 55% AEP – 9%  Total: 64%

% of pupils making expected and above expected progress in Science - Year 8	EP – 85% AEP – 8%  Total: 93%	EP – 53% AEP – 20%  Total: 73%
% of pupils making expected and above expected progress in Science - Year 9 *	EP – 0% AEP – 0% **Teacher assessment: EP – 75% Teacher assessment: AEP – 12%  Total: 87%	EP – 0% AEP – 0% Teacher assessment: EP – 68% Teacher assessment: AEP – 15%  Total: 83%
% of pupils making expected and above expected progress in Science - Year 10 *	EP – 0% AEP – 0% ***Teacher assessment: EP – 37% Teacher assessment: AEP – 56%  Total: 93%	EP – 0% AEP – 0% Teacher assessment: EP – 31% Teacher assessment: AEP 38 %  Total:69%
% of pupils making expected and above expected progress in Science - Year 11	EP – 71.5% AEP – 28.5%  Total: 100%	EP – 80% AEP – 10%  Total: 90%

The story behind the data		
Year 7 PP - 1 pupil = 7.1%	Year 7 - non PP 1 pupil = 9.1%	
Year 8 PP - 1 pupil = 7.6%	Year 8 - non PP 1 pupil =6.7 %	
Year 9 PP - 1 pupil =5.2%	Year 9 - non PP 1 pupil =6.6 %	Year 9 PP students include: x1 student who is hard to engage.  *Please see below for Science data story.
Year 10 PP - 1 pupil = 5.8%	Year 10 - non PP 1 pupil =.9.1 %	Year 10PP students include: x1 student who is a persistent absconder / hard to engage. X2 students who is a persistent non-attender due to high anxiety. X1 student with significant medical needs and hospital stays and persistent non-attender due to high anxiety.  *Please see below for Science data story.
Year 11 PP - 1 pupil =5.2%	Year 11 - non PP 1 pupil =7.6 %	*Please see below for Science data story.

\*Pupils have just started a new OCR 3-year course or an Ingots course for those students unable to access OCR. Students on these courses are required to complete a certain number of modules before being able to show tangible progress.

The Head of science keeps a spreadsheet of data, which cannot currently be stored on the Go 4 Schools system. The spread sheet clearly tracks the data from each end of until test, which means that at any point in time pupils can see how they are progressing toward their 3-year end goal, and the head of Science can highlight any students that have missed end of unit tests, or need further work to support a topic studied.

\*\* Year 9 science - Teacher assessment data supplied from spread sheet.

\*\*\* Year 10 science - Teacher assessment data supplied from spread sheet.

## Summary of PPG spending 2018/9

### Objectives in spending PPG:

Reduce any achievement gap between those pupils eligible for the PPG and those who are not.

Improve engagement of those pupils eligible for PPG

To reduce the identified in school barriers to learning

To work with families to decrease out of school barriers, including attendance.

To increase the quality of teaching and pastoral skills to increase the offer available to pupils eligible for PPG

### Summary of spending and actions taken:

School Home Support service – providing support for targeted families. Inc home visits, assistance with appointments and professionals, liaison with learning outreach.

Extension of Out of School Hours Learning provision – daily activities before and after school inc breakfast club and 9 additional sports / social and ICT related activities.

Maintenance and development of self-esteem therapy provision, - Increased number of staff available to deliver intervention / development of staff training.

Maintenance and development of protective behaviours provision, - Training for all staff on the principles and development of whole school ethos, Regular training programme in place.

Updated Specialist Practitioner training in Protective Behaviours / Increase in staff trained to be Specialist Practitioners in Protective Behaviours.

Maintenance and development of anger management support

Development of the new PSHCE programme to enhance new SER guidelines, safeguarding, British Values and to ensure children have the knowledge and confidence they need to make good decisions in life, especially about their own safety.

Increase the profile of reading and comprehension skills across the school.

Subsidy of residential trips and school journeys.

Music therapy for identified pupils.

Drama therapy for identified pupils.

Riding for the disabled for identified pupils.

Provide additional tuition for LAC.

Provide 'catch-up' literacy provision for those pupils identified as lower attainers' and making less than expected progress.

Provide 'extension literacy provision for those pupils identified as higher attainers' and making greater than expected progress.

Support for those pupils identified through whole school data analysis.

Service level agreement for provision of additional therapies.

Purchasing of pupil specific materials to aid learning.

Inclusion of life skill programmes - Virtual Baby Project to two identified groups.

Staff training on sensory circuits.

Development of sensory studio and staff training on and how to use it to support the therapeutic needs of those pupils eligible for the PPG

## Pupil Premium Expenditure 2018-2019 Review

Identified barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as low reading age</i> )	
<b>A</b>	Quality of teaching skills
<b>i</b>	Basic skills relating to the curriculum, especially writing and comprehension
<b>B</b>	Mental health and well-being improves. Children are confident and resilient.
<b>i</b>	Student confidence and resilience linked to self-regulation and behaviour
<b>ii</b>	Low self-esteem, lack of self-belief and worth.
<b>External barriers</b> ( <i>issues which also require action outside of school, such as low attendance</i> )	
<b>C</b>	Lack of parental engagement – children dealing with CP / family issues sometimes leading to behavior or attendance issues – 22(out of 30) EHA / TAF / CIN related to PP students.
<b>D</b>	Attendance of pupils / attendance in lessons of some pupils adversely affects outcomes.
<b>E</b>	Some PP pupils are on the edge of care due to difficult home circumstances, which has an impact on learning outcomes.
<b>F</b>	High proportion of safeguarding and welfare issues contribute to social and emotional issues.

	Deliverable	Action	Specifics	Budget	Dates	Impact / Outcome	Lessons learnt
<b>A</b>	Provide up-to-date information to all staff re pupil premium pupils.	Ensured that class and subject teachers know which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress	<ul style="list-style-type: none"> <li>- Use Keys to Success to obtain the most up to date information.</li> <li>- Supply information to staff</li> <li>- Discuss barriers to learning and ways to overcome these. Termly reminders, to ensure that all pupils benefit from the support available. This</li> </ul>	Meeting time. Research time	Sept re-evaluate in October after census	<ul style="list-style-type: none"> <li>- All staff were aware of those pupils who received Pupil premium, and were able to identify more readily those whom required extra support.</li> <li>- Regular reminders ensured pupils' needs were consistently met.</li> </ul>	<ul style="list-style-type: none"> <li>- PP information needs to be included in new staff induction, especially when staff start mid-term.</li> </ul>

			needs to ongoing.				
		Prepare barrier to learning sheet to audit pupils.	- Discuss barriers to learning and ways to overcome these.	Teacher time	LB2 / LB4 / LB6	- Staff identified gaps in learning and resources to be purchased to help to reduce gaps in learning / development.	- Audit sheets have continued to be valuable in focusing need and re distributing resources. – To be repeated next year.
			- Obtain equipment suggested from audit - Closer monitoring of purchased equipment.	£5000	LB2 / LB4 / LB6	- Less equipment purchased this year. - Equipment purchased with specific purposed to enhance the pupil development and achievement of IEP targets.	- Staff continue to require termly prompts to look at the barriers for learning for those eligible for PP. - Staff need to be reminded to pass equipment on / return equipment when students move classes / move on. - Continued close monitoring of equipment.
<b>A i</b>	Increase in progress of specifically identified academic areas where PP pupils require support.	Pupils will be given interventions to aid progress in reading & writing and comprehension so that learning can be accelerated to allow pupils to reach expected progress	- Interventions directed to assist pupils to achieve targets. These can be explicit 1:1 sessions focusing on a 'gap' / small groups with a	Meeting time  Approximately X12 hrs TA per week X30 hrs HLTA per week X14 hrs Teacher per week	Sept – July Evaluations at the end of each LB data collection	- Having a Whole school development target. Helped to focus all staff's attention. Analysing individual pupil data helped to	- Students kept inside of the classroom for academic intervention to increase progress and understanding has worked well.

		<p>(EP) or above expected progress (AEP) targets. Children will enjoy reading and will be making good progress in their reading age and understanding of the text from their starting points.</p> <p>-Children will enjoy reading and will be making good progress in their reading age and understanding of the text from their starting points.</p>	<p>common focus or monitored independent work.</p> <ul style="list-style-type: none"> <li>- Intervention will take place inside of the classroom so that students do not miss out on additional learning, unless it is deemed more appropriate for the session to be discreet.</li> </ul>			<p>target appropriate pupils for support.</p> <ul style="list-style-type: none"> <li>- Pupils received as much time with a qualified teacher as possible to address gaps.</li> <li>- Teachers using clear Friars marking feedback triangle used to create a clear pathway for pupils, so they are aware what they can do to close the gap.</li> <li>- Increased number of learning walks took place than last academic year.</li> <li>- Dedicated work scrutiny time to ensure parity in marking and assessment.</li> <li>- PP data scrutinised by T&amp;L leader and additional needs leader, however subject leaders</li> </ul>	<p>This needs to continue into the next academic year.</p> <ul style="list-style-type: none"> <li>- Subject leaders to take responsibility for scrutinizing PP data on a regular basis to identify if any issue that may occur is academic or pastoral.</li> </ul>
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						could be involved.	
<b>B i</b>	Provide specific interventions designed to aid pupils with self-regulation, eg Sensory circuits / sensory equipment.	<ul style="list-style-type: none"> <li>- Pupils will be given interventions to aid progress in writing and comprehension so that learning can be accelerated to allow pupils to reach expected progress (EP) or above expected progress (AEP) targets.</li> <li>- Students will concentrate on extending Vocabulary, Connectives, Openers and Punctuation in an effort to improve writing skills across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff to have a completed DCQ for all pupils.</li> <li>- Analysis of data.</li> <li>- Ask staff to identify pupils with sensory needs highlighted on the EHCP or needs that have been identified in the class or in unstructured times.</li> <li>- Discussion with intervention staff 75% of identified PP students taking part to have learnt some self-regulation skills that they are able to independently apply to aid Behaviour for Learning (confidence and resilience) linked to self-regulation.</li> <li>- Deliver training to staff on basic sensory circuits.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff are reporting that there is an increased number of students that are displaying signs of anxiety, an inability to self-regulate, and mental health needs which disrupts the pupils ability to learn, and disrupts learning time.</li> <li>- Form staff are the best to complete DCQ, / sensory assessment due to increased knowledge of pupils.</li> <li>- If staff know the basics of the programme they will have the ability to encourage students to use what they have learnt as part of the programme / also more</li> </ul>	<p>Staff training. Data analysis time. Approximately X6 hrs TA per week Planning and report writing. Training Courses £500</p> <ul style="list-style-type: none"> <li>- Resources £200</li> </ul>	<p>RSt – Pastoral intervention team. (All staff to be involved in assessment procedure to ensure that most accurate result is collated.)</p> <ul style="list-style-type: none"> <li>- <b>Intervention reports</b></li> <li>- <b>Pupil Progress meetings</b> – used to discuss impact.</li> <li>- <b>Pupil Voice</b> – used to allow the pupils to self-evaluate and air views on any impact the programme may have had on them. – This has allowed the programme to evolve into a bespoke programme for the students of Friars Academy</li> <li>- Increased number of staff trained, allowing for the principles of the circuits to be delivered</li> </ul>	<ul style="list-style-type: none"> <li>- Student Voice is essential to the development of the Sensory circuit curriculum.</li> <li>- The timing of the questionnaire – to be sent out at the end of the academic year for Y8 up, so that staff can provide a knowledgeable assessment on each student. / Include the teaching assistant in the assessment questionnaire as they are with the student in all lessons.</li> <li>- Reporting back to staff after sessions is essential to encourage the use of and development of transferable skills.</li> </ul>

			<ul style="list-style-type: none"> <li>- Send selected staff on specific extended training.</li> <li>- Purchase / make an increased number of resources.</li> </ul>	students will be able to access the programme.		<p>outside of dedicated lessons.</p> <ul style="list-style-type: none"> <li>- Staff trained to use the new sensory studio to enhance sensory and wellbeing lessons.</li> </ul>	
<b>B ii</b>	<ul style="list-style-type: none"> <li>- Engage young people in the curriculum and develop their self-help and independence skills.</li> </ul>	<ul style="list-style-type: none"> <li>- To set up appropriate staffing and groups to allow pupils to take on outdoor adventures and the allotment and Green Pathways Programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide training to staff on expectation.</li> <li>- 100% of PP students to have experienced an outdoor education experience.</li> <li>- Staff to provide appropriate planning Inc. clear year plan for planting and management of planting on the allotment.</li> <li>- Make staff accountable for development of pupils.</li> <li>- Make staff accountable for resources.</li> <li>- Assess appropriate groupings.</li> <li>- Discuss timetabling /</li> </ul>	X14 hrs Teacher & TA per week Report writing. Referral time writing time.	Groupings to be reviewed every LB. / at the end of each Green Pathways programme.	<ul style="list-style-type: none"> <li>- New opportunities for out of school learning sought: Frog Life wildlife and community action group for young people. Impact assessed for value to students after each programme is complete.</li> <li>- Timetabling and transport organised prior to the school beginning has alleviated staff stress.</li> <li>- Seeds, plants, and other essentials for the allotment budgeted for and purchased when appropriate has allowed for a</li> </ul>	<ul style="list-style-type: none"> <li>- Froglife Project has produced invaluable experiences for students. Application for academic year 2019/2020 needs to be made July 2019.</li> <li>- To set up new appropriate staffing and groups to allow pupils to take on Frog life / outdoor adventures and the allotment, and build into the next academic year timetable.</li> <li>- A more robust programme of planting and visitation needs to be in place if</li> </ul>

			<p>transport with MAs.</p> <ul style="list-style-type: none"> <li>- Staff to audit equipment to ensure it is safe and appropriate for pupils.</li> <li>- Purchase of allotment materials.</li> <li>- Contact with Green Pathways.</li> </ul> <p>Pupil referrals to Green pathways.</p>			<p>more successful year.</p>	<p>we are to keep the allotment</p> <ul style="list-style-type: none"> <li>- Discussion with subject leaders and class teachers and Teaching and learning leader re benefits of intervention vs missing academic lessons.</li> <li>- Froglife project currently only due to run for one more academic year. Forest schools succession training to be put into place.</li> </ul>
<b>Bii</b>	<p>Pupils to develop a positive approach about learning and their ability to learn.</p> <p>Pupils can learn strategies to manage their wellbeing and mental health.</p> <p>Provide interventions to include social skills, Protective</p>	<ul style="list-style-type: none"> <li>- Highlight to staff ways identifying and referring pupils which require non-academic interventions.</li> <li>- Identify pupils requiring interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Specific pupils are able to access lessons in class with peers.</li> <li>- All pupils will participate in a school trip.</li> <li>- 85% of PP students to be completing homework at home or in a club.</li> <li>- Liaise with Teaching and Learning Leader</li> </ul>	<p>X12 hrs TA per week X30 hrs HLTA per week X14 hrs Teacher per week</p> <p>Meeting time / referral form analysis time</p>	LB1 – LB6	<ul style="list-style-type: none"> <li>- Staff are able to refer students who are showing signs of anxiety and low self-esteem to the Pastoral team for a bespoke targeted intervention slot</li> <li>- Whole staff training on the types of intervention available and the referral process</li> </ul>	<ul style="list-style-type: none"> <li>- Staff continue to need to be reminded of the types of Pastoral interventions on offer, and must be prepared to complete follow up work in order for them to be successful.</li> <li>- Regular reminders / a guide on how to access the pastoral</li> </ul>

	<p>Behaviours, and self-esteem needs etc.</p> <p>Identify specialist outside help for specific pupils Increase and encourage pupil participation in extracurricular activities</p>		<p>re core area interventions.</p> <ul style="list-style-type: none"> <li>- Provide training on how to access referral forms for non-academic interventions via the one drive.</li> <li>- Liaise with non-academic intervention staff.</li> </ul>			<p>has helped streamline the process.</p> <ul style="list-style-type: none"> <li>- Updated referral sheets to include staff and student feedback had allowed all to be aware of progress made.</li> <li>- An increased number of staff are now accessing interventions in the correct way.</li> <li>- Reduction in staff at the beginning of the academic year resulted in an increased number of students not receiving the support they required in a timely fashion.</li> <li>- Training and redistributing staff (Jan 2019) to the pastoral team, has allowed students to receive support on the point of referral.</li> </ul>	<p>intervention form to be given.</p> <ul style="list-style-type: none"> <li>- Pupils will be referred on to outside agencies if in house interventions are not having a positive impact.</li> <li>- Staff to refer early before situation escalates.</li> <li>- Staff to be accountable for how they support the student.</li> <li>- Pastoral staff to have constant training to update ideas.</li> <li>- Pastoral support to share knowledge through staff training to allow the whole staff to understand the purpose of intervention or techniques used.</li> </ul>
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		<ul style="list-style-type: none"> <li>- Staff training</li> </ul>	<ul style="list-style-type: none"> <li>- Revise training, making sure that support staff, particularly teaching assistants, were highly trained and understand their role in helping pupils to achieve.</li> <li>- The importance of making and verbal encouragement.</li> <li>- Providing a time to listen. Providing the best education and positive handling of our pupils</li> <li>- Staff member accessing PB's training and Specialist Practitioner training.</li> </ul>	<p>Meeting time</p> <p>Cover / course fees.</p> <p>£145 / £525</p> <p>Total: £670</p>	LB1 / 3 / 5	<ul style="list-style-type: none"> <li>- Staff reminders of PP offer, and their duty of care towards ALL students, has ensured that our PP students have had a successful year.</li> <li>- Increased number of staff with specialist knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>- To be revisited bi annual for the benefit of new staff, and reminders for existing staff.</li> </ul>
		<ul style="list-style-type: none"> <li>- Provide appropriate materials to facilitate teaching of strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Provide The Dot Com Foundation materials for staff to enable them to teach protective behaviours effectively through</li> </ul>	£610	Sept. Review in LB6.	<ul style="list-style-type: none"> <li>- Staff have created a whole school ethos of Protective behaviours, through constantly reinforcing the message through PSHE lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate materials sourced for new PSHE programme.</li> <li>- High emphasis on PB's</li> <li>- TA's to be reminded of the</li> </ul>

			<ul style="list-style-type: none"> <li>- Trial new scheme of work that comply to new PSHE guidelines</li> </ul>			<ul style="list-style-type: none"> <li>- Appropriate materials added to PHSE lessons. Staff received reminders on the importance of revisiting the Protective behaviours Programme.</li> <li>- The Dot com foundation materials to be worked into the new PSHE programme. No further materials to be purchased from the foundation at this time.</li> </ul>	<p>importance of PB's.</p> <ul style="list-style-type: none"> <li>- Dot Com materials will not be purchased again next year. We currently have a good stock, and other materials have proved more successful with our more able students.</li> </ul>
			<ul style="list-style-type: none"> <li>- Courses to further learning and update skills Specialist practitioners' refresher training</li> <li>- Sensory circuits training</li> </ul>	£500 - £1000	LB1 – LB6	<ul style="list-style-type: none"> <li>- PBs refresher to be given to all staff through staff meeting time.</li> <li>- -PB refreshers available during planned. training time for newer staff</li> <li>- Sensory Circuit training planned through PM, and given to staff, to allow a increased number of staff to deliver the</li> </ul>	<ul style="list-style-type: none"> <li>- Courses to further learning and update skills</li> <li>- Ensure that all staff have regular refreshers.</li> <li>- - increase the number of staff trained for sensory circuits.</li> </ul>

						programme so more students can have access regulation skills.	
	Source outside help	Music Therapy (guitar man)	<p>Predicted: £1600 £20 per session</p> <p>Actual: £400 per term x6 terms = £2400</p>	Oct – July	<ul style="list-style-type: none"> <li>- LAC students received additional support to help them achieve a skill and develop concentration. Having a planned intervention area for the entire length of the programme and in the main school has benefitted students.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to enable LAC students continuity and to teach the importance of perseverance.</li> <li>- Make sure sessions do not run over break time.</li> <li>- Increase in charges resulting in over spend of £800</li> </ul>	
		Riding for the Disabled	<p>Predicted: £1800 £300 per term x 6</p> <p>Actual: £600 x 4 = £2400</p>	Sept – July	<ul style="list-style-type: none"> <li>- Students are allowed to experience working with nature.</li> <li>- Reduction in anxiety in ASD pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase the number of students taking part.</li> <li>- Increase the number of staff involved in the referral process.</li> <li>- Overspend of £600</li> </ul>	
		Virtual Baby Project – CYPs	£2500 £1250 X2 (excluding vat) – based on 6 pupils on each programme.	May - June / June – July	<ul style="list-style-type: none"> <li>- Students experience the importance in being fully prepared for a baby and the financial implications.</li> </ul>	<ul style="list-style-type: none"> <li>- Area for intervention to be used should be booked out for the entire length of the programme and</li> </ul>	

					<ul style="list-style-type: none"> <li>- Protocols for overnight stays followed.</li> <li>- New staff leading the programme trained.</li> </ul>	in the main school.
		Drama therapy	Predicted: £3000 approx £55 per session £100 per report based on 1 student. Actual: £1520	Sept-July	<ul style="list-style-type: none"> <li>- Student(s) benefit from working of particular areas of concern eg, friendship / control / attachment.</li> <li>- Regular area used in the main school to aid security.</li> </ul>	<ul style="list-style-type: none"> <li>- Area for intervention to be used should be booked out for the entire length of the programme and in the main school.</li> <li>- Underspend of £1480</li> </ul>
		Liberty Learning Autism Consultancy	Predicted: £800 per 7 week programme. - £4800 Actual: £8000	Oct - July	<ul style="list-style-type: none"> <li>- Successful in engaging hard to reach students.</li> <li>- Increase in number of students accessing.</li> </ul>	<ul style="list-style-type: none"> <li>- Overspend on budgeted amount by £3200.</li> </ul>
		<ul style="list-style-type: none"> <li>- Identify trips and specific pupils who may need support with costs.</li> </ul>	£5000	Sept – July	<ul style="list-style-type: none"> <li>- Discussions with KS Leaders have helped an increased number of students participate in a number of school trips.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion with KS leaders proved valuable and will continue into next year.</li> <li>- Parents to be contacted by FSW to discuss barriers to trips.</li> </ul>



		<ul style="list-style-type: none"> <li>- Liaise with KS3, KS4 and KS5 leaders re trips / funding.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify pupils and target specific clubs</li> <li>- Identify number of staff required to staff club</li> <li>- Identify staff to transport pupils home.</li> <li>- Liaise with Head of PE re OSH clubs and club specifics</li> </ul>	£5500	Sept - July	<ul style="list-style-type: none"> <li>- Staff encouragement has allowed a number of students to become part of a 'team' / to feel included and valued, which has resulted in staff seeing increased self-esteem in their students.</li> <li>- Decrease in number of staff able to transport home after clubs has decreased resulting in some students missing out.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff able to transport students has decreased.</li> <li>- The number of students wanting lifts home has increased.</li> </ul> <p>Are we able to maintain this next academic year?</p>
		<ul style="list-style-type: none"> <li>- Contact Northamptonshire Sport re running main activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Summer school</li> </ul>	<p>Predicted: £5000 Actual: £2500</p>	July - Aug	<ul style="list-style-type: none"> <li>- The programme has encouraged our new year 7 students to develop skills team building skills and allowed them to become more familiar with the school, its staff and the expectations of secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>- Programme, went well, more productive with in house staff.</li> <li>- More timely promotion required in future.</li> <li>- Dates to be decided in Sept to allow for future planning for school site works.</li> </ul>

						<ul style="list-style-type: none"> <li>- The programme has allowed our existing pupils, to develop their leadership and mentor skills.</li> <li>- Investigation into costings re pay / staff availability and willingness to provide activities without the need to use NSport has resulted in Friars producing a bespoke programme for August 2019.</li> <li>- Summer school food menu revamped and Friars Chef utilised to reduce food wastage.</li> </ul>	
<b>C</b>	Provide a range of different approaches and opportunities to allow parents to engage with school / pupil learning and achievement and to develop skills aid learning and wellbeing.	<ul style="list-style-type: none"> <li>- Parental engagement - Teachers to ensure contact is made with all parents.</li> <li>- Make use of the Family support worker in developing non threatening positive</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of PP parents to either attend Structured Conversation Day (or meet with the teacher on an alternative day / have a telephone conversation).</li> <li>- 100% of PP parents to</li> </ul>	<p>FSA time X 2.5 hrs HLTA per week X2.5hr TA per week £750</p> <p>Resources - £250</p>	Sept – July	<ul style="list-style-type: none"> <li>- Staff are working hard to ensure all parents know that teachers are approachable and willing to discuss areas where their pupils can improve or need support.</li> </ul>	<ul style="list-style-type: none"> <li>- Parental engagement needs to be continually promoted further through class teacher / support regular contact through either phone calls / home</li> </ul>

		<p>relationships with parents / carers.</p> <ul style="list-style-type: none"> <li>- Expanded development of an attachment awareness project, (AAP).</li> <li>- Discussion with parents before pupils undertake an intervention.</li> </ul>	<p>express views for annual reviews either through attendance or direct communication with FSW.</p> <ul style="list-style-type: none"> <li>- Staff an AAP for families.</li> <li>- Contact with parents discussing the need assessed, and informing them of the strategies that will be used to support their student.</li> </ul>			<ul style="list-style-type: none"> <li>- Home / school engagement in the annual review process continues to ensure the best rounded outcome for the pupil – appropriate changes can be made to the EHCP.</li> <li>- AAP allows parents and pupils to engage with school and each other in a positive way.</li> <li>- It has allowed the parent and pupil to take ownership of the learning journey.</li> <li>- It promotes encouragement and keep parents well informed of pupil progress, and support given.</li> </ul>	<p>school books or postcards home.</p> <ul style="list-style-type: none"> <li>- Home visits / phone calls, from FSW promote s attendance and understanding of annual review process and helps to gain parental views. To continue.</li> <li>- Increased liaison with the EHCP team, helps to gain clarity and understanding and reduce workload by both parties.</li> <li>- Updated focused information forms from teachers to allow all parties to achieve the best outcomes for students.</li> <li>- Utilise and Increase liaison with in-school future prospects advisor to create purposful opportunities for parental engagement.</li> </ul>
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	PP Voucher	<ul style="list-style-type: none"> <li>- Inform parents of the £250 voucher.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure parents are aware of the voucher scheme and how it can be effectively used to benefit their child.</li> <li>- Letters / emails to parents.</li> </ul>	£25000	Sept - July	<ul style="list-style-type: none"> <li>- Contact home has allowed parents to access trips, uniform and equipment for pupils to aid engagement.</li> </ul>	<ul style="list-style-type: none"> <li>- New contact home to be sent in academic year 2019 / 12 to include new rules re uniform.</li> </ul>
D / F	Reduce barriers to PP attendance	<ul style="list-style-type: none"> <li>- To identify those PP students that have issues with school and attendance.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage parents in TAFs / EHA to overcome attendance issues.</li> </ul>	Meeting time Report writing time.	Sept – July Termly review	<ul style="list-style-type: none"> <li>- Staff have supported parents that have required additional support at home to aid with anxieties their students may have associated with school and attendance.</li> <li>- Good relationships have been formed with families to ensure TAFs / EHA are successful for all involved.</li> <li>- Data has shown Increased attendance has increased achievement in learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff to write supporting letters / emails / phone calls on behalf of parents and carers where transport is the barrier to attendance.</li> <li>- FSW to engage where appropriate, with families to support the complexities of the EHA / TAFprocess</li> </ul>

E / F	Ensure that any additional support is available to students on the edge of care.	<ul style="list-style-type: none"> <li>- Highlight to staff those students that have been recognised as requiring extra care, attention.</li> <li>- Ask staff to be vigilant and highlight students showing signs of concern.</li> <li>- Provide interventions , academic / non-academic and support as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of academic data.</li> <li>- Assessment of teacher judgement.</li> <li>- Discussion with intervention staff / FSW / form tutors and SMT</li> </ul>	Meeting time Report writing time. Assessment time Interventions when appropriate. Teacher / HLTA time as appropriate.	Termly review in line with LB data collection.	<ul style="list-style-type: none"> <li>- Attachment awareness training was delivered to all staff this enabled them to better highlight those students who are most likely to fall into any gaps are those on the edge of care, – in their own home but with a crisis happening.</li> <li>- Increased dialogue between staff has helped to reduce barriers to make life and learning easier.</li> </ul>	<p>In academic year 2019/20:</p> <ul style="list-style-type: none"> <li>- Revise Attachment awareness for all / new staff.</li> <li>- Highlight the different types of Pastoral interventions and their potential benefits.</li> <li>- Highlight which outside agencies are currently available.</li> <li>- Regular reminders to staff to be on the watch for changes in student behaviour and attitude.</li> </ul>
F	Miscellaneous	<ul style="list-style-type: none"> <li>- Raise the self-esteem and confidence of Pupil premium students.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase appropriate outdoor clothing.</li> </ul>	£100	Sept - July	<ul style="list-style-type: none"> <li>- Appropriate clothing, footwear and equipment purchased by school has allowed pupils to access outdoor curriculum opportunities whatever the weather.</li> </ul>	It is essential for equipment to be thoroughly cleaned before storage to encourage students to be happy to use school equipment.

			- Assist with Breakfast club funding	£1800 £300 per term		- Regular promotion of the breakfast club menu, encourages students to attend.	- Continue to assist with Breakfast club funding to allow students a positive start to the day.
			- Support worker to help students and families with self-esteem pamper sessions / sizing and fitting of replacement uniform	£ 1X day per week parent support. £ 500 (pamper and uniform)		- Good liaison between school staff and home has allowed the self-esteem of pupils to increase by carrying out an agreed self-care plan either independently or supported.	Students to be aware of the close liaison between home and school.
Total: £59680 + staffing							

## Proposed Pupil Premium Grant Expenditure 2019-2020

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	153
Total number of LAC pupils on roll	5 + 4
Total number of pupils eligible for PPG	71+
Amount received per pupil	£935-£2300
Total amount of PPG received	£ 75,285

Identified barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as low reading age</i> )	
<b>A</b>	Quality of teaching skills to remain high.
<b>i</b>	Basic skills relating to the curriculum, especially writing, comprehension and maths.
<b>B</b>	Mental health and well-being improves. Children are confident and resilient.
<b>i</b>	Student confidence and resilience linked to self-regulation and behaviour
<b>ii</b>	Low self-esteem, lack of self-belief and worth.
<b>External barriers</b> ( <i>issues which also require action outside of school, such as low attendance</i> )	
<b>C</b>	Lack of parental engagement – children dealing with CP / family issues sometimes leading to behavior / engagement or attendance issues – 19(out of 20) EHA / TAF / CIN / family concerns related to PP students.
<b>D</b>	Attendance of pupils / attendance in lessons of some pupils adversely affects outcomes.
<b>E</b>	Some PP pupils are on the edge of care due to difficult home circumstances, which has an impact on learning outcomes.
<b>F</b>	High proportion of safeguarding and welfare issues contribute to social and emotional issues.

		Deliverable	Action	Specifics	Rationale	Monitor	Budget	Dates
A		Provide up-to-date information to all staff re pupil premium pupils.	<ul style="list-style-type: none"> <li>Ensured that all class and subject teachers, HLTA's and support staff know which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating and monitoring their progress</li> <li>Ensure any new staff are made aware of this information as part of their induction process.</li> </ul>	<ul style="list-style-type: none"> <li>Use Keys to Success to obtain the most up to date information.</li> <li>Supply information to staff</li> <li>Staff to understand the purpose of PP and how we are proposing to use it.</li> <li>Making sure support staff are highly trained and understand the importance of their role in supporting the child.</li> </ul>	<ul style="list-style-type: none"> <li>This is an ongoing target as due to new staff arriving.</li> <li>Staff require on going reminders re changes to PP list</li> <li>Staff require reminders of how funding can / should be spent.</li> <li>Staff need reminding of the equipment that was previously purchased and their intended uses.</li> </ul>	RSt <ul style="list-style-type: none"> <li>Deliver to staff through Staff meetings / briefings sharing essential pupil information via a secure email system.</li> </ul>	Meeting time. Research time	Sept / Oct 18 Re-evaluate when new data available.
			<ul style="list-style-type: none"> <li>Prepare barrier to learning sheet to audit pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss barriers to learning and ways to overcome these.</li> </ul>	<ul style="list-style-type: none"> <li>Staff can identify gaps in learning and resources than may help to reduce gaps.</li> </ul>	RSt <ul style="list-style-type: none"> <li>Evaluation of audit sheets.</li> </ul>	Teacher time	LB2 / LB4 / LB6
				<ul style="list-style-type: none"> <li>Obtain equipment suggested from audit</li> </ul>	<ul style="list-style-type: none"> <li>Equipment should aid the development of those identified pupils.</li> </ul>	RSt	£500	LB2 / LB4 / LB6



		Deliverable	Action	Specifics	Rationale	Monitor	Budget	Dates
A	i	Increase in progress of specifically identified academic areas where PP pupils require support.	<ul style="list-style-type: none"> <li>- Pupils will be given interventions to aid progress in writing and comprehension so that learning can be accelerated to allow pupils to reach expected progress (EP) or above expected progress (AEP) targets.</li> <li>- Students will concentrate on extending Vocabulary, Connectives, Openers and Punctuation in an effort to improve writing skills across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Interventions directed to assist pupils to achieve targets. These may be in class / explicit 1:1 sessions focusing on a 'gap' or small groups with a common focus or monitored independent work.</li> <li>- 100% of identified PP students achieving EP or AEP in writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school development target. Identified targets for pupil academic development after analysing the 2017/2018 end of year data.</li> <li>- Pupils should receive as much time with a teacher as possible to address gaps – Teachers need to target Pupils highlighted as red or yellow on Go4Schools monitoring system.</li> <li>- Clear AfL marking , using our new feedback system to create a clear pathway for pupils, so they are aware what they can do to close the gap.</li> </ul>	<p>RSt / DGa / KAn Intervention providers.</p> <ul style="list-style-type: none"> <li>- <b>Learning walks</b> – are PP students being targeted? Discussions with teacher, EBI?</li> <li>- <b>Book scrutinies</b> to monitor pupil progress, are they hitting targets? / is their evidence to suggest that targets are being addressed in lessons?</li> <li>- <b>Go 4 Schools</b> – monitor learning block data.</li> <li>- <b>Intervention reports</b></li> <li>- <b>Pupil Progress meetings</b> – used to</li> </ul>	<p>Meeting time</p> <p>Approximately X3.5 hrs HLTA per week</p> <p>X14 hrs Teacher per week</p>	<p>Sept – July</p> <p>Evaluations at the end of each LB data collection</p>

						discuss impact		
<b>B</b>	i	Provide specific interventions designed to aid pupils with self-regulation, eg Sensory circuits / sensory equipment.	<ul style="list-style-type: none"> <li>- Redistribute developmental coordination questionnaire (DCQ)</li> <li>- Analyse DCQ</li> <li>- Set up new interventions (sensory circuits and sensory room sessions).</li> <li>- Train an increased number of staff to allow more students to access basic specific sensory programmes, to allow a greater number of students to access the programme.</li> <li>- Train staff in advanced sensory circuit delivery.</li> <li>- Develop awareness of sensory circuits throughout the school, and highlight its benefits for</li> </ul>	<ul style="list-style-type: none"> <li>- Staff to have a completed DCQ for all pupils.</li> <li>- Analysis of data.</li> <li>- Ask staff to identify pupils with sensory needs highlighted on the EHCP or needs that have been identified in the class or in unstructured times.</li> <li>- Discussion with intervention staff</li> <li>- 75% of identified PP students taking part to have learnt some self-regulation skills that they are able to independently apply to aid Behaviour for Learning (confidence and resilience) linked to self-regulation.</li> <li>- Deliver training to staff on basic sensory circuits.</li> <li>- Send selected staff on specific extended training.</li> <li>- Purchase / make an increased number of resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff are reporting that there is an increased number of students that are displaying signs of anxiety, an inability to self-regulate, and mental health needs which disrupts the pupils ability to learn, and disrupts learning time.</li> <li>- Form staff are the best to complete DCQ, / sensory assessment due to increased knowledge of pupils.</li> <li>- If staff know the basics of the programme they will have the ability to encourage students to use what they have learnt as part of the programme / also more students will be able to access the programme.</li> </ul>	<p>RSt – Pastoral intervention team. (All staff to be involved in assessment procedure)</p> <ul style="list-style-type: none"> <li>- <b>Intervention reports</b></li> <li>- <b>Pupil Progress meetings</b> – used to discuss impact.</li> <li>- <b>Pupil Voice</b> – used to allow the pupils to self-evaluate and air views on any impact the programme may have had on them.</li> </ul>	<p>Staff training. Data analysis time. Approximately X6 hrs TA per week Planning and report writing. Resources purchased as necessary. Training – staff hours</p>	<p>Oct – July Evaluation at the end of each LB data collection Courses complete by June 2019.</p>

		<p>students / raise profile.</p> <ul style="list-style-type: none"> <li>- Increase the number of resources, to allow a range for all abilities.</li> <li>- Assessment of new pupils one learning block after arrival.</li> </ul>						
ii	Engage young people in the curriculum and develop their self-help and independence skills.	<ul style="list-style-type: none"> <li>- To set up appropriate staffing and groups to allow pupils to take on outdoor adventures and the allotment and Green Pathways Programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide training to staff on expectation.</li> <li>- 100% of PP students to have experienced an outdoor education experience.</li> <li>- Staff to provide appropriate planning Inc. clear year plan for planting and management of planting on the allotment.</li> <li>- Make staff accountable for development of pupils.</li> <li>- Make staff accountable for resources.</li> <li>- Assess appropriate groupings.</li> <li>- Discuss timetabling / transport with MAs.</li> <li>- Staff to audit equipment to ensure it is safe and appropriate for pupils.</li> <li>- Purchase of allotment materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils to expand learning beyond school grounds.</li> <li>- Closer monitoring of activities to show that they have purpose and value to pupil development and wellbeing.</li> <li>- Inclusion in specific programmes designed to improve confidence, social skills, positive behaviour, knowledge of the environment, enjoyment of the outdoors and improve transferrable conservation skills.</li> </ul>	<ul style="list-style-type: none"> <li>- RSt</li> <li>- - new lead for allotment to be established with SLT</li> <li>- <b>Learning walks / trips to view process</b> – are PP students being targeted and challenged effectively? Discussions with teacher.</li> <li>- <b>Review Planning</b> – is their evidence to</li> </ul>	X14 hrs Teacher & TA per week Report writing. Referral time writing time.	Groupings to be reviewed every LB. / at the end of each Green Pathways programme.	

				<ul style="list-style-type: none"> <li>- Contact with Green Pathways.</li> <li>- Pupil referrals to Green pathways.</li> </ul>		<p>support that the process is planned and tweaked for each individual cohort and varying needs. Are activities linked to need?- Link with Green Pathways.</p> <ul style="list-style-type: none"> <li>- <b>Pupil Voice</b> – used to allow the pupils to self-evaluate and air views on any impact the programme may have had on them.</li> </ul>		
<b>B</b>		Pupils to develop a positive approach about learning and their	<ul style="list-style-type: none"> <li>- Highlight to staff ways of identifying and referring pupils, which require non-academic interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Specific pupils are able to access lessons in class with peers.</li> <li>- All pupils will participate in a school trip.</li> <li>- Liaise with Teaching and Learning Leader re core area interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff are reporting that a number of students are showing signs of anxiety and low self-esteem.</li> <li>- Pastoral team are reporting that there are an increased number of referrals</li> </ul>	<p>RSt /DGa / Pastoral Staff / Form tutors / Key Stage Leads.</p> <p><b>Monitoring as above.</b></p>	<p>X15 hrs TA per week X30 hrs HLTA per week X14 hrs Teacher per week</p>	Review at the end of each learning block.

	<p>ability to learn.</p> <p>Pupils can learn strategies to manage their wellbeing and mental health.</p> <p>Provide interventions to include social skills, Protective Behaviours, and self-esteem needs etc.</p> <p>Identify specialist outside help for specific pupils</p> <p>Increase and encourage pupil participation in</p>	<ul style="list-style-type: none"> <li>- Identify pupils requiring interventions.</li> <li>- Staff training on how to complete the referral process and continue the intervention once it has reached its conclusion for maximum impact.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide training on how to access referral forms for non-academic interventions via the one drive / email link to all staff.</li> <li>- DGa to liaise with non-academic intervention staff.</li> <li>- Review types of non academic intervention requests for last year and review academic year 19/20 offer.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff are not accessing interventions in the correct way.</li> <li>- Staff are not continuing aspects of the interventions that may benefit students long term.</li> <li>- Staff need to be trained on how to maintain intervention work for maximum benefit.</li> </ul>		Meeting time / referral form analysis time	
		<ul style="list-style-type: none"> <li>- Staff training</li> </ul>	<ul style="list-style-type: none"> <li>- Revise training, making sure that support staff, particularly teaching assistants, were highly trained and understand their role in helping pupils to achieve.</li> <li>- The importance of marking, using new system for students to self evaluate, and verbal encouragement.</li> <li>- Providing a time to listen. Providing the best education and positive handling of our pupils</li> </ul>	<ul style="list-style-type: none"> <li>- All staff require reminders of PP offer, and their duty of care towards ALL pupils.</li> <li>- Liaison with DGa to ensure that all new staff are aware of processes / offers to ensure student welfare.</li> </ul>	RSt / ABi / DMi / MAs / DGa	Meeting time	ongoing
		<ul style="list-style-type: none"> <li>- Provide appropriate materials to facilitate teaching of strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Provide reminders of Protective behaviours resources.</li> <li>- Provide bespoke 6 week sessions for new Y7 students to understand principles of PBs.</li> </ul>	<ul style="list-style-type: none"> <li>- In order to create a whole school ethos of Protective behaviours the message needs to be constantly reinforced and taught in appropriately.</li> </ul>	RSt / ABi	£250 Staffing	Sept. Review in LB6.

		extracurricular activities		- Provide bespoke 1:1 intervention for students.				
			- Courses to further learning and update skills	- Protective behaviours basic training - Sensory circuits specialist training.	- PB training to aid pupil development and to allow specialist staff to provide 1:1 PBs training during intervention. - Sensory Circuit training to upskill increased number of staff. - Specialist Sensory circuit training to provide targeted intervention.	RSt / ABi / DMi	£300	Sept 2018 – July 2019
			- Source outside help	- Music Therapy (guitar man)	- To give selected students the opportunity to increase self-esteem, memory and moto skills.	LDo / RSt	£1600 £20 per hour (2x 1hr per week)	Oct - July
				- Riding for the Disabled	- To provide selected students with opportunities to improve general fitness and physical health as well as specific areas such as mobility, motor function, core strength and balance. It supports Well-being and self-confidence. RDA's activities build friendships, a sense of belonging, confidence and self-esteem - Leisure activity RDA provides access to a fun, healthy activity, and a way of enjoying the outdoors.	RSt	£1800 £300 per term	Sept - July
		- Liberty Learning Autism Consultancy	- To provide selected pupils specialised learning in a safe, secure learning environment which	RSt	£8000 £800 per 7 week programme.	Oct 2019 – May 2020		

					contains a variety of animals and farm related responsibilities and topics. The holistic approach engulfs learning opportunities and provides therapeutic experiences whilst delivering a hands-on educational and tactile experience.			
				- Virtual Baby Project – CYPS	- To provide selected students with opportunities to learn valuable life skills.	RSt / LDo	£2500 £1250 X2 (excluding vat) – based on 6 pupils on each programme.	May - June / June – July
				- Identify trips and specific pupils who may need support with costs.	- To allow all students equal educational opportunities.	LMi / JLDo	£1500	Sept – July
			- Liaise with KS3, KS4 and KS5 leaders re trips / funding.	- Identify pupils and target specific clubs - Identify number of staff required to staff club - Liaise with Head of PE re OSH clubs and club specifics.	- Being part of a ‘team’ can encourage pupils to feel included and valued, which builds self esteem.	RSt, DGa, LDo, LMi,	TA / HLTA time	Sept - July
			- Source in house staffing for summer school	- Arrange an appropriate activities for summer school for new intake.	- To encourage and develop skills for new and existing pupils, through a specific programme and mentor training scheme	RSt to liaise with whole school.	£500	May - Aug
<b>C</b>		Provide a range of different approaches and opportuniti	- Parental engagement - Teachers to ensure contact is made with all parents.	- 100% of PP parents to either attend Structured Conversation Day (or meet with the teacher on an alternative day / have a telephone conversation).	- <b>Parental engagement is a significant contributor to pupil progress no matter what socio economic background.</b>	RSt / JPI / MMi / DMi (ACu)  - <b>Staff feedback sessions. –</b>	Staffing costs – FSW time.	Sept – July

		<p>es to allow parents to engage with school / pupil learning and achievement and to develop skills aid learning and wellbeing.</p>	<ul style="list-style-type: none"> <li>- Make use of the Family support worker in developing non threatening positive relationships with parents / carers.</li> <li>- FSW to Link with Carriers advisor to provide opportunities for parent / carers to learn and air concerns.</li> <li>- Discussion with parents before pupils undertake an intervention.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of PP parents to express views for annual reviews either through attendance or direct communication with FSW.</li> <li>- Provide drop ins for families with a specific focus.</li> <li>- Contact with parents discussing the need assessed, and informing them of the strategies that will be used to support their student.</li> </ul>	<ul style="list-style-type: none"> <li>- The association between parental involvement and a child's academic success is well established, but rigorous evaluation of approaches to improve learning through parental involvement increase a pupils overall potential.</li> <li>- All parents need to know that teachers are approachable and willing to discuss areas where their pupils can improve or need support.</li> <li>- Engagement in the annual review process will ensure the best rounded outcome for the pupil – appropriate changes can be made to the EHCP.</li> <li>- AAP will allow parents and pupils to engage with school and each other in a positive way. The aim of the project is to have a positive increase in engagement with learning.</li> <li>- To allow the parent and pupil to take ownership of the learning journey.</li> <li>- To promote encouragement and keep parents well informed of pupil progress, and support given.</li> </ul>	<p>information gained form personal conversations shared and disseminated where appropriate and used to improve learning opportunities / provide support for pupils.</p> <ul style="list-style-type: none"> <li>- <b>Governor monitoring</b> of parental engagement and attendance.</li> <li>- <b>Planning of Parental engagement sessions (AAP)</b> - clearly planned sessions to address attachment needs / is their evidence to support that the process is planned</li> </ul>		
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						and tweaked for each individual cohort and varying needs. Are activities linked to need?		
		PP Voucher	<ul style="list-style-type: none"> <li>- Inform parents of the assistance voucher.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure parents are aware of the voucher scheme and how it can be effectively used to benefit their child.</li> <li>- Letters / emails to parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Allow parents to access trips, uniform and equipment for pupils to aid engagement.</li> </ul>	RSt / LSu	£250	Sept - July
<b>D</b>		Reduce barriers to PP attendance	<ul style="list-style-type: none"> <li>- To identify those PP students that have issues with school and attendance.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage parents in TAFs / EHA to overcome attendance issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents may need additional support around the home to aid with anxieties associated with school and attendance.</li> <li>- Increased attendance will increase achievement in learning.</li> </ul>	RSt / MAs & SLT JPi - <b>Attendance data</b>	Meeting time Report writing time.	Sept – July Termly review
<b>E</b>		Ensure that any additional support is available to students on the edge of care.	<ul style="list-style-type: none"> <li>- Highlight to staff those students that have been recognised as requiring extra care, attention.</li> <li>- Ask staff to be vigilant and highlight students showing signs of concern.</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of academic data.</li> <li>- Assessment of teacher judgement.</li> <li>- Discussion with intervention staff / FSW/ form tutors / SMT</li> </ul>	<ul style="list-style-type: none"> <li>- Attachment awareness highlights that those students who are most likely to fall into any gaps are those on the edge of care. – in their own home but with a crisis happening.</li> <li>- Reduce barriers to make life and learning easier.</li> </ul>	RSt / DGa / Intervention team - Go data - Teacher Feedback. - PP / FSM list comparisons	Meeting time Report writing time. Assessment time Interventions when appropriate. Teacher / HLTA time as appropriate.	Termly review in line with LB data collection

			- Provide interventions , academic / non-academic and support as appropriate.						
		Miscellaneous	- Raise the self-esteem and confidence of Pupil premium students.	- Purchase appropriate outdoor clothing / equipment.	- To enable pupils access to curriculum opportunities whatever the weather.	RSt	£600	Sept. - July	
				- Purchase ICT – Hadwear and softwear.	- To enable all pupils equal access to planned curriculum with appropriate clothing / footwear that they may not already own.				- Pupils to have access to resouces that will enhance all aspects of indoor and outdoor learning
				- Assist with Breakfast club funding	- Ensure that all pupils have a positive start to the day.				RSt / LSu
			- Pastoral team / FSW to help students and families with self-esteem, life skills sessions / sizing and fitting of replacement uniform	- To raise the self-esteem of pupils that through varying circumstances do not have the capacity to complete these tasks independently at home.	JPi / ABi / DMi / Apr /RSt / LSu		Staffing. £900 (pamper and uniform)		
Total : £19,200 + Staffing									