



Pupil Premium Strategy 2020 - 2023

Furze Platt Senior School

Our philosophy

We believe every child should have the access to ACHIEVE in their educational journey, whatever the goal may be from University to College or Apprenticeships. Therefore, the key for us in maximising the use of the Pupil Premium grant to support our learning environment is utilising a long-term strategy. This enables us to focus on quality teaching for all whilst implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming challenges to learning is at the heart of our Pupil Premium Grant (PPG) use. We understand that needs and costs will differ depending on the barriers to learning being addressed (within the rest of this document, this will be referred to as 'areas of focus'.) As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring quality teaching first throughout the school
- Closing the attainment gap between Pupil Premium students and non-Pupil Premium students.
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the students who are eligible

Metric	Data
Number of students Year 7-11	1203
Proportion of disadvantaged pupils	228
Pupil premium allocation this academic year	£197,985
Academic year or years covered by statement	2020 - 2023
Publication date	September 2022
Review date	June / July 2023
Statement authorised by	Dr Morrison
Pupil Premium Champion	Lois Griffiths
Governor lead	Katie Donnison

[Disadvantaged pupil performance overview for last academic year](#)

2019-20

Progress 8	N/A
Ebacc entry	N/A
Attainment 8	N/A
% Grade 5+ in English and Maths	N/A

2020-21

Progress 8	N/A
Ebacc entry	N/A
Attainment 8	N/A
% Grade 5+ in English and Maths	N/A

2021-22

Progress 8	-0.21
Ebacc entry	Tbc
Attainment 8	4.46
% Grade 5+ in English and Maths	40.5

Areas of focus for potential barriers to learning for Pupil Premium students

Academic areas of focus for attainment	Non-academic areas of focus for to attainment
Lower than national average literacy and numeracy levels	Increase of persistent absenteeism
Lower acquisition of vocabulary affecting language and communication skills	Challenging behaviour that can result in internal or external exclusions
Lack of reviewing targeted support	Lack of focus and confidence due to poor mental health and wellbeing
Outstanding teaching present in every classroom	For some, parental engagement
Lack of school readiness	Arriving not ready to learn

Our implementation process

We believe that targeted supported will ensure an effective implementation of time and energy and reduce the likelihood of initiative fatigue. We are also in the process of cultivating a culture of evidence-based interventions and learning from our experiences, which is why we are using annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Deploy support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Aim and drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach as recommended by the EEF 2021 guidance, endorsed by DfE and Ofsted to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. Research can suggest initiative fatigue if too many are allocated to support and so this focussed approach will help to ensure the best chance of success for each intervention.

Quality of teaching

1. Effective implementation of the Relationships Policy
2. CPD Training – Towards better understanding programme: a mixture of INSET training as well as encouraging self-led professional development.

3. Professional development: 100 hours of directed time allocated for such training (roughly 3 hours for each week of the school calendar). Opportunities for coaching is available, as well as further training support through the initial teacher training and newly qualified teacher programmes.

Targeted academic support

1. AIMS: Members of SLT, middle leaders and learning mentors to meet weekly for holistic investigation of barriers affecting progress, offering appropriate intervention for rapid improvement. The impact being reviewed on a termly basis.
2. Raising Achievement: Targeted intervention to support identified areas of focus for small groups of students. Potentially, catching up on missed work, pre-teaching and consolidation of learning. Maths will continue to use a learning mentor to support with targeted Maths intervention for students below expected age grade.
3. Vocabulary acquisition team: Introducing vocabulary and reading interventions to develop oral language and communication skills.

Wider strategies

1. Parental engagement: Empowering parents with the knowledge of school systems so they can support students in their learning journey through parent support advisor and a programme to support parents regularly available.
2. Supporting the well-being of students: counselling provided via individual or small group targeted sessions on a six-week basis and continued encouragement in extra-curricular school life
3. Attendance: Use our Attendance officer focusing on Pupil Premium and persistent absenteeism to address current issues, fostering relationships with students and parents (where needed). As well as, analysing data of intervention incentives.

Full planning details for interventions are outlined in the [‘Intervention planning in full’](#) section.

Our review process

FPSS are in support of a three-year strategy as annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective on addressing long term areas of focus. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil identified in the AIMS process or in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with Heads of Department and subsequently subject teachers through allocated line management and department meetings.

Once the three-year term has been completed, the Pupil Premium Champion will develop a new three-year strategy in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher is responsible for holding the Pupil Premium Student and the Deputy Headteacher in ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

Therefore, our strategy is available here for all to access.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

In our most recent Ofsted inspection (November 2021), the school was given the following target to improve:

“Disadvantaged pupils are still not achieving as well as they should. Their attendance, engagement and aspirations are not as high as their peers. Leaders should continue their work to increase attendance, improve behaviour and support disadvantaged pupils to make better-informed decisions about career pathways.”

This is a primary focus of this document and our School Improvement Plan.

Our funding

Funding summary: Year 1					
Total number of pupils	1408	PPG received per pupil	£935	Actual PPG budget	£175,425
		Number of pupils eligible for PPG	210		
Funding: Year 2					
Pupil numbers	1458				
Number of pupils eligible for PPG	230				
Funding	£190,045				

Funding: Year 3

Pupil numbers Year 7-11	1203
Estimated number of pupils eligible for PPG	228
Funding	£197,985

Intervention planning in full

Intervention:	Effective implementation of the relationship policy		
Category:	Quality of teaching		
Evidence & Rationale	Research from Marc Rowlands tutorials 'Maximising the impact of PP' stresses the necessity of relationships, '1000 little interactions day in and day out routed in relationships'. Whilst in 'Boys Don't Try?' Rethinking Masculinity by Matt Pinkett and Mark Roberts focus on de-personalising responses to behaviour in the classroom in order to cultivate positive climates in the classroom. The relationship policy strives to focus more on restorative practise to aid learning environments throughout school life.		
Intended outcomes:	Improve the learning environment throughout the school, focusing on restorative practice to support relationships within our school community.	Success criteria:	Higher level of understanding catered for within learning and reduction of higher tier packages for Pupil premium students.
Staff lead:	Teaching and Learning Assistant Headteacher, Pastoral Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Training in introduction of Relationship Policy will be administered. Focus on language around school will be taken throughout learning walks in the start of term. HODs to ensure this is maintained throughout their departments with the support of their link member of the Senior Leadership team.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Now that all staff have empathised with students' adverse childhood experiences. It is important to develop strategies that can be utilised within the classroom. The next stage of this will be to focus more on restorative language and upskilling all staff in restorative conversations and strategies.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued implementation and embedding of new Behaviour for Learning Policy.</p> <p>Further training for staff on supporting disadvantaged students in their classes. Through Class Charts, sharper focus on behaviour and support of disadvantaged students.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p><i>The relationships policy is in effect within the whole school and is working considerably well considering that several lockdowns has slowed the pace of this.</i></p> <p><i>Several companies have been in to deliver training to support the new policy from.</i></p> <p><i>Training has been provided from Graham Music from Tavistock and Portman, Cornerstone and Achieving for Children understanding how to recognise ACEs in students and focusing on attachment and trauma aware approaches that underpin positive relationships for all young people.</i></p>		<p>Annual review notes:</p> <p><i>Newly amended Behaviour for Learning Policy has replaced the Relationships Policy, with a clearer focus on both rewards and consequences. With that, the school has moved to a new system (Class Charts) for recording all behaviour data – making it much easier for staff to both record and access all behaviour information. With it, there are also very accessible parent and student apps.</i></p> <p><i>CPD delivered in November 2021, focussing on how teachers can better deliver for disadvantaged students in their classes.</i></p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>Not applicable</p>	<p>Is expenditure anticipated to</p>	<p>Not applicable</p>	<p>Is expenditure anticipated to</p>	<p>Not applicable</p>

Anticipated expenditure			increase, decrease or remain the same?		increase, decrease or remain the same?	
			Year 2	Not applicable	Year 3	Not applicable
	Total anticipated expenditure:	Not applicable				
Actual expenditure	Year 1	£ NA	Year 2	£ NA	Year 3	£
			Did expenditure increase, decrease or remain the same?	Not application	Did expenditure increase, decrease or remain the same?	Not applicable
	Total actual expenditure:	Not applicable				

Intervention:	CPD Training – Towards better understanding programme: a mixture of INSET training as well as encouraging self-led professional development.		
Category:	Quality of teaching		
Evidence & Rationale	Equipping staff members with time to focus on 'labels' within our education system and how best to foster our Relationships policy and apply within the context of each department. This will focus on relationships- trauma, ACEs and supporting students in Term 1. Term 2 will focus on Marc Rowlands Learning without Labels in particular supporting SEND students and Term 3 will focus on Pupil Premium and current think pieces.		
Intended outcomes:	Learning walks and lesson observations identifies lessons that are scaffolded to meet the needs of all students in the classroom.	Success criteria:	Good to outstanding skills in differentiating is identified in lessons by Year 3
Staff lead:	Teaching and Learning Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>CPD training programme to be delivered with the support of middle leaders and outside agencies. Focus and regular learning walks and book scrutiny's will take place to ensure implementation is occurring in the classroom. This will also be a regular feature within HODs meetings with their link Senior Leadership member and within HOD meetings. Monitoring of CPD training will be uploaded on Blue sky for all.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Returning to school during September 2021, we are optimistic to ensure that peer mentoring is brought in to support staff members in the development of their career.</p> <p>Therefore, coaching and more of a focus on improving teaching and learning strategies will be at the forefront of training needs.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Upon the return to school September 2022 we are optimistic to reintroduce peer mentoring and coaching to support new and existing members of staff in the development of their career.</p> <p>Teaching and learning strategies with particular focus on diminishing the attainment gap will remain a whole school target.</p>

			<p>Literacy INSET training has placed focus on department led initiatives with the continual support of literacy coordinator and regular meeting of the literacy working party.</p>
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p><i>This has been very varied due to several school closures due to COVID.</i></p> <p><i>We have had several training sessions and INSET days surrounding attachment training. However, our intended training programme has constantly been adjusted to meet the ever-changing demands of teaching during the pandemic. This has led to upskilling staff around IT resources and the programmes needed for online learning and support groups led by middle leaders to meet individual concerns or needs to support them.</i></p> <p><i>Learning walks and book scrutiny's being checked has not happened regularly due to the inconsistency of experiences across year groups and the school.</i></p> <p><i>However, at the same time HODs have continued to support and identify needs for CPD with their staff as the situation arises.</i></p>	<p>Annual review notes:</p> <p><i>We had hoped that we could implement the peer mentoring as planned but, as the light touch notes comment, we had to adjust the areas that we covered in CPD as we responded to the areas highlighted by PP performance.</i></p> <p><i>This included work on literacy as many of our PP students were lower ability and had been adversely affected during the pandemic.</i></p> <p><i>There has been whole school INSET on a change in our literacy policy to 'Disciplinary Literacy'. We have also covered literacy strategies for reading and phonic awareness.</i></p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£11,445	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£11,445				
Actual expenditure	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	Professional development: 100 hours of directed time allocated for such training (roughly 3 hours for each week of the school calendar). Opportunities for coaching is available, as well as further training support through the Initial Teacher Training and Early Qualified Teacher programmes.		
Category:	Quality of teaching		
Evidence & Rationale	As educators we aim to lead by example, cultivating a learning for life. An individualised process allows each teacher to focus on emerging needs to their context and stage within their career.		
Intended outcomes:	Improve the quality of teaching and have a good to outstanding teacher in every classroom by the end of Year 3.	Success criteria:	Consistency of good to outstanding teaching
Staff lead:	Teaching and Learning Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Blue Sky will be used to monitor the productivity of individualised CPD, this will be discussed within Performance Management meetings and reviewed as part of this programme. For any who wish for it, there is a small team of teachers who have been coached to deliver coaching sessions to develop the application of training. Specific sessions will be provided to Early Career Teachers, more specifically ITT and NQTs.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>80 hours of time for professional development.</p> <p>There will be opportunities for peer-to-peer review with a focus on Ofsted and PP provision within this.</p> <p>Departments will be expected to provide the PP context in their specialist areas.</p> <p>A coaching programme is to be re-introduced for staff wanting to develop further.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Peer-to-peer reviews are set to continue after success of last year. Pupil Premium to be a focus throughout all of these.</p> <p>Continue to provide staff with opportunities for professional developed as directed on school calendar.</p> <p>Focus will again be on Head of departments in ensuring department areas are able to provide the PP context in their specialist areas consistently.</p>

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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p><i>ITT and NQT training sessions were successfully delivered to student teachers. The importance and need for this is now firmly established within the school.</i></p> <p><i>Coaching hasn't been possible due to the pandemic and changes in training needs. Focus on the Relationships Policy will establish approaches conducive to coaching. All established Heads of Departments have attended previous coaching training and encourage these approaches within their departments.</i></p> <p><i>However, teachers have been regularly exposed to recommended reading material and even courses should they wish to explore them.</i></p> <p><i>All PP students have been provided with revision resource or key reading materials. Staff have utilised the use of online platforms such as GCSEpod to enhance the learning of PP students.</i></p>	<p>Annual review notes:</p> <p><i>A whole school INSET day was dedicated to supporting Pupil Premium students improving quality first teaching in the classroom. This was designed to upskill staff in ensuring Pupil Premium students were being positively biased when supporting their learning and that they were progressing to diminish the attainment gap.</i></p> <p><i>ITT training sessions were successfully delivered to student teachers following sessions sun last year. The importance and need for this is now firmly established within the school.</i></p> <p><i>Peer-to-peer reviews took place across several departments. While individual departments had specific foci for the review Pupil Premium was an underlying thread throughout. These weren't rolled out across all departments due to Ofsted inspection. They are expected to be continued next year.</i></p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	Not applicable	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
	Total anticipated expenditure:	Not applicable				
	Year 2	£	Year 3	£		
Actual expenditure	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				
	Year 2	£	Year 3	£		

Intervention:	AIMS: Members of SLT, middle leaders and learning mentors to meet weekly for holistic investigation of barriers affecting progress, offering appropriate intervention for rapid improvement. The impact being reviewed on a termly basis.		
Category:	Targeted academic support		
Evidence & Rationale	Research from Marc Rowlands would suggest that removal of students from subjects has a negative impact on allowing students to access all elements of a broad curriculum, and so not supporting opportunities to develop cultural capital. Therefore, a focus on reviewing the impact of intervention on a termly basis and identifying how long intervention is in place for an individual will help to focus students attention within the support that is on offer to them.		
Intended outcomes:	Improve outcomes for PP students and ensure access to a broad curriculum	Success criteria:	PP FPSS students achieve better than national average PP students at all Key Stages
Staff lead:	Raising Standards Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>To refine and improve the use of AIMS meetings to identify students in need of academic intervention from learning mentors in our Raising Achievement Team or individual subject specific support in a tailored 'catch-up' support from the school closure. A new focus will be on identifying how long the initial intervention is in place for and then reviewing on a termly basis the impact.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>To continue to keep a close eye on refining and improving AIMS intervention looking at sustaining a proactive approach within GCSE years and where possible Key Stage 3.</p> <p>To begin to look at timely intervention with potential for the impact to be reviewed and students to return to lessons when and if their needs are addressed. Exploration of PIXL build up programme to see if it has a place within AIMS interventions.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>To review the AIMS process to ensure Pupil Premium students are the first priority of every meeting. AIMS referral form to include Pupil Premium as an option for staff when making referrals. Exploration of PIXL build up programme for Year 11 students.</p> <p>To continue to look for further ways to put interventions in place for Key Stage 3 students and sustaining the progress of GCSE students receiving interventions.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p><i>Due to the amount of time the school was closed for, the tailored catch up support for specific time periods was not potential for review. Instead the team worked hard to ensure all students in need had access to appropriate timely intervention.</i></p> <p><i>However, positively the meetings have begun to look more proactively at offering support to students. As a result of school closures and isolation, there has been an increase in awareness of holistic support for well-being and extra-curricular in light of the so many being more isolated at home.</i></p> <p><i>However, there has also been an increase in focusing on targeting and supporting Year 9 students in term 6 in preparation for GCSE.</i></p>		<p>Annual review notes:</p> <p><i>Meetings have continued to proactively look for academic support for students. The PIXL Build-Up programme was offered out to a number of Year 11 students who were able to engage with this positively. The National Tutoring Programme was also provided for Year 11 students to specifically target their progress in English and Maths. This successfully supported a number of students progress and outcomes at GCSE.</i></p> <p><i>There has been a continuation of academic support for Year 9 students ahead of their GCSE's options.</i></p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>£1000</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1,000	Year 3	£1,000
	Total anticipated expenditure:	£1000				
Actual expenditure	Year 1	£800	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Raising Achievement: Targeted intervention to support identified areas of focus for small groups of students. Potentially, catching up on missed work, pre-teaching and consolidation of learning. Maths will continue to use a learning mentor to support with targeted Maths intervention for students below expected age grade.		
Category:	Targeted academic support		
Evidence & Rationale	Research from EEF has proven that small group tuition and personalised approach of individuals needs by an educator provides 'greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs [which] explains this impact.'		
Intended outcomes:	Improve outcomes for PP students	Success criteria:	PP FPSS students achieving above National Average PP students
Staff lead:	Raising standards Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Raising Achievement lessons will occur in non-examined subject hours or in exceptional circumstances include a withdrawal of a subject. However, in light of ensuring PP students have access to a broad curriculum, this will be reviewed on a termly basis with the aim of students returning to the classroom when ready.</p> <p>Maths will continue to have an allocated member of staff to support opportunities for more tailored support to support</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Raising Achievement lessons are to continue to be used to pre-teach, support with missed learning, or provide additional support for students.</p> <p>Now that we are back to three learning mentors, a focused effort will be on continuing to grow the successes of last year continuing to increase support for PP students, reviewing termly and pursuing a</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Following previous years – Raising Achievement lessons are to continue to be used to pre-teach, support with missed learning, or provide additional support for students. Students will be selected using subject data by RA team to target specific students and increase % of PP students supported.</p> <p>After some changes in staffing in RA there is now three consistent learning mentors</p>

	<p>students on the cusp of higher grades, particularly 3 to 4 and 4 to 5.</p>	<p>more proactive approach to intervention for more Year groups.</p>	<p>which will see an increase in RA capacity to support students effectively.</p>
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p><i>The number of students requiring RA type support has ‘sky rocketed’ as a result of the pandemic and national lockdowns. Supported 87 students in 20/21 compared to 67 in 19/20. This was achievable due to an additional full time RA learning mentor purchased through catch up funding.</i></p> <p><i>Within these students there was an increased proportion of PP students being supported by RA. 41% of RA students have been PP in 20/21 compared to 22% in 2019-20.</i></p> <p><i>There has also been an increase in support for students outside of Year 11.</i></p> <p><i>There was however a difficulty in engaging students with RA during school closures.</i></p> <p><i>Out of the 26 year 11 RA students – 5 have progressed far above expectations, 8 have progressed above expectations, 6 have progressed as expected, 3 below expectations and 4 progressed far below expectations. Meaning that 50% have performed either above or far above expectations. 23% made expected progress and 27% progressed either below or far below expectations. So with 73% of year 11 RA students making either expected, above or far above expectations – it suggests that overall the year 11 PP</i></p>	<p>Annual review notes:</p> <p><i>The number of students in RA this academic year has risen to 106 students compared to 87 students in 2020/21.</i></p> <p><i>Out of the 106 students supported 34 were PP which equates to 32%. This is partly due to changes in the selection process due to the ongoing impact of COVID. Year 11 saw 70 students receive support from RA, 28% of these students were PP. This is 55% of students eligible for the Pupil Premium Grant in Year 11.</i></p> <p><i>There were 37 Pupil Premium at the end of the Academic year 2021-2022. Out of those 37, 8% exceeded expectations, 0% met expectations and 92% did not meet expectations on their overall targets. These figures will have been impacted by anxiety issues caused by the pandemic, the rate of attendance for some students was noticeably lower than previous years. 7 students had an attendance rate of less than 70% - 3 of which were lower than 60% and 1 less than 50%. One student missed most of Y10 upon return to school after the pandemic. Students were given RA time to catch up, however, sustained absence made this a very difficult task. Without the support and help from RA dealing with</i></p>	<p>Final review notes:</p>

	<p><i>student cohort has progressed above expectations.</i></p> <p><i>Pleased with the speed of transition to supporting year 9 students in term 6 during lesson time of subjects they will not be continuing at KS4.</i></p> <p><i>Whilst there is still room for improvement there have been an increased number of students who graduated from RA support compared to previous years. This will continue to be a focus next year.</i></p>		<p><i>agencies and parents, for some students attending the exams was in doubt.</i></p> <p><i>In addition to this there were 8 students with significant Pastoral needs – family bereavements, anxiety, mental health and family home life were some of the factors affecting these students.</i></p> <p><i>Another learning mentor has been hired meaning there will be a higher capacity to support students with a focus on Pupil Premium students next year.</i></p>			
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£73,000</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>
			<p>Year 2</p>	<p>£73,000</p>	<p>Year 3</p>	<p>£68,077</p>
	<p>Total anticipated expenditure:</p>	<p>£73,000</p>				

Actual expenditure	Year 1	£73,000	Year 2	£68,077	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Vocabulary acquisition team: Introducing vocabulary and reading interventions to develop oral language and communication skills.		
Category:	Targeted academic support		
Evidence & Rationale	Within Alex Quigley's Closing the vocabulary gap, it is identified that ' <i>We can help bridge the vocabulary gap with rich, academic talk</i> ' and should be at the heart of our quest to narrow the gap between PP and Non-PP students.		
Intended outcomes:	Evidence of teaching of vocabulary is explicit within classroom practice	Success criteria:	By Year 3 consistent use of explicit teaching of vocabulary and a development in oral and written communication from PP students
Staff lead:	Vocabulary Acquisition Coordinator / Teaching & Learning Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>This will include a two pronged approach. In Year 9, English (at first) there will be a vocabulary acquisition programme trialled, then two further departments before rolling it across all subjects.</p> <p>Whilst a structured reading programme 'reading for pleasure' will be rolled out into KS3 Reading lessons.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Two words will be explicitly taught using the Frayer Model in each scheme of work taught in Year 7 and 10 with the plan for this to cascade through the school following them.</p> <p>INSET 2021 provided time for this to be prepared so it can be integrated into schemes from September 2021 and upskilling teachers with strategies to explore vocabulary more often.</p> <p>It is advised that the words should be revisited throughout the academic year so shouldn't be too isolated to each Scheme of Learning.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Review Frayer Model use with Heads of Department and consider CPD to re-establish use of Frayer Models in Year 7 & 10 lessons.</p> <p>Reading for pleasure across Years 7-11 during tutor time.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p><i>The vocabulary acquisition trial has gone well despite Covid challenges. We have managed to complete a phased trial in six departments. Students have begun to see the initiative transfer to other subjects (Maths, Science, MFL, Food Tech and Drama) and but are more aware of it in English. The Literacy Co-ordinator has returned from maternity leave and there are plans to ensure the impetus of the methods used in the trial is maintained.</i></p> <p><i>Student voice has revealed that six words per term have been difficult for students to retain these words and so are forgotten when you move onto a new scheme. A more co-ordinated approach from the literacy working party will help address this.</i></p> <p><i>However, in the English lessons that focus on vocabulary acquisition, it has been noted that students are more confident at using different words and more likely to discuss word choice as a whole.</i></p>	<p>Annual review notes:</p> <p><i>Departments used INSET day to embed Frayer Models into Year 7 & 10 SOL and lessons.</i></p> <p><i>Due to changes in staff in lead of Pupil Premium and English department the use of Frayer Models has not been as consistently used across the school as expected.</i></p> <p><i>A structured reading programme 'reading for pleasure' has been rolled out into KS3 Reading lessons. This is set to continue next academic year.</i></p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£2,420	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£NA	Year 3	£
	Total anticipated expenditure:	£2,420				
Actual expenditure	Year 1	£2,420	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Parental engagement: Empowering parents with the knowledge of school systems so they can support students in their learning journey through the appointment of a parent support advisor and a new programme developed to support parents is to be regularly available.		
Category:	Wider strategies		
Evidence & Rationale	Research suggests that parental engagement is closely linked to students' academic success through feedback, advice and creating the climate. However, it is a challenging job and sometimes support is needed, especially in empowering parents to support their son or daughter through Secondary education.		
Intended outcomes:	All parents engaging in school life, including the use of Go4Schools to track positive and negative behaviour points	Success criteria:	All parents are empowered to be a key stakeholder in their son or daughters education
Staff lead:	Pastoral Assistant Headteacher and Pupil Premium Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>A packaged programme is offered to parents of students in receipt of Pupil Premium funding to initiate them with key platforms regularly used by the school. In some cases, there will be support offered to empower parents with basic functional learning skills so they understand how they can support their son or daughter.</p> <p>Parent support worker will be appointed some families in need of some further support.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Our Parent Support Advisor will start running Triple P parenting courses as well as implementing a regular group for to engage parents of Year 7 students to offer support with the transition to Secondary and engage with school life and systems.</p> <p>If parents evenings remain online, support provided for parents to be able to access this.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>A Parent Support Advisor has been appointed and will start running Triple P parenting courses as well as implementing a regular group for to engage parents of Year 7 students to offer support with the transition to Secondary and engage with school life and systems. This will then be extended to parents of all year groups with a varied itinerary to support with as many aspects of school life.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p><i>A new Parent Support Advisor was appointed in January '21. This year has focused on providing opportunities to offer in house support through Triple P.</i></p> <p><i>As well as training, our Parent Support Advisor is working 1:1 with a number of families whilst also running a series of virtual workshops which has gained a greater number of parents. These have been on features such as anger management, supporting with bereavement etc. However, the aim now is to engage PP families.</i></p> <p><i>The new programme for PP parents to regularly meet with the will not be in place until next year due to covid restrictions.</i></p>		<p>Annual review notes:</p> <p><i>Inconsistent staffing of Parental Support Advisor has resulted in difficulties in provided tailored support for PP families.</i></p> <p><i>Pupil Premium Champion and Parent Support Advisor worked together early in the year to create a new programme for PP parents to regularly meet which had increasing attendance for the sessions that were able to be run. Pupil Premium Champion ran a number of these sessions intermittently to support parents with parents evenings and Year 9 options. These were not able to be sustained due to lack of staff.</i></p> <p><i>PP parents have priority when booking into parents evening slots. Parents evenings are to remain online so support will be continue to be offered to PP parents.</i></p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>£15,000</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£15,000	Year 3	Not applicable
	Total anticipated expenditure:	£ 15,500				
Actual expenditure	Year 1	£15,500	Year 2	Not applicable	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Supporting the well-being of students: counselling provided via individual or small group targeted sessions on a six-week basis and continued encouragement in extra-curricular school life		
Category:	Wider strategies		
Evidence & Rationale	With a governmental focus on poor mental health reported constantly and recognition of excruciatingly long waiting lists in our NHS. FPSS wanted to provide a system that could provide support to a range of students if and when needed.		
Intended outcomes:	Increase in PP students engaging in extra-curricular school life so that staff members are able to identify in the early stages, issues around well-being and target support as soon as possible.	Success criteria:	Reduction in reports on My concern of students suffering with low mood etc. and noticeable increase in students participating in the wider school life.
Staff lead:	Pastoral Assistant Headteacher and Extra-curricular Co-ordinator		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>When extra-curricular activities are up and running, our co-ordinator will track participation of different groups to support PP champion in encouraging engagement in activities.</p> <p>Moods and feelings questionnaires will be provided to students displaying low moods to identify the tier of support required to support their well-being at school.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>EVOLVE to be used to track attendance to extra-curricular activities. Whilst all are encouraged to attend, departments are focusing on encouraging PP students to attend at least one extra-curricular activity in the week.</p> <p>Next year we will continue with the same model for counselling. We will need to replace our counsellors as they are moving out of area at the end of the year. An increased effort needs to be given to</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Going forwards we could consider how PP students can access the counselling. We should look at the willingness of students to engage with activities such as Canine Therapy, as potentially a more comfortable mentoring relationship for some PP students.</p>

		ensure PP students have access to this level of support when needed.	
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Light-touch review notes

Annual review notes:

By term 6 extra-curricular activities were able to be offered out to students and were well attended in Key Stage 3, particularly Years 7&8. To ensure all students were encouraged to gain in the cultural capital that was lost due to COVID restrictions, an afternoons lessons (2 periods) collapsed for each year group where they were able to take part in a variety of enriching workshops. This was a fantastic opportunity for all students to benefit from. At the same time, the school is established on EVOLVE, and will be used throughout the school next year and will be able to provide the opportunity for more detailed tracking of who participates.

Counselling has worked well, we continue to provide counselling for large numbers of students. Counselling continued during lockdown via telephone. We find that group counselling does not work well for our students and they respond better to 1-1 (which is of course a more expensive model). An increased effort is needed to ensure as many PP students are being supported by the team as is possible.

Annual review notes:

With the new counselling team, we have offered counselling sessions to 73 students with 12 of these students PP which is approximately 20%. In addition, the counsellors have seen students on a one-off basis to support with certain issues.

We have had a counsellor from 22 who has worked with Y7 groups throughout the year, and this has proved to be comfortable and accessible for students including the PP.

The percentage of PP students accessing enrichment opportunities has been monitored using EVOLVE, the numbers in enrichment uptake has increased from term 2 to term 5 with year 10 being the exception. In Term 5 there are 80% of PP and Non PP students accessing enrichment opportunities. Most noticeable PP gap is in year 10 - pp 51% non-PP – 81%.

Final review notes:

Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£43,961	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£43,961	Year 3	£39,304
	Total anticipated expenditure:	£43,961				
Actual expenditure	Year 1	£40,000	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
			Year 2	£29,561	Year 3	£
	Total actual expenditure:	£				

Intervention:	Attendance: Use our Attendance officer focusing on Pupil Premium and persistent absenteeism to address current issues, fostering relationships with students and parents (where needed). As well as, analysing data of intervention incentives.		
Category:	Wider strategies		
Evidence & Rationale	Students need to be in school to be able to access the curriculum. In ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues.		
Intended outcomes:	Decrease in PP persistent absenteeism	Success criteria:	By Year 3 PP attendance is in line with non PP students and good
Staff lead:	Attendance Officers and Pupil Premium Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>For some of our students, our second attendance officer develops some half hour slots to meet with students and discuss attendance.</p> <p>To continue to increase the use of all data (ability banding, SEND etc.) when tracking data.</p> <p>To initiate a Hot Chocolate Friday initiative whereby each term identified students at risk of or within persistent absenteeism will have a hot chocolate during form time on a Friday with a specially selected HLTA, if</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Persistent absence needs to be tackled further particularly amongst FSM, LAB and EHCP students. The focus on PP pupils needs to continue to be a key focus for the pastoral team.</p> <p>PP Champion and Attendance officers are to continue to target persistent absenteeism, building relationships and experimenting with incentivised approaches targeted at key groups of students. Hot chocolates on a Monday will</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>As previously – Persistent absence needs to be tackled further particularly amongst FSM, LAB and EHCP students. The focus on PP pupils needs to continue to be a key focus for the pastoral team. PP Champion and Attendance Officers to continue to look for ways to support and improve persistent absenteeism with support from HoPs and tutors.</p>

	<p>they have been in school for the whole of that week.</p>	<p>be explored further finding ways to streamline this for consistency and effectiveness.</p> <p>Our attendance officer will attend CPD training online to explore alternative strategies for proactively engaging students.</p>	<p>To establish the Breakfast Club firmly for Pupil Premium students.</p>
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Light-touch review notes

Annual review notes:

Unfortunately, initiatives have been incredibly variable due to school closures. Vulnerable students had to be in school during lockdown and if they were understandably choosing to stay at home, they were marked with a C code. This alongside X code has had a significant impact for isolating students because their % is much lower as they have less days they can be present in school.

Overall attendance for PP and FSM pupils has increased however there has also been an increase in persistent absence for these cohorts so this will need to remain a focus for 2020-21. By the end of Term 5 PP attendance was 90.18% and non-PP 94.97%. However, interventions were not able to start across the school year as they would require year group bubbles to be collapsed. Therefore, a trial of Hot Chocolates on a Monday morning for a complete week previously were introduced to students categorised as persistent absentees. Alongside a larger incentive of cinema tickets for an entire week. Form time hot chocolates were variably effective, being really positive for a small minority but not attended by others. Whereas students felt the cinema tickets as well as constant email reminders helped to focus some.

Annual review notes:

Unfortunately, there has been a rise in persistent absenteeism and a widening of the gap between FSM, PP and non-PP students' attendance. This has been partly impacted by positive COVID cases which have resulted in isolations and students suffering with anxiety. Small scale interventions have been trialled and put in place such as hot chocolate clubs with a long-term reward of cinema tickets, these have seen a small number of students increase their overall attendance with figures showing a 66% raise in attendance in 2020/21.

A breakfast club offering healthy breakfasts to all PP/FSM students has been in Term 6 to evaluate initial impact with a view to making this permanent in 2022/23. The intended impacts of this initiative look to improve attendance in FSM students and in turn engage students with their learning in school. FSM families are facing challenges such as the rise in the cost of living in the UK and providing a substantial breakfast alongside the FSM daily allowance will support those families hit hardest by the rising cost of living.

Final review notes:

	<p>66% of students improved their attendance during term 6.</p>					
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		
	<p>Year 1</p>	<p>£20,500</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£20,500	Year 3	£28,637
	Total anticipated expenditure:	£20,500				
Actual expenditure	Year 1	£21,500	Year 2	£24,801	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				