**Pupil Premium Strategy Statement**

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| **Summary information** | | | | | |
| **School** | South Kirkby Academy – Waterton Academy Trust | | | | |
| **Academic Year** | 2019 2020 | **Total PP budget** | £141,890 (based on current financial year) | **Date of most recent PP Review** | July 2019 |
| **Total number of pupils** | 236 | **Number of pupils eligible for PP** | 96 (5xLAC)  (based on current 19/20 academic year on roll) | **Date for next internal review of this strategy** | Jan 2020 |

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| **School context** |
| South Kirkby is located in a large village with high unemployment and deprivation in South East Wakefield; the school has an IDACI postcode rating of 32.51 (IMD Tool Website) placing the school’s postcode in the 4th quintile out of 5 but on the cusp of quintile 5. South Kirkby Academy is recognised in the 2015 IMD as being one of the 20% most deprived neighbourhoods in the country.    At South Kirkby Academy our vision and values are at the core of everything we do. Our vision is ‘Success for all’, which is underpinned by our four core values: Dedication, Aspiration, Co-operation and Inspiration. They are at the heart of our teaching and learning, and provide an environment, which prepares our pupils as confident, happy citizens. We achieve through the highest of expectations encouraging all to attain excellence. We learn together as a community through inspirational experiences. Our teachers are caring and dedicated and prepare our children with the skills to succeed as lifelong learners and leaders of the future.  The school converted to an academy as part of the Waterton Academy Trust in Sept 2016. The Academy Trust was stablished in September 2014, the Trust is a growing organisation that currently consists of twelve schools within and around the Wakefield area. The Academy’s vision is to create a collaboration of schools that work together to deliver excellence. A collective where teaching and learning is paramount and children enjoy and engage in a rich and relevant curriculum. Together as a Trust we will strive to foster a culture of high aspiration amongst all our students and to create an environment where everyone reaches their full potential, regardless of their social, economic or cultural background and where success truly is a shared experience. |

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| **Year 6 Current attainment KS2 (End of 2019)** | | | | | |
| **Total number of pupils** | 65 | **Number of pupils eligible for PP** | 28 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving ARE in reading, writing and maths** | | | | 30% | Not currently available |
| **Progress score in reading** | | | | -5.3 | Not currently available |
| **Progress score in writing** | | | | -0.9 | Not currently available |
| **Progress score in maths** | | | | -4.7 | Not currently available |

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| **Quality First Teaching** *(Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching)* | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **A** | Pupils do not make consistently good progress over time. This is especially the case in mathematics because the school is below national standards within all 9 strands of maths; with particular focus on the place value and fraction, decimal and percentage strands. 39% of children (57% Disadvantaged) are working below age related. | All Staff  SLT & Maths Leader  Trust SIO’s | Maths resources |
| **B** | Pupils do not make consistently good progress over time. This is especially the case in reading because of poor retrieval and poor understanding of the meaning of words in context. 35% of children (50% Disadvantaged) are working below age related. | All Staff  SLT & Reading Leader  Trust SIO’s | New Library furniture and books (in addition to received grant of £10,000 |
| **C** | Pupils’ knowledge, skills and understanding in the wider curriculum, especially science, are often superficial. The teaching of the necessary skills to help pupils research and understand new knowledge is not well established. | SLT  Subject Leaders | 1. Senior Leader curriculum training 2. Science specialist Higher Level Teaching Assistant 3. Wider Curriculum enrichment events and visits including residentials 4. Visiting professionals and external organisations linked to the wider curriculum |
| **D** | In the group work delivered by Teaching Assistants, expectations are too low in relation to pupils’ behaviour and learning. Similarly, the pace of in class interventions is too slow which limits the pupils’ learning outcomes. | SLT  SENDCO | Training for SENDCo |
| **Targeted Academic Support** *(Structured interventions - small group tuition, one-to-one support)* | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **E** | There are gaps and miss understandings in the 4 calculation methods and fractions, percentages and decimals (ASP 2019) in the current Year 6 cohort. Through diagnostic testing 10 children out of 55 require the need for additional interventions in maths. | DHT & Year 6 Teachers | 1. Proportion of the Deputy Headteacher’s pay 2. Third Space Learning |
| **F** | Phonological awareness is very limited amongst a minority of vulnerable children (SEN and Disadvantaged) across school who did not pass their Year 1 phonics test or retest in Year 2. 11 children out of 235 require additional phonics teaching. 28 children out of 235 requiring catch up interventions in phonics. | SMT | 1. Lexia 2. Phonics Play |
| **Wider Strategies** *(issues which also require action such as low attendance, behaviour, parental engagement)* | | | |
|  | | **Person/Team Responsible** | **Cost** |
| 1. **G** | 1. Pupils’ absence and persistent absence rates are worse than the national averages for similar schools and have been so for some years. In 2018/2019 Disadvantaged Attendance was 93% (National 94.3%), Persistence Absence was 14.98 (up by 0.27 from 2017/2018) and overall attendance was 94.21(National 95.8%). | 1. Attendance Team - HT, EWO, Attendance Officer, Learning Mentor, Safer School Community Police Officer | 1. Accredited Attendance Officer training 2. Incentives (Including Prizes, Events, Forest School & Elite) 3. Safer Schools Community Support Officer 4. Proportion of the Learning Mentor’s pay 5. Attendance Officer’s pay 6. Subsidies to support vulnerable families |

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| 1. **Planned Expenditure** | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | **Implementation Activities** | | **Implementation Outcomes** | **Pupil Outcomes** |
| Pupils do not make consistently good progress over time. This is especially the case in mathematics because the school is below national standards within all 9 strands of maths. 39% of children (57% Disadvantaged) are working below age related.  *EEF Mathematics guidance - Feedback is generally found to have large effects on learning. The review identified two meta-analyses indicating that the effects on feedback in mathematics are similar to other subjects.*  *EEF Mathematics guidance - Manipulatives and representations will be powerful tools for supporting pupils to engage with mathematical ideas*  *EEF - There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.* | **Active Ingredient 1**  The use of the Third Space Learning Maths hub materials to help support teacher’s planning in maths will be used to support the teaching of arithmetic and strategies to solve problems.  **Active Ingredient 2**  Assessment materials (NFER) will be purchased so that disadvantaged pupils and all pupils misconceptions (identified through QLA) inform planning and are rectified through quality first teaching.  **Active Ingredient 3**  Two Year 5 teachers identified to take part in the Mastery Readiness Programme with the Yorkshire and Humber Maths Hub    **Active Ingredient 4**  Purchase of further mathematical concrete manipulatives to support disadvantaged and all pupils to engage with their learning in maths.  **Active Ingredient 5**  TT Rock stars purchased to engage and increase motivation of disadvantaged and all pupils when learning times tables up to 12x12.  **Active Ingredient 6**  Third Space Learning 1:1 Tutoring to focus on misconceptions from class teaching and consolidation of key facts.  **Active Ingredient 7:**  Training undertaken by SLT (National Pupil Premium Conference Birmingham) on how holistic impact leads to academic impact. | | **CPD**  All teachers will be involved in weekly ongoing evaluation of how changes in practice are having an impact on pupils’ outcomes.  Leaders will provide opportunities for teacher feedback linking teacher practice to pupil experiences and outcomes.  Professional development and CPD will be underpinned by robust evidence and expertise.  Mastery workshops and support by Lead Patricia Jones will increase teacher knowledge of maths mastery and have a positive impact on Year 5 outcomes in maths and CPD gained to be transferred across school. | **Fidelity**  All staff use the maths teaching structure consistently, complement it with the use of Third Space Learning materials and approaches from the Mastery Readiness Programme. All children are independent in using Manipulatives at all stages of the lesson where appropriate.  **Acceptability**  Through observation and book looks, evidence is gained that the majority of staff are growing in confidence in using a mastery approach to the teaching of maths.  **Reach**  All staff and pupils master mathematical concepts with confidence and can articulate and apply their understanding to the wider curriculum. | **Short Term:**  Pupils have a greater skill set in age-related arithmetic and begin to rely on mental methods.  **Medium Term:**  Staff and pupils have a greater awareness and ability of the most effective methods to solve written puzzles and problems.  **Long Term:**  Outcomes evidence the improvement in all 9 strands of mathematics. |
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| **Review Progress at the end of the autumn term** | **Review Progress at the end of the spring term** | | | **Review Progress at the end of the summer term** | |
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| 1. **Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| Pupils do not make consistently good progress over time. This is especially the case in reading because of poor retrieval and poor understanding of the meaning of words in context. 35% of children (50% Disadvantaged) are working below age related.  Research:  1.What makes great teaching? Review of the underpinning research Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014  2.Tom Sherrington, Rosenshine’s Principles in Action 2019  3.Institute for Effective Education  *Evidence Based, Research Proven*  *Reading Plus is proven to improve learning outcomes as required by federal mandates under the Every Student Succeeds Act (ESSA).* | **Active Ingredient 1**  Children baselined by BAS testing at the beginning of the academic year to identify vulnerable readers in all year groups.  **Active Ingredient 2**  Children’s phonetical understanding baselined at the beginning of academic year.  **Active Ingredient 3**  Daily readers and weekly readers are identified in all year groups.  **Active Ingredient 4**  A clear reading journey is taught embedded in all year groups (progression of reading domains).  **Active Ingredient 5**  Daily use of reading journals evidence repeated practice of reading domains.  **Active Ingredient 6**  Retrieval skills are taught explicitly on a weekly basis.  **Active Ingredient 7**  A diet of fiction and non-fiction text types challenge all learners in reading lessons.  **Active Ingredient 8**  The whole school environment encourages a love of reading.  **Active Ingredient 9**  Children’s make progress in reading fluency and retrieval through weekly use of Reading Plus programme.  **Active Ingredient 10**  Events, incentives and competitions ensure that there is a continuing development and sustained love for reading.  **Active Ingredient 11:**  Training undertaken by SLT (National Pupil Premium Conference Birmingham) on how holistic impact leads to academic impact. | | **CPD**  Reading leader to deliver training to all staff to embed (existing staff) and introduce (new staff) the core principles and expectations of the reading structure at SKA.  QLA of SATs 2019 reading paper is to be shared with all staff to highlight the weaknesses and learning regarding accuracy in retrieval applied to weekly learning.  SMT and Reading Leader will monitor reading across school on a weekly basis.  Phonics will be tracked on a half termly basis and will be a point or discussion at Pupil Progress Meetings.  Reading outcomes discussed and challenged in half termly pupil progress meetings.  Lexia Core 5 programme is accessed by vulnerable pupils.  New reading library is to be installed and new reading material to be purchased. | | **Fidelity:**  All reading journals evidence progression within the reading domains: 2a;2b;2e;2d;2c.  **Acceptability:**  Through observation and book looks, evidence is gained to show that the majority of staff are confident in using a mastery approach for reading  **Reach:**  All children are accessing age-related texts with confidence and understanding and are challenged in all reading content domains. | | **Short Term:**  Daily readers evidence progress in fluency, understanding and have the confidence to discuss what they have read.  **Medium Term:**  Through independent reading and the teaching of reading, children make progress through book bands. Children have confidence to independently select age-appropriate and more challenging texts.  **Long Term:**  Outcomes in reading throughout school increase. |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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| 1. **Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| Pupils’ knowledge, skills and understanding in the wider curriculum, especially science, are often superficial. The teaching of the necessary skills to help pupils research and understand new knowledge is not well established. | **Active Ingredient 1:**  INSET training for staff delivered by the British Council for Global Development on developing a connected, inclusive and enriched curriculum for all children through interdependence and global learning.  **Active Ingredient 2:**  Training undertaken by SMT on sequencing, concepts, modelling and the use of questioning in the classroom. (Rosenshine’s Principles).  **Active Ingredient 3:**  Purchase of ‘Switched on Science’ and Rising Stars History and Geography teaching programmes.  **Active Ingredient 4:**  Teachers plan for complete coverage of the key knowledge, skills and concepts. They also plan for subject links and references to help students embed holistic knowledge.  **Active Ingredient 5:**  Use of specialist science HLTA to work alongside teachers and students.  **Active Ingredient 6:**  Use of professional (Craig Parkinson) to create a model of feedback to close gaps in learning (Sadler’s notion of the role of feedback) and develop higher levels of self-regulation in the recipient (Hattie and Timperley’s model of effective feedback).  **Active Ingredient 7:**  Training undertaken by SLT (National Pupil Premium Conference Birmingham) on how holistic impact leads to academic impact. | | **CPD**  Through CPD, teachers continue to develop and being introduced to resources (by subject and by topic) – including resources developed by teachers for teachers  SLT to provide effective support to staff by transferring Rosenshine’s principles of instruction through in-school CPD and team teaching to ensure that teachers have an understanding of how pedagogic theory can improve classroom practice.  Teachers measure progress and easily identify gaps in learning with formative and summative assessment materials, linked to progression frameworks.  HLTA works alongside teachers to plan and deliver science learning. Focussing on subject knowledge and depth in scientific concepts.  Baseline and end point reports to diagnose need and detect changes that occur during the delivery of the project delivered by Craig Parkinson.  All training sessions will look at moving the school’s ethos toward a 100% coaching model of improvement where staff embrace and utilise high levels of collective teacher efﬁcacy and become self-correcting and self-improving (mirroring the development of their pupils).  Reﬂection and planning time for staff so that their future actions can accommodate the training content and intentions  Teacher Iterative ‘Enquiry Cycles’ which will take the form of an academic presentation in June 2020 | | **Fidelity:**  All teachers planning and delivery evidences the sequence of knowledge and skills that pupils need to learn in core and foundation subjects.  **Acceptability:**  Sequencing leads to more effective learning by all pupils.  **Reach:**  The curriculum is ambitious and gives all learners the knowledge and cultural capital that they need to succeed in life. | | **Short Term:**  Leaners show systematic learning and can sequence knowledge and key events.  **Medium Term:**  Pupils show confidence through self-correction/improving and begin to articulate their learning and understanding beyond the classroom.  **Long Term:**  Pupils develop a high-level language of learning to create a deeper awareness of themselves as learners |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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| 1. **Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| In the group work delivered by Teaching Assistants, expectations are too low in relation to pupils’ behaviour and learning. Similarly, the pace of in class interventions is too slow which limits the pupils’ learning outcomes.  *Research:*  *1.Teaching Assistants. A Guide to Good Practice. Oxford School Improvement*  *2.EEF Teaching & Learning Toolkit 2018*  *3.THE PUPIL PREMIUM Next Steps : Sutton Trust and Education Endowment Foundation July 2015*  *4.DFE: Standards for Teachers’ Professional Development 2016* | **Active Ingredient 1:**  SENCO audit gathers evidence on support staff deployment, practice preparedness. This will allow school to see what is working well and what needs to change.  **Active Ingredient 2:**  Support Staff have a visible impact working alongside the class teacher with vulnerable children in a whole class environment.  **Active Ingredient 3:**  Teachers and support staff use daily a range of questioning strategies effectively, promote conversation using key language, and use verbal and written feedback models to raise pupil progress in all curriculum areas.  **Active Ingredient 4**  Weekly meetings and training for Support Staff led by the SENCO ensure that there is opportunity for collaboration and discussion around next steps for pupils and CPD of support staff. | | Training will be delivered to teachers with a focus on the teacher’s role and what knowledge and skills they need to aid support staff in being effective. Feedback will be collated and analysed to transfer into the school improvement journey.  The effective deployment of adults will form part of the targets for the performance management of teachers. Such targets will be underpinned by robust evidence and expertise.  Teachers and Teaching Assistants work as a team to ensure effective support for individual children.  Support staff receive high quality training from an external education specialist regarding having visible impact when working with vulnerable children within a whole class environment. | | **Fidelity**  Teaching assistants have high expectations of pupil behaviour the learning outcomes that they expect from pupils.  **Acceptability**  Teaching assistants ask probing questions and offer verbal feedback to move on pupils’ learning.  **Reach**  Expertly deployed, teaching assistants promote discussion through asking probing questions. They provide effective verbal and written feedback to pupils. Thus having visible impact on the pupils they work with. | | **Short Term**  Teaching assistants show confidence when working with pupils and aid pupils understanding in lessons.  **Medium Term**  Pupils make good progress from the impact of a teaching assistant. Behaviour of pupils is good.  **Long Term**  Good or better progress is made by all pupils in a lesson and this is sustained throughout the year. |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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| 1. **Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| There are gaps and misunderstandings in the 4 calculation methods and fractions, percentages and decimals (ASP 2019) in the current Year 6 cohort. Through diagnostic testing 10 children out of 55 require the need for additional interventions in maths.  *EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.* | **Active Ingredient 1**  10 disadvantaged children are identified by SLT and Year 6 teachers as needing extra support through TA data (Year 5) and QLA of EOY NFER test.  **Active Ingredient 2**  Children undergo diagnostic test to identify areas for development in place value, calculation strategies and fractions, decimals and percentages through Third Space Learning Tutoring.  **Active Ingredient 3**  Children are tutored by personal maths tutors on a weekly basis for 1 hour on areas identified in the diagnostic testing. | | Third Space Learning Tutoring will take place every Friday at 10 am. It will be overseen by SMT.  Participant progress will be reviewed half termly and new children needing to access the programme will be identified. | | **Fidelity**  All identified children access the tutor programme on a weekly basis.  **Acceptability**  Weekly reports from tutor programme evidence that the children are showing confidence and making progress in the areas identified in the diagnostic testing.  **Reach**  All children show mastery in the concepts that they had weakness in. | | **Short term:**  Children show confidence to approach calculations in place value, four operations and fractions, decimals and percentages.  **Medium Term:**  Increased confidence in areas of weakness are evidenced in classwork and half termly testing.  **Long Term:**  Outcomes in mathematics increase. |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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| **Barrier/Problem** | | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | | **Implementation Outcomes** | **Pupil Outcomes** | |
| Phonological awareness is very limited amongst a minority of vulnerable children (SEN and Disadvantaged) across school who did not pass their Year 1 phonics test or retest in Year 2. 11 children out of 235 require additional phonics teaching. 28 children out of 235 requiring catch up interventions in phonics.  *Evidence for Impact – MODERATE Impact.*  *.*  *The Evaluation and Training Institute evaluation looked eight different reading software interventions, Lexia Core 5 Reading was one of the interventions and had a positive impact on reading for pupils in Kindergarten and Grade 1.*  *Wilkes et al (2016) carried out an evaluation of Lexia Core 5 Reading which found that it had a positive impact on primary reading.* | | **Active Ingredient 1:**  Children’s phonological awareness and understanding of phonics baselined at the beginning of academic year.  **Active Ingredient 2:**  Analysis of baseline outcomes to identify children who require additional phonics teaching and intervention to improve phonological awareness, phonics and vocabulary.  **Active Ingredient 3:**  Identified children are taught additional phonics by Year 3 and 4 staff.  **Active Ingredient 4:**  Identified children access Lexia Core 5 reading programme for twenty minutes daily. | | Lexia training for teachers on the programme contents and delivery  SLT to provide Lexia monitoring and analysis for teachers on a weekly basis  Leaders and teachers to discuss quality of Lexia programme and outcomes at each Pupil Progress point  SLT to regularly monitor phonics teaching and evaluate progress made by pupils and next steps forward | | **Fidelity**  Lower Key Stage 2 teachers provide clear evidence of and can articulate the progress made by the targeted children  **Acceptability**  Termly reading test QLA and monitoring outcomes from retesting and on line intervention show term on term progress  **Reach**  There is consistency in practice in identifying misconceptions accurately and adapting their teaching to meet the needs of individual targeted children | **Short Term**  The number of pupils requiring additional phonics intervention will decrease throughout the academic year.  Children show improvement in phonological awareness  **Medium Term**  Phonological awareness, phonics, fluency, vocabulary, structural analysis and comprehension improve in all targeted pupils.  Children can apply their phonological awareness when reading  **Long Term**  Children’s phonological awareness is sound and they can apply understanding to read age-appropriate texts, they also show an improvement in spelling  Reading outcomes improve in all year groups. | |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | **Review Progress at the end of the summer term** | | | | |
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| **G: Planned Expenditure** | | | | | | | | |  |  |
| **Barrier/Problem** | | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | | **Implementation Outcomes** | **Pupil Outcomes** | |
| Pupils’ absence and persistent absence rates are worse than the national averages for similar schools and have been so for some years. In 2018/2019 Disadvantaged Attendance was 93% (National 94.3%), Persistence Absence was 14.98 (up by 0.27 from 2017/2018) and overall attendance was 94.21(National 95.8%).  *Research:*  *1.RESEARCH INTO IMPROVING ATTENDANCE IN SCHOOLS SERVING DEPRIVED AREAS by RSM McClure Watters (formerly FGS McClure Watters) No 58, 2012*  *2.Department of Education Project Research into Improving Attendance in Schools Serving Deprived Areas FINAL REPORT Division Consultancy March 2012* | | **Active Ingredient 1**  The Safer Schools Police Officer will support the attendance team and the safeguarding team on a weekly basis.  **Active Ingredient 2**  A dedicated TRUST Educational Welfare Officer will meet the attendance team and the safeguarding team on a weekly and when needed daily basis.  **Active Ingredient 3**  Further training for the schools Attendance Officer will develop through Trust and pyramid network meetings, weekly meetings with the attendance and safeguarding teams, weekly support from the Educational Welfare Officer.  **Active Ingredient 4**  Accredited Attendance Officer Certificate training will aim to:  Help those responsible for improving attendance and punctuality, engage with families and devise effective attendance strategies to have the tools they need to excel in their role!  **Active Ingredient 5**  Rewards and incentives will continue to be used on a daily, weekly, half termly and termly basis to reward individuals for consistent high attendance, excellent punctuality as well as improvements to attendance and punctuality: Termly Certificates, Half Termly Family Attendance Party, Weekly Hot Chocolate with the Attendance Officer & Treasure Chest, Daily Rosettes, Termly Family Voucher and Individual Child Voucher…  **Active Ingredient 6**  The School Development Plan will contain Attendance as a key action for further development in order to drive attendance nearer to national.  **Active Ingredient 7**  A lead member of support staff will become an accredited Forest School Instructor. Forest School will offer enrichment opportunities for all children including vulnerable groups and individuals.  **Active Ingredient 8**  Communication with families will be frequent and consistent where and when needed. Daily group call and daily and weekly analysis will highlight communication for individuals, groups and for the whole school dependent on the information.  **Active Ingredient 9**  Governors & Trust CEO will offer challenge on a half termly basis. The Headteacher will gather evidence of school impact and report current data as compared with national figures and the schools 3 year journey.  **Active Ingredient 10**  A disadvantaged attendance subcommittee made up of Trust EWO, Trust HT and school AO to form a trust-wide attendance plan for disadvantaged pupils as an outcome of a Disadvantaged review commissioned by the MAT. | | Home visits, family meetings, informal meet and greet opportunities, liaison with other professional agencies, assemblies and workshops will enable external police knowledge and skills to be transferred within the school and the local community where most needed.  Communication with families, home visits, one to one support for individual children, liaison with other professional agencies, knowledge of good practice from other school, support with fair access and vulnerable admissions, data analysis and the training of the schools attendance officer will be a key part of such a vital role within the school and its community.  This will ensure that attendance remains the highest of priorities at all times and that knowledge and skills are strengthened to strive for further improvement.  The EWO is consistently sharing good practice from other Trust Schools therefore rewards and incentives may change throughout the year dependent on impact evidence.  All staff will co-populate the SIP therefore Attendance strategies will be high priority and understood by all. (Please see SIP 2019/2020)  Learning will be tailored to some children’s needs in order to have impact on the whole child both socially, academically and physically. Opportunities for families to become involved will also be planned.  Communication will be through a variety of methods: Newsletter, Group Call, Telephone, Face to Face Meetings, School Website, Twitter, Letters, Surveys, Parent & Teacher Meetings, End of Year Reports. | | **Fidelity**  The whole school community take responsibility in improving attendance for all pupils. This is celebrated daily.  **Acceptability**  Term on term improvements in attendance figures. Pupil and parent voice show an understanding of the importance of coming to school.  **Reach**  Pupils take full ownership of their own attendance. Attendance figures continue to rise term on term. | **Short**  Vulnerable families feel supported in ensuring that their children attend school on a daily basis and on time.  **Medium**  Pupils enjoyment and satisfaction in school has a positive impact on their wanting to attend school. Barriers between home and school are broken down and positive home-school relationships are formed.  **Long Term**  Attendance outcomes improve and figures are close to national standards or better. Persistent absence falls for all pupils. Pupil outcomes improve. | |
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| **Previous Academic Year** | | |  | | | | | |
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| **Problem** | **Chosen action/approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
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| **Additional Information** |
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