

## Friars Academy

Review of Pupil Premium Action Plan and expenditure 2017-2018

Report to Governors and Parents: 2017/18



Overview of the school

| <b>Number of pupils and pupil premium grant (PPG) received</b> |            |
|--|------------|
| Total number of pupils on roll                                 | 149        |
| Total number of LAC pupils on roll                             | 4          |
| Total number of pupils eligible for PPG                        | 78 (52%)   |
| Amount received per pupil                                      | £935-£1900 |
| Total amount of PPG received                                   | £73000     |

**Performance of pupils eligible for Pupil Premium – 2017/18**  
 (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 - 83%<br>AEP - 17%<br><br>Total: 100%      | EP - 63%<br>AEP - 31%<br><br>Total: 94%       |
| % of pupils making expected and above expected progress in English - Year 8  | EP – 47.3%<br>AEP – 47.3%<br><br>Total: 94.6% | EP – 64.3%<br>AEP – 35.7%<br><br>Total: 100%  |
| % of pupils making expected and above expected progress in English - Year 9  | EP – 12.5%<br>AEP – 12.2%<br><br>Total: 25%   | EP – 27.2%<br>AEP – 18.1%<br><br>Total: 45.3% |
| % of pupils making expected and above expected progress in English - Year 10 | EP – 50%<br>AEP – 31.2%<br><br>Total: 81.2%   | EP – 40%<br>AEP – 10%<br><br>Total: 50%       |
| % of pupils making expected and above expected progress in English - Year 11 | EP – 28.5%<br>AEP – 57.1%<br><br>Total: 85.6% | EP – 20%<br>AEP – 80%<br><br>Total: 100%      |
| % of pupils making expected and above expected progress in Maths - Year 7    | EP – 58.5%<br>AEP – 33.5%<br><br>Total: 92%   | EP – 44%<br>AEP – 44%<br><br>Total: 88%       |
| % of pupils making expected and above expected progress in Maths - Year 8    | EP – 66.6%<br>AEP – 27.7%<br><br>Total: 94.3% | EP – 50%<br>AEP – 25%<br><br>Total: 75%       |
| % of pupils making expected and above expected progress in Maths - Year 9    | EP – 35.7%<br>AEP – 64.3%<br><br>Total: 100%  | EP – 25%<br>AEP – 58.3%<br><br>Total: 83.3%   |
| % of pupils making expected and above expected progress in Maths - Year 10   | EP – 88.2%<br>AEP – 0%<br><br>Total: 88.2%    | EP – 57.1%<br>AEP – 14.2%<br><br>Total: 71.3% |
| % of pupils making expected and above expected progress in Maths - Year 11   | EP – 100%<br>AEP – 0%<br><br>Total: 100%      | EP – 80%<br>AEP – 20%<br><br>Total: 100%      |

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| % of pupils making expected and above expected progress in Science - Year 7    | EP – 45.4%<br>AEP – 9%<br><br>Total: 54.5%  | EP – 43.7%<br>AEP – 12.5%<br><br>Total: 56.2%  |
| % of pupils making expected and above expected progress in Science - Year 8    | EP – 77.7%<br>AEP – 5.5%<br><br>Total: 83.2%  | EP – 46.1%<br>AEP – 7.6%<br><br>Total: 53.7%   |
| % of pupils making expected and above expected progress in Science - Year 9 *  | EP – 0%<br>AEP – 0%<br>**Teacher assessment: EP – 75%<br>Teacher assessment: AEP – 12%<br>Total: 87%  | EP – 0%<br>AEP – 0%<br>Teacher assessment: EP – 68%<br>Teacher assessment: AEP – 15%<br>Total: 83% |
| % of pupils making expected and above expected progress in Science - Year 10 * | EP – 0%<br>AEP – 0%<br>***Teacher assessment: EP – 37%<br>Teacher assessment: AEP – 56%<br>Total: 93% | EP – 0%<br>AEP – 0%<br>Teacher assessment: EP – 31%<br>Teacher assessment: AEP 38 %<br>Total:69%   |
| % of pupils making expected and above expected progress in Science - Year 11   | EP – 71.5%<br>AEP – 28.5%<br><br>Total: 100%  | EP – 80%<br>AEP – 10%<br><br>Total: 90%  |

| The story behind the data   |                                 |  |
|-----------------------------|---------------------------------|--|
| Year 7 PP - 1 pupil = 8.3%  | Year 7 - non PP 1 pupil = 6.2%  |  |
| Year 8 PP - 1 pupil = 5.2%  | Year 8 - non PP 1 pupil =7.1 %  |  |
| Year 9 PP - 1 pupil =6.25%  | Year 9 - non PP 1 pupil =7.6 %  | Year 9 PP students include:<br>x1 student who is a persistent absconder / hard to engage.<br>X1 student who is a persistent non-attender due to high anxiety.<br>X1 student with significant medical needs and hospital stays and persistent non-attender due to high anxiety..<br>*Please see below for Science data story. |
| Year 10 PP - 1 pupil = 5.8% | Year 10 - non PP 1 pupil =7.1 % | *Please see below for Science data story.  |
| Year 11 PP - 1 pupil =7.1%  | Year 11 - non PP 1 pupil =10 %  | Year 11 PP students include:<br>X1 student who suffered significant trauma.<br>X2 students who were effected by significant outside factors.<br>Year 11 non PP students include:<br>X1 student with significant medical needs and hospital stays   |

\*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 2017/8

### 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:

### 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 10 additional sports / social and ICT related activities.

Maintenance and development of self-esteem therapy provision, - further development of staff training.

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

Updated Specialist Practitioner training in Protective Behaviours.

Maintenance and development of anger management support

Development of the new PSHCE programme to enhance 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.

Therapy from KidsAid 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 sport self esteem and confidence building programme.

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

Staff training on sensory circuits.

## Pupil Premium Expenditure 2017-2018 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>   | Basic skills relating to the new curriculum, especially reading & writing and poor reading comprehension skills  |
| <b>B</b>   | Behaviour for Learning (confidence and resilience) linked to self-regulation   |
| <b>C</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>D</b>   | Lack of parental engagement – children dealing with CP / family issues sometimes leading to behavior or attendance issues<br>– 24 <sub>(out of 28)</sub> EHA / TAF / CIN related to PP students. |
| <b>E</b>   | Attendance of pupils / attendance in lessons of some pupils impacts adversely on outcomes.   |
| <b>F</b>   | Some PP pupils are on the edge of care due to difficult home circumstances, which has an impact on learning outcomes.  |

| Deliverable  | Action   | Specifics   | Budget                         | Dates   | Impact / Outcome   | Lessons learnt   |
|--|--|---|--------------------------------|---|--|--|
| 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.</li> </ul> | Meeting time.<br>Research time | Sept<br>re-evaluate<br>in October<br>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>- This needs to be a termly reminder, to ensure that all pupils benefit from the support available. This needs to ongoing.</li> </ul> |
|  | Prepare barrier to learning sheet to audit pupils.   | <ul style="list-style-type: none"> <li>- Discuss barriers to learning and ways to overcome these.</li> </ul>  | Teacher time                   | LB2 / LB4 /<br>LB6                                | <ul style="list-style-type: none"> <li>- Staff identified gaps in learning and resources to be purchased to help to reduce gaps in</li> </ul>  | <ul style="list-style-type: none"> <li>- Audit sheets have proved valuable in focusing need. – To be repeated next year.</li> </ul>  |

|  |  |  |   |  | learning / development.   |   |
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|  |  | <ul style="list-style-type: none"> <li>- Obtain equipment suggested from audit</li> </ul>  | £5000   | LB2 / LB4 / LB6  | <ul style="list-style-type: none"> <li>- Less equipment purchased this year.</li> <li>- Equipment purchased with specific purposed to enhance the pupil development and achievement of IEP targets.</li> </ul>  | <ul style="list-style-type: none"> <li>- Staff continue to require termly prompts to look at the barriers for learning for those eligible for PP.</li> <li>- Staff need to be reminded to pass equipment on when students move classes.</li> <li>- Closer monitoring of purchased equipment.</li> </ul>   |
| <b>A.</b><br>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 (EP) or above expected progress (AEP) targets. Children will enjoy reading and will be making good progress in their reading age and understanding of | <ul style="list-style-type: none"> <li>- Interventions directed to assist pupils to achieve targets. These can be explicit 1:1 sessions focusing on a 'gap' / small groups with a common focus or monitored independent work.</li> </ul> | Meeting time<br>Approximately<br>X12 hrs TA per week<br>X30 hrs HLTA per week<br>X14 hrs Teacher per week | Sept – July<br>Evaluations at the end of each LB data collection | <ul style="list-style-type: none"> <li>- Having a Whole school development target. Helped to focus all staff's attention. Analysing individual pupil data helped to target appropriate pupils for support.</li> <li>- Pupils received as much time with a teacher as possible to address gaps.</li> <li>- Teachers using clear AfL marking to create a clear pathway for pupils, so they are</li> </ul> | <ul style="list-style-type: none"> <li>- When students were taken outside of the classroom for academic intervention it had a negative effect on some data.</li> <li>- In 2018 / 19 academic interventions will be held in class so that pupils do not miss additional learning.</li> <li>- Subject leaders do not want pupils out of lessons as it pulls down data. – whole school discussion required.</li> </ul> |

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|   | <p>the text from their starting points.</p> <ul style="list-style-type: none"> <li>-Children will enjoy reading and will be making good progress in their reading age and understanding of the text from their starting points.</li> </ul>   |  |  |  | <p>aware what they can do to close the gap.</p> <ul style="list-style-type: none"> <li>- Less learning walks took place than planned due to English lead leaving Friars to take up a different post.</li> </ul>  | <ul style="list-style-type: none"> <li>- The marking system has been revamped to enhance learning and academic development by enabling students to have a clear pictorial view of their development. This needs to be monitored next academic year to see the impact on future learning.</li> </ul>  |
| <p><b>B.</b><br/>Provide specific interventions designed to aid pupils with self-regulation, eg Sensory circuits / sensory equipment.</p> <p>Engage young people in the curriculum and develop their self-help and independence skills.</p> | <ul style="list-style-type: none"> <li>- Analyse developmental coordination questionnaire (DCQ)</li> <li>- Set up new interventions (sensory circuits and sensory room sessions).</li> <li>- Train staff to allow this to happen.</li> </ul> <p>Assessment of new pupils one learning block after arrival.</p> | <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 / that have been recognised by staff.</li> <li>- Discussion with intervention staff</li> <li>- 85% 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> </ul> | <p>Staff training.<br/>Data analysis time.<br/>Approximately X6 hrs TA per week<br/>Planning and report writing.</p> | <p>Sept - July<br/>Evaluations at the end of each LB data collection</p> | <p>Pastoral intervention team required regular team meetings to ensure that all of the team was involved in assessment procedure and the correct member of the team provided the intervention.</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> | <ul style="list-style-type: none"> <li>- Clear explanation of interventions available to all staff.</li> <li>- New intervention referral sheets have made a positive difference to how the intervention is approached. These are to continue on to next academic year. Changes to made to the referral form as appropriate.</li> <li>- More staff to be trained in the basics of sensory circuits to allow pupils to use learnt strategies more</li> </ul> |



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|  |   |  |   |   | Changes were made during the year to the pastoral intervention referral form to ensure more information was received and to allow a smooth handover to the class teacher, once the intervention was completed.                                  | effectively in the classroom.<br><ul style="list-style-type: none"> <li>- Invest in more time / money to make or purchase resources to be used in classes.</li> <li>- Subject leaders do not want pupils out of lessons as it pulls down data. – whole school discussion required.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>- To set up appropriate staffing and groups to allow pupils to take on Forest Schools / outdoor adventures and the allotment.</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> | X12 hrs<br>Teacher & TA<br>per week<br>Report<br>writing. | Sept - July<br>Evaluations<br>at the end of<br>each LB data<br>collection | All students had the opportunity to expand learning beyond school grounds.<br>Closer monitoring of activities to show that they have purpose and value to pupil development and wellbeing. – wellbeing became an essential part of PDC lessons. | <ul style="list-style-type: none"> <li>- New opportunities for out of school learning needs to be sought due to trained Forest school leader receiving promotion.</li> <li>- Staff to be trained to use the new sensory studio once built to enhance sensory and wellbeing lessons.</li> <li>- A more robust programme of planting and visitation needs to be in place if we are to keep the allotment.</li> <li>- Timetabling and transport must be a given a higher profile</li> </ul> |

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|  |   |  |   |           |  | <p>for the programme to be successful.</p> <ul style="list-style-type: none"> <li>- A budget must be in place to purchase seeds and plants and other essentials for the allotment.</li> <li>- Subject leaders do not want pupils out of lessons as it pulls down data. – whole school discussion required.</li> </ul>  |
| <p><b>C.</b><br/>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,</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> <li>-</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 re core area interventions.</li> <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>X12 hrs TA per week<br/>X30 hrs HLTA per week<br/>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>- A whole school review on how to approach homework has had a positive impact.</li> <li>- An increased number of staff are now accessing interventions in the correct way.</li> </ul> | <ul style="list-style-type: none"> <li>- Staff 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 intervention form to be given.</li> <li>- Pupils to be referred on to outside agencies if in house interventions are not having a positive impact.</li> </ul> |

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| <p>Protective Behaviours, and self-esteem needs etc.</p> <p>Identify specialist outside help for specific pupils</p> <p>Increase and encourage pupil participation in extracurricular activities</p> | <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> </ul> | Meeting time | LB1                  | <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> </ul>               | <ul style="list-style-type: none"> <li>- To be revisited next year 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 PSHCE lessons</li> </ul>                   | <ul style="list-style-type: none"> <li>- Add other appropriate materials to PHSCE lessons, but remind staff on the importance of revisiting the Protective behaviours Programme.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>- Courses to further learning and update skills</li> </ul>                      | <ul style="list-style-type: none"> <li>- Specialist practitioners' refresher training</li> <li>- Sensory circuits training</li> </ul>  | £500 - £1000 | LB1 – LB6            | <ul style="list-style-type: none"> <li>- Staff received PB refresher to aid pupil development and to keep abreast of latest developments.</li> <li>- SC to upskill increased number of staff.</li> </ul> | <ul style="list-style-type: none"> <li>- PBs refresher to be given to all staff through Wednesday night staff training.</li> <li>- Sensory Circuit training to be given to staff, to allow a increased number of staff to deliver the programme so more students can have access regulation skills.</li> </ul> |

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|  | - Source outside help | - Music Therapy (guitar man)  | £800<br>£20 per session  | Oct – July               | - LAC students received additional support to help them achieve a skill and develop concentration.      | - To continue to enable LAC students continuity and to teach the importance of perseverance.<br>- Area for intervention to be used should be booked out for the entire length of the programme and in the main school.          |
|  |                       | - Riding for the Disabled     | £1800<br>£300 per term   | Sept – July              | - Students are allowed to experience working with nature.<br>- Reduction in anxiety in ASD pupils.      | - Increase the number of students taking part.<br>- Increase the number of staff involved in the referral process.  |
|  |                       | - Virtual Baby Project – CYPS | £2500<br>£1250 X2 (excluding vat) – based on 6 pupils on each programme. | May - June / June – July | - Students experience the importance in being fully prepared for a baby and the financial implications. | - Preparation for overnight stay to be looked at.<br>- New staff to lead the programme to be trained.<br>- Area for intervention to be used should be booked out for the entire length of the programme and in the main school. |
|  |                       | - Drama therapy               | £3000 approx<br>£55 per session  | Sept-July                | - Student(s) benefit from working of particular areas of concern eg, friendship                         | - Area for intervention to be used should be booked out for the entire length of the  |

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|  |  |  | £100 per report based on 1 student. |             | / control / attachment.   | programme and in the main school.   |
|  |  | - KidsAid  | £1800                               | Sept - May  | - Students benefit from professionals to help with trauma   | - Research less expensive alternatives if possible.   |
|  |  | - Identify trips and specific pupils who may need support with costs.  | £5000                               | Sept – July | - Discussions with KS Leaders have helped an increased number of students participate in a number of school trips.  | - Discussions with (New) KS lead to continue to help enhance outside school learning opportunities.   |
|  | - Liaise with KS3, KS4 and KS5 leaders re trips / funding.   | - Identify pupils and target specific clubs<br>- Identify number of staff required to staff club<br>- Identify staff to transport pupils home.<br>- Liaise with Head of PE re OSH clubs and club specifics | £5500                               | Sept - July | - 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.                | - Staff able to transport students has decreased.<br>- The number of students wanting lifts home has increased.   |
|  | - Contact Northamptonshire Sport re running main activities. | - Summer school  | £5000                               | July - Aug  | - 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. | - Investigation into costings re pay / staff availability and willingness to provide activities without the need to use NSport.<br>- Look at revamping the summer school food menu to reduce wastage. |
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|   |  |   |  |                    | <ul style="list-style-type: none"> <li>- The programme has allowed our existing pupils, to develop their leadership and mentor skills.</li> </ul>   |   |
| <p><b>D.</b></p> <p>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.</p> | <ul style="list-style-type: none"> <li>- Teachers to ensure contact is made with all parents.</li> <li>- Make use of the Family support worker in developing non threatening positive relationships with parents / carers.</li> <li>- Development of an attachment awareness project, (AAP).</li> <li>- Discussion with parents before pupils undertake an intervention</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 express views for annual reviews either through attendance or direct communication with FSW.</li> <li>- PP students to have support to complete homework tasks.</li> <li>- Staff an AAP.</li> <li>- Contact with parents discussing the need assessed, and informing them of the strategies that will be used.</li> </ul> | <p>FSA time<br/>X 2.5 hrs HLTA per week<br/>X1.5 hr TA per week<br/>£500</p> | <p>Sept – July</p> | <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> <li>- Home and 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 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</li> </ul> | <ul style="list-style-type: none"> <li>- Parental engagement could be promoted further through class teacher / support regular contact either through phone calls / home school books or postcards home.</li> <li>- Home visits / phonecalls, where possible to promote attendance of annual reviews and parental views.</li> <li>- Increased liaison with the EHCP team.</li> <li>- Updated focused information forms from teachers to allow all parties to achieve the best outcomes for students.</li> <li>- <i>Attachment Awareness project was not able to be launched in the format originally planned due</i></li> </ul> |

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|   |  |   |                                      |                              | <p>ownership of the learning journey.</p> <ul style="list-style-type: none"> <li>- To promote encouragement and keep parents well informed of pupil progress, and support given.</li> </ul>   | <p><i>to whole school staff issues.</i></p> <ul style="list-style-type: none"> <li>- Attachment programme was delivered to individual pupils through intervention programmes, the pupils may have benefitted more from a group session</li> </ul> |
| 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 2018 / 19 to include new rules re new uniform provider.</li> </ul>  |
| <b>E.</b><br>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<br>Report writing time. | Sept – July<br>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</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> </ul>  |

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|   |  |   |   |  | has increased achievement in learning.  |  |
| <b>F.</b><br>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>- 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.</li> </ul> | Meeting time<br>Report writing time.<br>Assessment time<br>Interventions when appropriate.<br>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> | In academic year 2018/19: <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> </ul> |
| <b>G.</b><br>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 equipment purchased by school has allowed all pupils access to curriculum opportunities whatever the weather.</li> </ul>   | Equipment to be thoroughly cleaned before storage to encourage students to be happy to use school equipment.   |
|   |  | <ul style="list-style-type: none"> <li>- Assist with Breakfast club funding</li> </ul>  | £1800<br>£300 per term  |  | <ul style="list-style-type: none"> <li>- Encouragement and recognition by class teachers has allowed students to be</li> </ul>  | Regular promotion of the breakfast club menu, encourages students to attend.   |



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|   |  |   |   |  | directed to breakfast club to ensure that all pupils have 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.<br>£ 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 : £58410 + Staffing and transport costs |  |   |   |  |  |  |

## Proposed Pupil Premium Expenditure 2018-2019

| Number of pupils and pupil premium grant (PPG) received |            |
|---|------------|
| 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   |

| 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<br>– 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  | Rationale  | Monitor  | Budget   | Dates  |
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|   |   | 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. - 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.<br>Research time   | Sept / Oct 18<br>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  | £5000  | LB2 / LB4 / LB6  |
| A | i | Increase in progress of specifically identified academic areas where PP pupils | <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</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</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</li> </ul>   | RSt / DGa / KAn Intervention providers. <ul style="list-style-type: none"> <li><b>Learning walks</b> – are PP students being targeted?</li> </ul>                        | Meeting time<br><br>Approximately X12 hrs TA per week<br>X30 hrs HLTA per week | Sept – July<br>Evaluations at the end of each LB data collection |

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|  | require support. | <p>expected progress (AEP) targets.</p> <ul style="list-style-type: none"> <li>- Students will concentrate on extending Vocabulary, Connectives, Openers and Punctuation in an effort to improve writing skills across the curriculum.</li> </ul> | <p>monitored independent work.</p> <ul style="list-style-type: none"> <li>- 100% of identified PP students achieving EP or AEP in writing.</li> </ul> | <p>possible to address gaps – Teachers need to target Pupils highlighted as red or yellow on Go4Schools monitoring system.</p> <ul style="list-style-type: none"> <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>Discussions with teacher, EBI?</p> <ul style="list-style-type: none"> <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 discuss impact</li> </ul> | X14 hrs Teacher per week |  |
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| 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 students / raise profile.</li> <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> | <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> <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.<br/>(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.<br/>Data analysis time.<br/>Approximately X6 hrs TA per week<br/>Planning and report writing.<br/>Training Courses<br/>£500<br/>Resources<br/>£200</p> | <p>Oct – July<br/>Evaluation at the end of each LB data collection<br/>Courses complete by June 2019.</p> |
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| 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> <li>- Contact with Green Pathways.</li> <li>- Pupil referrals to Green pathways.</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 support that the process is planned and tweaked for each individual</li> </ul> | X14 hrs<br>Teacher & TA per week<br>Report writing.<br>Referral time writing time. | Groupings to be reviewed every LB. / at the end of each Green Pathways programme. |
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|          |   |   |   |   |  | <p>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> | <p>Pupils to develop a positive approach about learning and their ability to learn.</p> | <ul style="list-style-type: none"> <li>- Highlight to staff was of identifying and referring pupils, which require non-academic interventions.</li> <li>- Identify pupils requiring interventions.</li> <li>- Staff training on how to complete the referral process and continue the intervention once it has</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> <li>- Provide training on how to access referral forms for non-academic</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 referrals</li> <li>- Staff are not accessing interventions in the correct way.</li> <li>- Staff are not continuing aspects of the interventions</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<br/>X30 hrs HLTA per week<br/>X14 hrs Teacher per week</p> <p>Meeting time / referral form analysis time</p>   | <p>Review at the end of each learning block.</p> |  |

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| <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</p> | <p>reached its conclusion for maximum impact.</p>  | <p>interventions via the one drive / email link to all staff.</p> <ul style="list-style-type: none"> <li>- DGa to liaise with non-academic intervention staff.</li> </ul>  | <p>that may benefit students long term.</p>   |                       |              |                      |
|  | <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> </ul>   | RSt / ABi / DMi / MAs | Meeting time | LB1 - 2              |
|  | <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> <li>- Provide reminders of Protective behaviours resources.</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             | £610         | Sept. Review in LB6. |



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| pupil participation in extracurricular activities | - Courses to further learning and update skills | - Protective behaviours basic training<br>- Sensory circuits specialist training. | - PB training to aid pupil development and to allow specialist staff to provide 1:1 PBs training during intervention.<br>- Sensory Circuit training to upskill increased number of staff.<br>- Specialist Sensory circuit training to provide targeted intervention.   | RSt / ABi / DMi | £1000                                      | 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<br>£20 per hour<br>(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<br>- Leisure activity RDA provides access to a fun, healthy activity, and a way of enjoying the outdoors. | RSt             | £1800<br>£300 per term                     | Sept - July           |

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|  |  |  | - Liberty Learning Autism Consultancy                                 | - To provide selected pupils specialised learning in a safe, secure learning environment which 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. | RSt                 | £800 per 7 week programme.<br>£4800                                      | Oct 2018 – July 2019     |
|  |  |  | - Virtual Baby Project – CYPs   | - To provide selected students with opportunities to learn valuable life skills.  | RSt / LDo           | £2500<br>£1250 X2 (excluding vat) – based on 6 pupils on each programme. | May - June / June – July |
|  |  |  | - Drama therapy   | - To provide targeted support to develop mental health and life skills.   | RSt                 | £3000 approx<br>£55 per session<br>£100 per report based on 1 student.   | Sept-July                |
|  |  |  | - Identify trips and specific pupils who may need support with costs. | - To allow all students equal educational opportunities.  | LMI / JLDo          | £5000  | Sept – July              |
|  |  | - Liaise with KS3, KS4 and KS5 leaders re trips / funding. | - Identify pupils and target specific clubs                           | - Being part of a 'team' can encourage pupils to feel   | RSt, DGa, LDo, LMi, | £5500  | Sept - July              |

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|          |   |  | <ul style="list-style-type: none"> <li>- Identify number of staff required to staff club</li> <li>- Liaise with Head of PE re OSH clubs and club specifics.</li> </ul>   | included and valued, which builds self esteem.  |                             |   |             |
|          |   | <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>  | <ul style="list-style-type: none"> <li>- To encourage and develop skills for new and existing pupils, through a specific programme and mentor training scheme</li> </ul>  | RSt / JPI & JRu             | £5000   | July - Aug  |
| <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 relationships with parents / carers.</li> <li>- Expanded development of an attachment awareness project, (AAP).</li> <li>- Discussion with parents before pupils undertake an intervention.</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 express views for annual reviews either through attendance or direct communication with FSW.</li> <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>- <b>Parental engagement is a significant contributor to pupil progress no matter what socio economic background.</b></li> <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</li> </ul> | RSt / JPI / MMi / DMi (ACu) | <ul style="list-style-type: none"> <li>- <b>Staff feedback sessions.</b> – information gained form personal conversations shared and disseminated where appropriate and used to improve learning opportunities / provide support for pupils.</li> </ul> <p>FSA time<br/>X 2.5 hrs HLTA per week<br/>X2.5hr TA per week<br/>£750</p> <p>Resources -<br/>£250</p> | Sept – July |

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|  |  |  |  |  | <p>for the pupil – appropriate changes can be made to the EHCP.</p> <ul style="list-style-type: none"> <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> | <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 and tweaked for each individual cohort and varying needs. Are activities linked to need?</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> | <ul style="list-style-type: none"> <li>- Allow parents to access trips , uniform and equipment for pupils to aid engagement.</li> </ul>  | RSt / LSu   | £25000  | 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<br>JPI<br>- <b>Attendance data</b>  | Meeting time<br>Report writing time.  | Sept – July<br>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> <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 / 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 /<br>Intervention team<br>- Go data<br>- Teacher Feedback.<br>- PP / FSM list comparisons | Meeting time<br>Report writing time.<br>Assessment time<br>Interventions when appropriate.<br>Teacher / HLTA time as appropriate. | Termly review in line with LB data collection |
|          |  | 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 / equipment.</li> </ul>  | <ul style="list-style-type: none"> <li>- To enable pupils access to curriculum opportunities whatever the weather.</li> <li>- To enable all pupils equal access to planned curriculum with appropriate</li> </ul>  | RSt   | £100  | Sept. - July                                  |

|  |  |  |   |   |                 |  |                           |  |
|--|--|--|---|---|-----------------|--|---------------------------|--|
|  |  |  |   | clothing / footwear that they may not already own.  |                 |  |                           |  |
|  |  |  | - Assist with Breakfast club funding  | - Ensure that all pupils have a positive start to the day.  | JLn / Rst / LSu | £1800<br>£300 per term   |                           |  |
|  |  |  | - Support worker to help students and families with self-esteem pamper 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 / RSt       | £ 1X day per week parent support.<br>£ 500<br>(pamper and uniform) |                           |  |
|  |  |  |   |   |                 |  | Total : £64910 + Staffing |  |

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