

## **Lawnswood School Pupil Premium Report 2017-2018**

*NB: at the time of going to press the data was still unvalidated.*

### **What is the pupil premium?**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The term disadvantaged students includes the following:

1. children eligible for free school meals at any point in the last 6 years (Ever 6 FSM)
2. children who are in local authority care (LAC)
3. children who have been LAC for one day or more but have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

### **How much additional funding has Lawnswood School received?**

The amount received is calculated using a lump sum per pupil eligible at the following rate:

1. Ever 6 FSM - £935
2. Pupil Premium Plus - £1900

For Lawnswood School, this generated a total of £366,520 for the academic year 2017-2018.

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| Summary information    |                  |                                  |          |  |   |
|------------------------|------------------|----------------------------------|----------|--|---|
| School                 | Lawnswood School |                                  |          |  |   |
| Academic Year          | 2017-2018        | Total PP budget                  | £366,520 | Date of most recent PP Review                  | External<br>June 2017<br><br>Internal<br>September 2017 |
| Total number of pupils | 1074             | Number of pupils eligible for PP | 43.3%    | Date for next internal review of this strategy | September 2018  |

| I. Attainment and progress                 |   |                                    |   |
|--|---|------------------------------------|---|
|  | Pupils eligible for PP (2017-2018)<br>(unvalidated) | Pupils eligible for PP (2016-2017) | Pupils not eligible for PP National Average (2016-2017) |
| % achieving Basics in English and Maths 4+ | 30.2%   | 38%                                | NA  |
| % achieving Basics in English and Maths 5+ | 15.9%   | 26.09%                             | NA  |
| Progress 8 score average                   | -0.16<br>(+0.2/-0.5)                                | 0.08                               | 0.12  |

|                                   |       |      |    |
|-----------------------------------|-------|------|----|
| <b>Attainment 8 score average</b> | 34.59 | 41.8 | 52 |
|-----------------------------------|-------|------|----|

### Section 3 - How the 2017-2018 funding was spent to support PP students

| 2. Desired outcomes   | Success criteria  | Impact  | Continue next year   | Cost         |
|---|---|---|--|--------------|
| <p>Quality first teaching is evident in all subject areas with teachers in all subject areas employing a range of strategies to ensure PP students make rapid and sustained progress and leave with positive progress 8 scores in all four buckets.</p> | <p>Quality Assurance shows that all teaching over time is good.</p> <p>Progress 8 figure for PP students is in line with NPP students nationally overall and in all four buckets.</p> | <p>Quality assurance (supported by Ofsted) shows that the quality of teaching over time is good.</p> <p>Statistically the Progress 8 figure is in line with NPP nationally. This is true in all the buckets except maths.</p> | <p>Yes, with a particular focus on PP students in maths and ensuring that a greater proportion secure the Basics in English and maths.</p> | <p>£7000</p> |

|   |  |   |   |                 |
|---|--|---|---|-----------------|
| <p>PP students who arrive at secondary school with lower starting points than their peers have a personalised curriculum that supports rapid and sustained progress so they can access the mainstream curriculum and make progress in line with their NPP peers nationally.</p> <p>Low achieving PP students make progress in line with their NPP peers nationally at KS4.</p> <p>Improve PP students' reading age so that they are in line with their NPP peers.</p> | <p>PP students make sustained progress so there is no difference in progress between their NPP peers by the end of Year 7.</p> <p>PP, Low Ability Pupils (LAPs) at KS4 make progress in line with their NPP peers.</p> <p>The average reading age of PP students improves in line with their NPP peers.</p> <p>The proportion of PP students with a reading age below their chronological age decreases in line with their NPP peers</p> | <p>PP students at the end of Year 7 were 'developing' in 18.2% of subjects whereas NPP students were 'developing' in 13.3% of subjects.</p> <p>PP LAPs have an unvalidated P8 score of +0.11 whereas NPP LAP students have an unvalidated score of +0.57. However, PP LAPs make better progress at Lawnswood School than nationally.</p> <p>Within a 12-month period across the whole school, PP students improved their reading age on average by 17 months, with NPP students improving on average by 18 months.</p> <p>54% of PP students have reading ages below their chronological age, with NPP students at 34%. Previous years' figures were at 58% and 49% respectively.</p> | <p>Yes, the progress gap is still evident in Y7.</p> <p>Continue the focus on improving PP students reading as, as there was rapid progress made in 2017/18 however the starting points were significantly lower for PP students.</p> | <p>£146,416</p> |
| <p>PP students who enter secondary school with poor literacy and numeracy skills have access to literacy intervention through Lexia and numeracy intervention</p>   | <p>Student's progress in reading comprehension, reading phonics and decoding and spelling is in line with NPP.</p>   | <p>All SEN PP students made at least expected progress in reading comprehension, phonics, decoding and spelling</p> <p><b>Maths End of Y8 v end of Y9:</b></p>  | <p>Continued intervention for those with lowest starting point (see Y7 catch-up funding report)</p>   | <p>£16,495</p>  |

through interventions such as Numicon to ensure they make rapid progress so they can access the curriculum in KS3 and KS4.

Students make better progress in the maths mastery than their NPP peers.

|            |                   | Y8   | Y9   |
|------------|-------------------|------|------|
| <b>PP</b>  | <b>Exceeding</b>  | 38.5 | 8.1  |
|            | <b>Meeting</b>    | 25.0 | 32.4 |
|            | <b>Developing</b> | 30.8 | 59.5 |
| <b>NPP</b> | <b>Exceeding</b>  | 40.5 | 23.8 |
|            | <b>Meeting</b>    | 33.5 | 26.5 |
|            | <b>Developing</b> | 20.0 | 49.0 |

The headline figures below make direct comparisons between Y8 and Y9. Y8 having exclusively received our new curriculum model (mastery) and also the in-timetable numeracy intervention lessons (2 hours per fortnight).

The figures show an overall improvement for all students and that PP students are now more likely to achieve 'Exceeding'. Gaps still exist between PP and NPP and adjustments have been this year to further scrutinise the root cause for this and implement improvement strategies.

**Math start of Y8 v end of Y8:**

|            |                   | HTI  | EOY  |
|------------|-------------------|------|------|
| <b>PP</b>  | <b>Exceeding</b>  | 43.5 | 38.5 |
|            | <b>Meeting</b>    | 21.7 | 25.0 |
|            | <b>Developing</b> | 34.8 | 30.8 |
| <b>NPP</b> | <b>Exceeding</b>  | 49.7 | 40.5 |
|            | <b>Meeting</b>    | 32.3 | 33.5 |
|            | <b>Developing</b> | 18.0 | 20.0 |

Improved tracking of form time numeracy introduced in 2018/19

|  |   |  |  |                 |
|--|---|--|--|-----------------|
|  | <p>There is no gap between the progress of PP and NPP students in the progress tests in English and maths.</p>  | <p>The following showed that the PP/NPP gap existed and what needed to be addressed. Strategies throughout the year (targeted specifically at 'Developing PP students') reduced the gap from circa 17% to 10%. Whilst the overall 'Exceeding' figure reduced for both PP and NPP students, this was expected due to increased complexity in the SoW throughout the year.</p> <p>The progress made by Year 7 students from disadvantaged backgrounds was not as rapid as that made by Non-disadvantaged in English in 2017/18.</p> <p>The progress made by Year 7 in maths from disadvantaged backgrounds was significantly positive. With the number below average scores in the Progress test moving from 35% to 24%.</p> |  |                 |
| <p>A culture of high expectations is developed throughout KS3 so that students are more actively engaged in their learning at KS3 and KS4.</p> | <p>QA shows high behaviour for learning expectations for all students.<br/>Student, parent and staff voice shows high levels of engagement at KS3 and KS4 for PP students.</p> <p>Fewer behaviour incidents recorded on SIMS for PP students.</p> <p>Exclusions for PP students are lower than their NPP peers.</p> | <p>Quality assurance &amp; performance review information shows strong evidence of a culture of high expectations for all (supported by Ofsted 2018)</p> <p>According to Classcharts, 54731 behaviour incidents were logged for PP students and 51176 were logged for NPP students for Y7-11 in 2017-18. This is a significantly higher proportion for PP students who make up 37% of the school population.</p> <p>In total, there were 149 total exclusions for students with PP and 50 total exclusions for NPP students. As a percentage of the total students in each category, this is 32% for PP and 9% for NPP.</p>  | <p>Continue the focus on removing barriers for vulnerable students in order to reduce the negative behaviour incidents for PP students.</p> <p>A continued focus as above.</p> | <p>£174,930</p> |

|  |   |   |   |          |
|--|---|---|---|----------|
| Improved attendance for PP students and reduced persistent absentee rates for PP students.   | Overall attendance for pupils eligible for PP improved from 93.3% to 94.3%.<br>The number of persistent absentees is reduced from 21.0% to 15% for PP students. | Attendance for PP students in Y7-11 was 91.9% for 2017-18.<br>The persistent absentee's figure for Y7-11 was 24% for 2017-18.   | Attendance is a significant barrier for a number of our PP cohort and this remains a strong focus for 2018/19 |          |
| Improved links with PP parents and increased attendance at parents' evenings to ensure that parents of PP students are better equipped to support their child's learning and progress. | Attendance for parents of PP students is 75%.<br>Parent voice for PP students shows they feel they can effectively support their child's learning.              | Only 20% of parents responding to the parent survey said 'Yes to their child being in receipt of FSM during the last 6 years'<br>On average the gap in parent/carer attendance at parents' evening was 25% lower, across the year groups. For example attendance at year 7 parents evening was 84.6% for NPP students and 64.8% for PP students (a 19.7% gap) | Continued focus for 2018/19   | £16,453  |
| PP students have the same access to extra-curricular activities, trips and visits to ensure they have a rounded educational experience which is in line with their NPP peers.          | PP students access extra-curricular activities, trips and visits in line with their NPP peers.  | All students are given the same range of opportunities, and funding is provided to support students in order to attend all extra-curricular activities, however tracking was not sufficient in 2017/18 to provide accurate data on the proportion of PP students accessing the provision.   | Continued focus for 2018/19   | £5225.20 |



## Section 4: How we will spend the funding in 2018-2019

| 3. Summary information        |                  |   |     |   |  |
|-------------------------------|------------------|---|-----|---|--|
| <b>School</b>                 | Lawnswood School |   |     |   |  |
| <b>Academic Year</b>          | 2018/2019        | <b>Total PP budget</b>                  |     | <b>Date of most recent PP Review</b>                  | External June 2017<br>Internal<br>September 2017 |
| <b>Total number of pupils</b> | 1067<br>(KS3-4)  | <b>Number of pupils eligible for PP</b> | 35% | <b>Date for next internal review of this strategy</b> | September 2018                                   |

| 4. Current attainment and progress                |   |  |
|---|---|--|
| <i>NB outcomes based on unvalidated data.</i>     | Pupils eligible for PP (your school)<br>(unvalidated) | Pupils not eligible for PP (national average 2016) |
| <b>% achieving Basics in English and Maths 4+</b> | 30.2%   | N/A  |
| <b>% achieving Basics in English and Maths 5+</b> | 15.9%   | N/A  |
| <b>Progress 8 score average</b>                   | -0.16<br>(+0.2/-0.5)                                  | 0.12   |
| <b>Attainment 8 score average</b>                 | 34.59   | 52   |

| <b>5. Barriers to future attainment (for pupils eligible for PP)</b>  |  |
|---|--|
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>               |  |
| <b>A.</b>   | Continue to further develop quality first teaching so that staff are confident in using a wide range of strategies which support the learning of disadvantaged students. |
| <b>B.</b>   | Literacy and numeracy skills entering Year 7 are often lower for pupils with PP which prevents them from making progress in line with their peers.                       |
| <b>C.</b>   | There is a need to further raise expectations so that the learning of all students including the disadvantaged is supported.   |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |  |
| <b>D.</b>   | Low attendance, persistent absenteeism and poor punctuality is more likely from PP students.   |
| <b>E.</b>   | Parental involvement of PP students is below that of other students.   |
| <b>F.</b>   | PP students are often unlikely to take up extra-curricular trips and experiences which supports the PDBW and also academic progress.                                     |
| <b>G.</b>   | PP students are less likely to access further and then higher education, indicating lower aspirations.   |

| 6. Desired outcomes (desired outcomes and how they will be measured) |  | Success criteria  |   |   |  |   |   |      |      |      |   |      |      |      |    |      |      |      |    |      |      |    |
|--|--|---|---|---|--|---|---|------|------|------|---|------|------|------|----|------|------|------|----|------|------|----|
| <b>A.</b>  | Improve the meta-cognitive skills of students so that they have a greater awareness of how to commit key learning to memory and strategies they can use in order to apply knowledge. | <p>Outcomes show PP students perform in-line with NPP nationally.</p> <p>The gap between the progress made between PP and NPP students closes across all subject areas and year groups (evidence Headline packs/Class Teacher Analysis sheets)</p> <p>Appraisal mid-term review and QA reports.</p>   |   |   |  |   |   |      |      |      |   |      |      |      |    |      |      |      |    |      |      |    |
| <b>B.</b>  | Literacy and numeracy skills of PP students improve rapidly throughout all year groups.  | <p>The progress made in reading age by PP students is greater than 12 months and in line with NPP students across all year groups.</p> <p>The gap in reading age between PP and NPP students at the start of 2018/19 (for comparison purposes):</p> <table border="1" data-bbox="1003 715 1899 1133"> <thead> <tr> <th>Year Group</th> <th>PP<br/>% with reading age above actual age</th> <th>NPP<br/>% with reading age above actual age</th> <th>Gap between PP and non-PP at end of 2017/18</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>48.4</td> <td>60.0</td> <td>11.6</td> </tr> <tr> <td>9</td> <td>53.5</td> <td>71.7</td> <td>18.2</td> </tr> <tr> <td>10</td> <td>42.4</td> <td>61.6</td> <td>19.2</td> </tr> <tr> <td>11</td> <td>37.5</td> <td>80.7</td> <td>43</td> </tr> </tbody> </table> <p>Progress Tests in maths and English at KS3 show that PP students make progress above the progress made by students from similar starting points nationally.</p> <p>40% of Year 11 PP students achieve Basics 9-5 measure English and maths<br/>60% of Year 11 PP students achieve Basics 9-4 measure in English and maths has narrowed in each year group:</p> | Year Group                                  | PP<br>% with reading age above actual age | NPP<br>% with reading age above actual age | Gap between PP and non-PP at end of 2017/18 | 8 | 48.4 | 60.0 | 11.6 | 9 | 53.5 | 71.7 | 18.2 | 10 | 42.4 | 61.6 | 19.2 | 11 | 37.5 | 80.7 | 43 |
| Year Group   | PP<br>% with reading age above actual age  | NPP<br>% with reading age above actual age  | Gap between PP and non-PP at end of 2017/18 |   |  |   |   |      |      |      |   |      |      |      |    |      |      |      |    |      |      |    |
| 8  | 48.4   | 60.0  | 11.6  |   |  |   |   |      |      |      |   |      |      |      |    |      |      |      |    |      |      |    |
| 9  | 53.5   | 71.7  | 18.2  |   |  |   |   |      |      |      |   |      |      |      |    |      |      |      |    |      |      |    |
| 10   | 42.4   | 61.6  | 19.2  |   |  |   |   |      |      |      |   |      |      |      |    |      |      |      |    |      |      |    |
| 11   | 37.5   | 80.7  | 43  |   |  |   |   |      |      |      |   |      |      |      |    |      |      |      |    |      |      |    |

|           |  |  |
|-----------|--|--|
| <b>C.</b> | High standards with no compromise means that the behaviour of PP students improves significantly and poor behaviour is rarely a barrier to progress. | <p>The proportion of commendations received by PP students is in-line with NPP and at least 15 per students per half term.</p> <p>The proportion of PP students receiving home learning cautions decreases throughout the year.</p> <p>Fixed term exclusions for disadvantaged students reduced from 32.1% to 12.54% to be in line with the national exclusion rate for FSM students.</p> <p>Reduce the number of disadvantaged recidivists placed in internal exclusion from 18.5% to 10%.</p> <p>Reduce the number of repeat offenders placed in after school detention from 35% to 20%, showing half-termly improvements.</p> <p>Reduce the number of recidivists who are withdrawn from KS3 lessons from 21.2% to 10% and KS4 lessons from 16.1% to 10%, showing half termly improvements.</p> |
| <b>D.</b> | Improved attendance and punctuality for PP students and reduced persistent absentee rates for PP students.   | <p>Overall attendance for pupils eligible for PP improved from 91.9% to 95%</p> <p>The number of persistent absentees is reduced from 24.0% to 13.5% for PP students.</p> <p>Punctuality is reduced from 3.6 to 2.4% overall.</p>  |
| <b>E.</b> | Parents and carers of PP students engage and play an active part in the learning and progress of their children.                                     | <p>That there is no gap between the percentage attendance of parents/carers for PP students when compared with NPP. The whole school target of 80% attendance at parents' evenings is met.</p> <p>40% of parents responding to the parent survey say 'yes to their child being in receipt of FSM in last 6 years'</p> <p>The proportion of PP parents attending additional engagement events such as maths home learning evening, options evening etc improves throughout the year.</p>  |
| <b>F.</b> | A greater proportion of PP students access engagement activities such as school trips, clubs and performances.                                       | <p>A representative proportion of PP students from all year groups can be seen in:</p> <ul style="list-style-type: none"> <li>- The school performance</li> <li>- Accessing all trips across all year groups</li> </ul>  |

|           |  |  |
|-----------|--|--|
|           |  | <ul style="list-style-type: none"> <li>- Engaging in sports clubs and playing competitively</li> <li>- Joining lunchtime activities</li> </ul> |
| <b>G.</b> | PP students are more likely to continue with their education post-16 | <p>The NEET figure for PP students is 0.</p> <p>The % of PP students that attend sixth form/college increases above 84%</p>                    |

## 7. Planned Expenditure (2018-2019 academic year)

| Desired outcome  | Specific actions  | Cost           | Monitoring points                       |
|--|---|----------------|---|
| <p>A - FGI</p> <p>Improve the meta-cognitive skills of students so that they have a greater awareness of how to commit key learning to memory and strategies they can use in order to apply knowledge.</p> | <p>CPD Cycle: Action Research focus on metacognitive strategies</p> <p>All teaching and classroom support staff involved in action research on plan, do, monitor, evaluate / modelling metacognitive thinking / promoting metacognitive talk</p> <p>All teaching and classroom support staff involved in sharing outcomes of action research at celebration events</p> <p>Development of achievement coordinator role to raise aspirations and link classroom learning to world of work through individual interviews; close monitoring of at-risk cohorts</p> <p>Develop CIAG for students including opportunities for trips and visits to employers and further education establishments.</p> <p>Embed modelling of metacognitive strategies in staff briefing sessions, HT briefings &amp; confidence weeks to ensure consistency.</p> <p>Develop QA system (including mid-year review) to ensure focus on development of metacognitive strategies</p> <p>Develop use of 'Reflect &amp; Refocus' sessions to support development of metacognitive strategies across the curriculum</p> <p>Staff and furnish a Learning Hub to allow students to access IT resources for home-learning where they don't have home access.</p> | <p>£12,000</p> | <p>Termly at CPD celebration event.</p> |

|   |  |               |  |
|---|--|---------------|--|
| <p>B – KNi</p> <p>Literacy and numeracy skills of PP students improve rapidly throughout all year groups.</p> | <p>Continued development of the WORDS strategy which includes:</p> <ul style="list-style-type: none"> <li>• TLR to key member of staff to support whole school literacy</li> <li>• Free books to Year 7 students at transition</li> <li>• Engagement in national events, such as World Book Day</li> <li>• Focused PP engagement in enrichment activities such debate club</li> <li>• CPD regularly on Friday mornings to ensure all teaching staff take every opportunity to develop literacy skills in the classroom</li> <li>• Use of twice yearly New Group Reading Test to monitor and identify students who are not making rapid progress in reading</li> <li>• Displays</li> <li>• Parental engagement through contact with home and an invitation to a specific reading event aimed at PP students in Y8.</li> <li>• Guided reading once per week with sixth form mentors</li> <li>• Form time literacy activities across all year groups</li> <li>• Rescue reading package for PP Year 11 students</li> <li>• Appointment of Head of Communications Faculty in January 2019 to further drive up literacy across the school.</li> </ul> <p>Timetabled Reading/Spelling intervention for Y7, 8 and 9. Access programme timetabled for 3x20 minutes and delivered by a teacher, the SENCO and HLTA</p> <p>PP students work with HLTA to address English and maths after school, Monday/Tues/Thursday</p> <p>Numeracy intervention delivered by a maths HLTA in small groups 3x60 mins a week for Y9,10 &amp; 11</p> <p>A small number of PP Y10 students have an additional 2 hours of maths, Science and English teaching with subject specialists to support them in accessing the main curriculum.</p> <p>Continued focus on improving numeracy through the maths mastery approach.</p> <p>Introduction of Heggarty Maths to support home learning and provision for students to be able to access the software in school.</p> <p>Maths parent drop-in sessions to support home learning approaches. PP parents contacted directly if home learning is a challenge.</p> <p>Analysis of computer/internet access of all students in order to evaluate the need to introduce a BYOD scheme for PP students.</p> | <p>£54000</p> |  |
|---|--|---------------|--|

|   |  |                 |  |
|---|--|-----------------|--|
| <p>C- JBe</p> <p>High standards with no compromise means that the behaviour of PP students improves significantly and poor behaviour is rarely a barrier to progress.</p> | <p>Employ 5 Pastoral Support Workers to work directly with students to remove barriers to learning, ensure there is regular communication with home and add capacity to the pastoral support for pupil premium students. (ie ensure parents/carers of PP students are able to access class charts, attend parents' evenings and meet to plan and monitor support.)</p> <p>Use of Year Managers and Pastoral Support Workers to meet with PP students placed in IE at the end of the day/beginning of the next day to ensure barriers to success are removed and that they do not become recidivists.</p> <p>Use of Family Support Worker (traded service) to ensure PP students access the right level of support to remove the barriers to learning.</p> <p>Rewards system to be fully implemented and pastoral teams to ensure PP students are being rewarded in line with NPP students.</p> <p>Use of learning mentor to support PP students who require additional support in order to be successful at school.</p> <p>Use of data analysts to prepare detailed analysis to allow pastoral teams to focus support where required.</p> <p>Breakfast club to ensure hunger is not a barrier to learning for PP students and that any problems can be shared with staff before the day starts.</p> <p>Use of Pastoral Support Workers to meet and greet PP students to ensure any barriers to learning are removed before the day starts.</p> <p>Purchase of equipment to ensure lack of equipment is not a barrier to learning.</p> <p>Purchase spare uniform to ensure that PP students are not disadvantaged by a lack of smart uniform.</p> <p>Use of year teams to champion the PP students in their year groups with other staff, in particular teaching staff.</p> | <p>£257,000</p> | <p>Weekly pastoral tracker.</p> <p>Termly evaluation of strategies and impact on exclusions and other sanctions for PP students.</p> |
|---|--|-----------------|--|



|   |  |                |  |
|---|--|----------------|--|
| <p>D – TWA</p> <p>Improved attendance for PP students and reduced persistent absentee rates for PP students</p> | <p>Identify cohorts of PP students in each year group whose attendance is falling below 92%.</p> <p>Implement procedures consistently –</p> <ul style="list-style-type: none"> <li>• Initial concern phonecall to be made by Form Tutor.</li> <li>• If concerns remain after a week, Year Manager phones home and sends a concern letter.</li> <li>• If concerns remain after two weeks, parent is invited to attendance panel meeting with YM/HOY. Barriers identified and actions for both the school and the parent are agreed.</li> <li>• After four week monitoring period, a review meeting is held. This may be chaired by SLT link if no improvement has been made.</li> <li>• Instigate fines and legal proceedings where little or no progress has been made.</li> </ul> <p>Prioritise first hour calling for all PP students.</p> <p>Reward and celebrate good attendance.</p> <p>Identify cohorts of PP students who are consistently late to school and Form Tutor contacts home.</p> <p>Late to lessons to be recorded on ClassCharts consistently.</p> <p>Explore the use of lunchtime detention as a sanction for persistent lateness.</p> <p>Year Manager to phone home if concerns persist and place student on punctuality report to Form Tutor, Pastoral Support Worker or Year Manager.</p> <p>Encourage PP students to attend breakfast club to ensure a timely start to the school day.</p> | <p>£10,000</p> | <p>Pastoral Trackers</p> <p>Half Termly Attendance Report?</p> |
| <p>E- KNI</p> <p>Parents and carers of PP students engage and play an active part in the learning</p>           | <p>Introduction of an online parents evening booking system, allows for the subsequent monitoring of attendance of the parents of PP students and time will be spent in the admin team phoning all those parents in advance to make sure that ever barrier is removed and they attend the evening events whenever possible.</p> <p>Achievement Co-ordinator will spend time conducting 1:1 interviews with the parents of key students that are underperforming and developing action plans that form a bridge between school and home.</p>  | <p>£55,000</p> | <p>Analysis of attendance at parents' evenings.</p>            |

|  |   |                |   |
|--|---|----------------|---|
| <p>and progress of their children.</p>   | <p>Regular opportunities provided by staff to engage with specific parents throughout the year eg maths home learning drop-in, invitation of individual parents to Y8 reading engagement evening, Year 11 Parents Information Evening, Year 7 Settling in Evening.</p> <p>HOY, YM and PSW make regular phone calls home for key students.</p> <p>1:1 interviews with all prospective students and their parents when they are in year 6 in order to ensure a smooth transition.</p> <p>Focus on the role of the form tutor and their link with home – CPD provided on the September training day, development of form group marksheets to allow ease of tracking, and weekly support for key cohorts of students.</p>   |                |   |
| <p>F SWA</p> <p>A greater proportion of PP students access engagement activities such as school trips, clubs and performances.</p> | <p><u>Trips and visits</u></p> <p>Introduce a line management trip consideration sheet, reviewing who the trips are targeting and how best to engage a minimum of 43% of PP students.</p> <p>Review the allocation of funding used for trips and liaise with the finance team to enable fairer access to trips and support trip leaders with the costs associated.</p> <p>Trip leaders to engage with the HOY, YM and PSW to target specifically PP students when they haven't returned their paperwork/consent before the deadline, proactive not reactive.</p> <p>The data team will design a tracker which monitors the number of students from a PP background accessing trips and visits. This will show which individuals, the specific trip, which subject area, a comparison vs non PP and ethnicity. This information will be a live tracker where the data will constantly update after each trip/visit. When required this information will be reported back to key stakeholders.</p> <p><u>Extra-curricular/performances</u></p> <p>Staff running extra-curricular clubs and activities to monitor the attendance of PP students access and implement strategies to improve attendance (eg issue invitations).</p> <p>All staff are to promote attendance at extra-curricular clubs, sharing the activities calendar.</p> | <p>£12,273</p> | <p>EVOLVE analysis</p> <p>Squad in touch</p> <p>PP Engagement Trip Trackers</p> |

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| G MHA<br><br>PP students are more likely to continue with their education post-16 | <p>Extended Provision – Quality assurance of career education – relevant guidance to PP cohorts</p> <p>Targeted interviews to support destination choices</p> <p>Aspiration speakers/events to raise the profile of pathways. <i>Trip to Elland Road Careers Fair?</i></p> <p>Careers Fayre – HOY/ML to support and target PP cohort.</p> <p>Curriculum planning – PP cohorts to be offered guidance on appropriate course choices into KS5</p> <p>Parent evening/engagement to support applications and next steps into post 16 provision:</p> | £25,000  | <p>QA – Tutor materials/programme</p> <p>Yr 11 1:1 interview process</p> <p>Destinations Tracker</p> <p>School calendar</p> |
| Total   |   | £425,273 |   |