

Pupil premium strategy statement (Secondary)

Academy overview

Academy name	The Hathaway Academy
Pupils in academy	778
Proportion of disadvantaged pupils	258 Out of 778 = 33.2%
Pupil premium allocation this academic year	£258,780
Academic year or years covered by statement	2020-21 and review 2019-20
Publish date	September 30 th 2020
Review date	September 1 st 2021
Statement authorised by	Regional Education Director
Pupil premium lead	Kevin Dyke
Local Academy Committee (Governor) lead	Stephen Sweeting

Disadvantaged pupil performance overview for last academic year

Measure	Academy Performance 2019-20 This year's performance was calculated using Centre Assesses Grades due to the Covid19 pandemic.	Comparison to previous years		
		2018-19	2017-18	2016-17
Progress 8	-0.28	-0.45	-0.63	-0.60
Ebacc entry	33%	25%	21%	19%
Attainment 8	39.00	32.00	31.00	32.00
% Grade 5+ in English and maths	20%	11%	18%	21%

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
1. Low level of Literacy on entry to Year 7. This reduces the performance and progress in subjects such as English and Humanities as well as reading.	Quality first teaching focusing on challenge, pitch, marking and feedback across the curriculum leading to active learning and pupil engagement. <u>Measured by a closing of the progress gap between disadvantaged and non-disadvantaged students within the academy.</u>	P1 PIXL Main Membership including Teacher Resources, Staff CPD and Key Stage 3 & 4 Support Tools, GLS Assessment Package.	£21,000	P1 English, Maths, Science Core Subject Small Group intervention through use of HLTA with underperforming targeted students – Year 7-11.	£30,000	P1 Impress the Examiner targeted holiday 2 day intervention sessions – English, High Ability Disadvantaged students.	£6000
		Lead Practitioners and Teaching and Learning Coach to support underperforming subjects and staff across the academy – this to include ALT becoming teaching and learning coaches as well to support greater number of staff.	£25,000	Key Stage 3 Literacy and Numeracy Catch Up with Particular Focus on Year 7 – Literacy Tool Box, Spelling Sessions, Numeracy Sessions, Reading and Writing Catch Up.	£4000		

<p>2. Low level of Numeracy on entry to Year 7. This reduces the performance and progress in subjects such as Maths and Science.</p>	<p>Quality assurance of data, accurate assessment and laser sharp predictions to provide targeted intervention and support so that students make at least expected progress in English. Maths and Science. <u>Measured by the students' progress & score in English Bucket, Maths Bucket, Ebacc Bucket and attainment % compared to targets for Basics Results 4+ and 5+.</u></p>	<p>P2 Implement "Know Them, Ask Them, Check Them" and The 3R's for PP. Ensure teachers deliver highly engaging lessons with suitable pitch and challenge providing quality marking and feedback for next steps closing the gap learning.</p> <p>GCSE POD – English PIN POINT – Maths, Online resources for teacher and student to support with revision and personalisation of learning / closing the gaps.</p>	<p>£2000</p> <p>£4000</p>	<p>P2 My Tutor – Targeted Maths and Science PP Borderline 3 Waves of 20.</p>	<p>£6000</p>	<p>P2 Impress the Examiner targeted holiday 2-day intervention sessions – Maths, High Ability Disadvantaged students.</p> <p>Impress the Examiner targeted holiday 2 day intervention sessions – Science, High Ability Disadvantaged students.</p>	<p>£6000</p> <p>£6000</p>
<p>3. Low level of student aspiration and lack of cultural experience. This can result in lack of</p>	<p>Students are determined to succeed, have high aspirations for the future and for themselves and have a clear understanding of how to be the best they can be within the community, culture and world they live in. <u>Measured by the % of students going</u></p>	<p>P3 Character and Resilience Tutor Programme and Careers Package</p> <p>Provision of curriculum resources</p>	<p>£3000</p> <p>£33,000</p>	<p>P3 "Go Get It" - Year 11 Raising Attainment Project.</p>	<p>£3000</p>	<p>P3 Employment of Mental Health and Emotional Well Being Mentor to support high profile students and carry</p>	<p>£20,000</p>

motivation / desire to achieve in subjects.	<u>onto further education, employment, training and taking part in extracurricular / outside activities.</u>	for disadvantaged students such as revisions guides, subject catch up packs, cooking ingredients, music tuition, uniform, stationary, trips, events etc.				out weekly sessions. Trailblazer and Cultural Education Extra Curricular Trips and Visits Project.	£11,000
4. Attendance rates for pupils eligible for PP are low. This reduces their learning hours and causes them to fall behind in their educational milestones.	Improved attendance for all students in particular students who are disadvantaged with a reduction in the amount of students who are persistently absent through personalised support and whole Academy attendance drive / support. <u>Measured by an increase in the attendance of all students and a reduction in the persistent absence figure.</u>			P4 Pastoral Support Team Policies and Procedures to Support All Students With Particular Focus on Disadvantaged pupils.	£32,000	P4 Attendance, Progress and Attainment Celebration and Rewards Year 7-11.	£4000
		£88,000		£117,000		£51,000	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.05	September 2021
Attainment 8	35.00	September 2021
% Grade 5+ in English and maths	15%	September 2021
Attendance	95%	September 2021
Ebacc entry	28%	September 2021

Teaching priorities for current academic year

Measure	Activity	Predicted cost
<p>Priority 1 Quality first teaching focusing on challenge, pitch, marking and feedback across the curriculum leading to active learning and pupil engagement.</p>	<p>PIXL Main Membership including Teacher Resources – Year 9, Year 10 and Year 11 Teaching Groups to embed Pixl Maths App, Pixl Lit App, Pixl History App, Pixl Geography App and Pixl Times table App (all years) in order to facilitate classroom based knowledge closing activities, home learning activities and blended learning where applicable – Subject Co-ordinators to implement, KDe to monitor and support.</p>	<p>£5000 – Resource and Production Costs</p>
	<p>PIXL Independence Booklets and “Know It” knowledge builder mats and resources to be used at Key Stage 4 to reinforce student sequential learning - Subject Co-ordinators to implement, KDe to monitor and support.</p>	<p>£4000 – Resource and Production Costs</p>
	<p>PIXL Subject Lead Conferences and networking events to be attended by relevant members of staff and effective strategies for raising attainment implemented within subject areas / added to Key Stage 4 recovery plans – Subject Co-ordinators to implement, KDe to monitor and support.</p>	<p>£3000 – Resource and Production Costs</p>
	<p>PIXL Wave Strategy utilised for English and Maths PPE series 1 and series 2 in order to provide clear and concise “Diagnosis and Therapy” of student learning gaps that can be tackled within classroom, building up of the “common” picture nationally will</p>	<p>£4000 – Resource and Production Costs</p>

	<p>support with targeted revision and intervention – Subject Lead for English and Maths to implement, KDe to monitor and support.</p> <p>Implementation of GLS CAT 4 assessments for Year 7 to establish starting points / baseline targets / FFT data share, this will allow early intervention with specific individuals that can be tackled within the classroom – Classroom teachers to use data as starting point for planning lessons and targeting specified individuals, SENCO to monitor and support.</p> <p>Implementation of GLS Year 7 English, Maths, Science Assessment Package, individual student reports to be generated identifying gaps, subject specific performance reports to be generated identifying trends. Subject Co-ordinators of English, Maths and Science to ensure teachers use individual reports as starting points for planning lessons and use subject overview reports to adapt curriculum if required and develop recovery plans for knowledge development – Subject Co-ordinators to monitor and support.</p> <p>Lead Practitioner to provide weekly “Teaching Tips” to staff to support classroom practice and guidance on closing the gap – Monitored and supported by Ade / VWr.</p>	<p>£2000 – Resource and Production Costs</p> <p>£2000 – Resource and Production Costs</p> <p>£2000 – Staffing Costs</p>
--	--	---

	<p>Lead Practitioner to deliver new staff induction for all trainees / teachers in training programme, to include weekly training sessions for teaching and learning, allocation of mentoring, lesson observations and developmental and student support sessions – Monitored and supported by Ade / VWr.</p> <p>Teaching and Learning Coach to support underperforming subjects and staff across the academy, half termly coaching of identified individuals to develop them into good / outstanding practitioners. – Monitored by VWr.</p> <p>Teaching and Learning Coach to provide CPD for Subject Co-ordinators at regular training sessions to focus on differentiation, closing the gap, stretch and challenge, marking and feedback, curriculum intent / implementation / impact as well as ongoing development of subject recovery plans.</p>	<p>£19,000 – Staffing Costs</p> <p>£41,000 = Total Costs Priority 1</p>
<p>Priority 2 Quality assurance of data, accurate assessment and laser sharp predictions to provide targeted intervention and support so that students make at least expected progress in English. Maths and Science.</p>	<p>Continued focus on PP classroom strategy of “Know Them, Ask Them, Check Them”, weekly update to all staff of this strategy, principal walk focus, marking focus, departmental agenda on all meetings to ensure that all lesson intent and implementation is centred on raising attainment of PP students – Monitored by all Subject Co-ordinators and ALT.</p>	<p>£2000 = Resources</p>

	<p>Continued focus on PP classroom support technique of “The 3R’s for PP”, Reading, Revision, Resilience, weekly update to all staff of this strategy, principal walk focus, marking focus, departmental agenda on all meetings to ensure PP students are given extra opportunity to read in lessons, revise key knowledge / prior learning and develop resilience to work / classroom setbacks,</p> <p>Use of Lead Practitioner, Teaching and Learning Coach, ALT and Subject Co-ordinators to observe / drop in on lessons weekly ensuring teachers deliver highly engaging lessons with suitable pitch and challenge providing quality marking and feedback for next steps closing the gap learning – Focus is on PP students and planning / delivering to their needs – Monitored by VWr / ADe</p> <p>GCSE POD – English, online resources for teacher and student to support with revision and personalisation of learning / closing the gaps – Year 10 & 11, Subject Co-ordinators to Monitor, 6 weekly schedule in place.</p> <p>PIN POINT & Hegarty – Maths, online resources for teacher and student to support with revision and personalisation of learning / closing the gaps – Year 10 & 11, as well home learning for Years 7-11, Subject Co-ordinators to Monitor, 6 weekly schedule in place.</p>	<p>£3000 = Resources</p> <p>£1000 = Staffing</p> <p>£2000 = Resource</p> <p>£1500 = Resource</p>
--	---	--

	<p>Exam Pro / Test Base – Geography / Science / MFL / History, online resources for teacher and student to support with revision and personalisation of learning / closing the gaps – Year 10 & 11, as well home learning for Years 7-11, Subject Co-ordinators to Monitor, 6 weekly schedule in place.</p>	<p>£1500 = Resource</p> <p>£11,000 = Total Costs Priority 2</p>
<p>Priority 3 Students are determined to succeed, have high aspirations for the future and for themselves and have a clear understanding of how to be the best they can be within the community, culture and world they live in.</p>	<p>Delivery of bespoke Character and Resilience Tutor Programme to all year groups with separate focus on each year group in each term this includes 1 tutor session a week on Personal and Social Wellbeing and 1 tutor session a week on Careers and Future Aspirations throughout academic Year. Monitored by AKi and JRe.</p> <p>Implementation of Kudos Online Careers Package with Year 7 -11 focusing on next steps planning and soft skills for lifelong learning. Weekly updates and programme goals shared with staff ensuring that tutors prioritise PP students. Monitored by AKi and JRe.</p> <p>Mapping of Gatsby Benchmarks across Key Stage 3 and Key Stage 4 Schemes of Learning in all subjects. Subject Co-ordinators to regularly audit their progress towards these and adapt subject teaching as required ensuring PP students are made aware of career links and progressions. Monitored by AKi and VWr / Ade.</p>	<p>£10,000 = Resource and Learning Materials</p> <p>£2000 = Resources</p> <p>£4000 = Resources</p>

	<p>Key Stage 4 Targeted Careers Package involving use of local authority careers service to carry out in depth career interviews and next step planning with all Year 11 students to ensure NEET figures are reduced. PP students are prioritised and targeted first with follow required actioned immediately. AKi to monitor, ongoing programme from Year 10.</p> <p>Provision of curriculum resources for PP students such as revision guides, catch up packs, raising attainment resources to continue to raise aspirations, close the gap (support with unmanageable revision costs) and ensure students can access what the need. Particular areas include Science, Geography, History and Business Studies. Subject Co-ordinators and KDe to monitor. Subject Bids are made following data drops / assessment points.</p> <p>Provision of “other” curriculum resources to support with learning and attainment calculators, maths sets, uniform, stationary, text books, events. FRs to monitor.</p>	<p>Resource = £4000</p> <p>Resource = £9,000</p> <p>Resource = £7,000</p> <p>Total Costs = £41,00 Priority 3</p>
Barriers to learning these priorities address	Barriers 1, 2 & 3	N/A
Projected cumulative spending		£88,000

Targeted academic support for current academic year

Measure	Activity	Predicted cost
<p>Priority 1 Quality first teaching focusing on challenge, pitch, marking and feedback across the curriculum leading to active learning and pupil engagement.</p>	<p>English Core Subject Small Group intervention through use of HLTA with underperforming targeted PP and SEN students – Year 7-11. Students identified at the start of every half term using “Diagnosis, Testing, Therapy” model. At the end of half term impact evaluated and students either reintegrated or continue. Monitored by FLe and JcN.</p>	<p>Staffing & Resource = £8,000</p>
	<p>Maths Core Subject Small Group intervention through use of HLTA with underperforming targeted students – Year 7-11. Students identified at the start of every half term using “Diagnosis, Testing, Therapy” model. At the end of half term impact evaluated and students either reintegrated or continue. Monitored by FLe and JcN.</p>	<p>Staffing & Resource = £8,000</p>
	<p>Science Core Subject Small Group intervention through use of HLTA with underperforming targeted students – Year 7-11. Students identified at the start of every half term using “Diagnosis, Testing, Therapy” model. At the end of half term impact evaluated and students either reintegrated or continue. Monitored by FLe and JcN.</p>	<p>Staffing & Resource = £8,000</p>

	<p>Key Stage 3 (Year 7 and 8) Literacy and Numeracy Catch Up with Particular Focus PP and SEN students who are not ARE or were not before lockdown – Literacy Tool Box, Spelling Sessions, Numeracy Sessions, Reading and Writing Catch Up, Pixl Times Table App and GLS Reading Assessment Tool. All to be implemented with identified students following initial assessment in Autumn 1 as well as mid-term admissions. Monitored by FLe / JRs / JcN</p> <p>Use of My Tutor Online Revision Package – Targeted Maths and Science PP Borderline students 3 Waves of 20 – Wave 1 = Autumn 2, Wave 2 = Spring 1, Wave 3 = Spring 2/Summer 1. Students identified from data and knowledge gaps analysis. Monitored by Subject Co-ordinators and KDe.</p>	<p>Staffing & Resource = £4,000</p> <p>Resource = £6000</p> <p>Total Cost Priority 1 = £34,000</p>
<p>Priority 2 Quality assurance of data, accurate assessment and laser sharp predictions to provide targeted intervention and support so that students make at least expected progress in English. Maths and Science.</p>	<p>Pastoral Support Team Policies and Procedures to Support All Students with Particular Focus on PP students – lesson drop ins by pastoral support staff as well identified mentoring for PP students ensuring they have regular weekly contact with a member of staff that knows them well. Progress Leaders * 3, Interventions Manager *1, Inclusion Manager *1, Behaviour Manager *1 to have a list of identified students across Key Stage 3 and 4 to support. AP's and JRe to Monitor.</p> <p>“Go Get It” - Year 11 Raising Attainment Project, to include Raising Attainment Packs, Virtual Presentations and Information Guides, Assemblies, Subject Specific Rewards and</p>	<p>Staffing = £26,000</p> <p>Resource = £5,000</p>

	<p>Achievements, Revision Resources and Access to Teaching Aids, Staff Mentors, Afterschool and Holiday Intervention Programmes – Specifically targeting PP and SEN students, however open to all students. KDe to Monitor</p>	<p>Total Cost Priority 2 = £31,000</p>
<p>Priority 3 Students are determined to succeed, have high aspirations for the future and for themselves and have a clear understanding of how to be the best they can be within the community, culture and world they live in.</p>	<p>Whole Academy Focus on “Reading For Pleasure”, staff to provide personal examples, students to be audited and provide personal examples leading to CPD event in Autumn 1. VWr and Ade to monitor.</p> <p>Subject schemes of learning and curriculum to reflect a change in focus on reading Autumn 1, Year 7 – Year 11 specific learning activities within lessons / teaching that promote reading. Subject Co-ordinators and VWr to monitor.</p> <p>Targeted approach to improving reading ages, provisional model to focus on Year 7 who are not ARE and Year 8 who were not ARE last academic year. GLS reading assessment carried out Autumn 1, results to identify target group/groups for the programme. KDe and FLe to monitor.</p> <p>Use of targeted intervention at tutor time; LSA’s to withdraw PP and SEN students to deliver reading programme and literacy catch up lessons to Key Stage 3. Half termly review of students and impact.</p>	<p>Resources - £1000</p> <p>Resources - £2000</p> <p>Resources & Staffing = £5000</p> <p>Resources and Staffing = £13,000</p> <p>Total Cost Priority 3 = £20,000</p>
<p>Priority 4 Improved attendance for all students in particular students who are disadvantaged with a reduction in the amount of students who are</p>	<p>Strategic development and deployment of Pastoral Support Team through enhanced attendance and punctuality policy – daily update on high profile PP and SEN students including</p>	<p>Staffing = £32,000</p>

persistently absent through personalised support and whole academy attendance drive / support.	morning attendance calls by progress leaders. AP's and JRe to monitor daily.	N/A	
	Immediate home visits and parental contact / meetings with all students (including PP and SEN) who are on attendance and punctuality monitoring. AP's and JRe to monitor daily.		
	Personalisation of student timetables to ensure that barriers to attendance are removed, regular review of all students through analysis of attendance and timetables modified where appropriate to support attendance. AP's and JRe to monitor weekly.		N/A
	Relevant academy support programmes in place at the right stage and right level for all students with attendance issues supported by Progress leaders weekly meeting with EWO and followed up by relevant actions. JRe and LSn to monitor.		N/A
		Total Cost Priority 4 = £32,000	
Barriers to learning these priorities address	Barriers 1, 2, 3 & 4		
Projected cumulative spending		£117,000	

Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 1 Quality first teaching focusing on challenge, pitch, marking and feedback across the curriculum leading to active learning and pupil engagement.	Impress The Examiner targeted holiday 2-day intervention sessions - English, High Ability PP students – February 2021 – KDe to Monitor	Resource - £3000

Measure	Activity	Predicted cost
	<p>Impress The Examiner targeted holiday 2-day intervention sessions – English, Middle Ability PP students – April 2021 – KDe to Monitor</p> <p>Impress The Examiner targeted holiday 2-day intervention sessions – English, Key Marginal PP students – May 2021 – KDe to Monitor</p>	<p>Resource - £3000</p> <p>Resource - £3000</p> <p>Total Cost Priority 1 = £9000</p>
<p>Priority 2 Quality assurance of data, accurate assessment and laser sharp predictions to provide targeted intervention and support so that students make at least expected progress in English. Maths and Science.</p>	<p>Impress The Examiner targeted holiday 2-day intervention sessions - Maths, Middle Ability PP students – February 2021 – KDe to Monitor</p> <p>Impress The Examiner targeted holiday 2-day intervention sessions - Maths, High Ability PP students – April 2021 – KDe to Monitor</p> <p>Impress The Examiner targeted holiday 2-day intervention sessions – Maths, Key Marginal PP students – May 2021 – KDe to Monitor</p> <p>Impress The Examiner targeted holiday 2-day intervention sessions - Science, Triple Science PP students – April 2021 – KDe to Monitor</p> <p>Impress The Examiner targeted holiday 2-day intervention sessions - Science, Double Science PP students – May 2021 – KDe to Monitor</p>	<p>Resource - £3000</p> <p>Resource - £3000</p> <p>Resource - £3000</p> <p>Resource - £3000</p> <p>Resource - £3000</p> <p>Total Cost Priority 2 = £15,000</p>

Measure	Activity	Predicted cost
<p>Priority 3 Students are determined to succeed, have high aspirations for the future and for themselves and have a clear understanding of how to be the best they can be within the community, culture and world they live in.</p>	<p>Employment of Mental Health and Emotional Well Being Mentor *2 to support high profile students and carry out weekly sessions with focus on PP and SEN students. Identification of students through profiling from previous academic in addition to regular reviews. Mentoring sessions and help clinics support students with learning and coping in classroom environments. Monitored by JFI and JRe.</p> <p>Introduction and deployment of GROW room to provide 1 to 1 support for vulnerable students and high profile students who require coping strategies and techniques to access classroom lessons. Monitored by JFI and JRe.</p> <p>Regular sharing of strategies by GROW room staff with teaching staff in order to support classroom practice with vulnerable students and high profile students, sharing of best practice for PP student support. Monitored by JFI and JRe.</p> <p>Trailblazer and Cultural Education Extra Curricular Trips and Visits Project – mapped out for 2020-2021, on hold at present time due to COVID restrictions. Monitored by AGi / AKi / JRe</p>	<p>Resources = £3000 Staffing = £10,000</p> <p>Resources = £1000</p> <p>N/A</p> <p>Resources /Staffing £9000</p> <p>Priority 3 Total Cost = £20,000</p>
<p>Priority 4 Improved attendance for all students in particular students who are disadvantaged with a reduction in the amount of students who are persistently absent through personalised support and whole academy attendance drive / support.</p>	<p>Half Termly Attendance, Behaviour, Progress and Attainment Celebration and Rewards Assembly Year 7-11 Per Faculty. Monitored by AKi.</p>	<p>Resource = £1200</p>

Measure	Activity	Predicted cost
	<p>Termly Attendance and Behaviour Celebration and Rewards Ceremony Year 7-11 Per Faculty. Monitored by Aki.</p> <p>Annual Attendance, Progress and Attainment Awards Evening Year 7-11 Whole Academy. Monitored by Aki.</p> <p>Rewards pyramid introduced and implemented with all students 2020-2021 to inspire and motivate students to receive achievement points in lesson and allow staff opportunity to recognise student efforts. Monitored by tutors and JRe.</p>	<p>Resource = £1800</p> <p>Resource = £1000</p> <p>Resource = £3000</p> <p>Priority 4 Total Cost = £7000</p>
Barriers to learning these priorities address	Barriers 1,2,3 & 4	
Projected cumulative spending		£51,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Monitored by KDE, VWR and ADE	Co-ordinators to support with monitoring of activities specific to teaching and learning.
Targeted support	Monitored by KDE, FRS and SENCO	Co-ordinators to support with monitoring of activities specific to targeted support.
Wider strategies	Monitored by KDE, JRE and AKI	Progress Leaders to support with monitoring of activities specific to wider strategies.

Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
<p>“Quality of Education for all”</p>	<p><i>£80,000</i></p>	<p>Increase progress 8 figure for PP students (based on C.A.G. forecast), - 0.28 is the highest this figure has been in 4-year history. Gap to Non PP students decreased.</p>	<p>Targeted strategies such as “Get Them, Get It” with year 11 students in all subjects and “Know Them, Ask Them, Check Them” with year 7-11 students are starting to be embedded across the academy within aspects of teaching. There is more work to be done on securing all staff carry these out with all students in all classes all of the time to ensure a culture shift in quality first teaching. Use of resources such as PIXL, GCSE POD and Hegarty/Pin Point Maths very successful in particular for engaging PP students and supporting understanding of closing the gaps, these need to be further strengthened this year in particular with blended learning. Use of lead coach and lead practitioners to improve classroom teachers delivery on support programmes resulted in higher quality lessons being delivered to students.</p>
<p>“Targeted support”</p>	<p><i>£41,000</i></p>	<p>Increased attainment 8 figure for PP students (based on C.A.G. forecast), 39.00 is the highest this figure has been in 4-year history. Gap to Non PP students decreased.</p> <p>Increased Attainment at basics 4+ and 5+ 45% and 20% is the highest this figure has been in 4 year history.</p>	<p>Use of HLTA in English, Maths and Science was successful in developing small group intervention and providing quality 1-1 support for underperforming disadvantaged students. This model needs to continue this academic year with a focus on impact over time and working with different students in each wave. External intervention packages were</p>

			effective before lockdown closure and will be pursued again this academic year ensuring specific underperforming groups such as HAP PP and PP SEND students are targeted.
“Other approaches”	<i>£83,000</i>	Increased % of PP students entered for full EBACC suite of subjects, 34% is the highest this figure has been in 4-year history. Increased confirmed destination data of PP students with reduced NEET figure for PP students.	Attendance and punctuality support programmes are effective for identifying key PP students and action is swift to boost attendance. However further development and strategic planning is required to increase their overall % attendance. Use of rewards, tailored programmes, resource support, further parental engagement and whole academy intervention strategies will be put in place for desired impact. Careers planning and next steps support packages are effective and prioritise PP students first helping to reduce potential NEET figure.
Cumulative Cost	<i>£204,000</i>		

Glossary

FRs – Fatima Rodrigues – Principal

VWr – Vivolyn Walker – Vice Principal – Quality of Education and Teaching and Learning Lead

JRe – Jenny Rose – Vice Principal – Behaviour and Attitudes and Personal Development Lead

KDe – Kevin Dyke – Assistant Principal – Quality of Education & Pupil Premium Lead

AKi – Akeem Koiki – Assistant Principal – Personal Development Lead

JCn – Jo Convoy - Assistant Principal – Safeguarding Lead

ADe – Anna D’Cruz – Assistant Principal – Teaching and Learning Lead

JFI – Jodie Farrell – Interventions Manager

AGi – Alex Gbrowski – Enrichment Lead