



PUPIL PREMIUM STRATEGY STATEMENT

2018 – 19

1. Summary information 2018/2019					
School	Arena Academy				
Academic Year	2018/19	Total PP Budget	£285,643.00	Date of most recent PP Review	Autumn 2018
Total number of pupils	913	Number of pupils eligible for PP	308	Date for next internal review of this strategy	Jan 2019

2. Attainment – 2017/2018			
	<i>Pupils eligible for PP (Arena Academy)</i>	<i>Pupils not eligible for PP (Arena Academy)</i>	<i>Pupils not eligible for PP (National Average)</i>
Progress 8 score average (2017/18)	-0.27 (unvalidated)	0.06	TBC
Average Attainment 8 score average (2017/18)	39.2 (unvalidated)	48.16	TBC
% Taking EBacc	13	34	TBC
% Achieving EBacc	6	15	TBC

3. Attendance				
Attendance: (To date, need to be updated at end of year)	<i>Pupils eligible for PP (Arena Academy)</i>	<i>Pupils not eligible for PP (Arena)</i>		
% missed due to overall absence	3.44%	2.45%		
Persistent Absence	6.5%	1.4%		
4. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)				

A.	There is a substantial gap between the attainment and progress of Pupil Premium and Non-Pupil Premium students at KS4.
B.	The gaps between the attainment and progress of our most able PP/non-PP students is particularly marked, particularly in Year 11.
C.	Literacy & numeracy skills across KS3 (Y7 & Y8) for Pupil Premium students is lower than that of non-Pupil Premium students.
D.	Behavioural issues for a group of KS4 (Y9-Y11) is impacting on engagement and progress in some areas of the curriculum.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance and persistent absence of Pupil Premium students is below that of non-Pupil Premium students

5. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>The size of the gap between the attainment and progress of PP/non-PP-eligible students has been reduced.</p> <p>Progress and Attainment 8 measures will be used as well as internal assessments.</p>	<p>A school-wide drive to improve the attainment and progress of pupil premium students to ensure that existing gaps are closed. This will be addressed through strategies such as: (this list is not exhaustive)</p> <ul style="list-style-type: none"> - Progress leads with targeted interventions - Staff CPD on use of data. - Provision of revision materials <p>The progress/attainment gap between Pupil Premium and non-Pupil Premium students in Year 11 will decrease, Progress 8 and Attainment 8 measures will be used to see the impact.</p>
B	<p>The gaps between the attainment and progress of our most able PP/most able non-PP students in Year 11 are reduced.</p> <p>Progress and Attainment 8 measures will be used as well as internal assessments.</p>	<p>Student awareness of data and use of grade descriptors ensure students are in charge of their own learning.</p> <p>High attaining students will work with the Progress Lead and HA Mentor on targeted interventions.</p> <p>A T and L focus on 'Pitch and Challenge' in all areas of the curriculum delivered through staff CPD.</p> <p>Use of PixL – particularly in English and Maths to upskill staff in the new spec and have a clearer idea of how to achieve the higher grades.</p>

C	<p>Low levels of Literacy and Numeracy across KS3 (Y7 &Y8) PP students will reduce.</p> <p>Reading and Spelling Ages will improve; which will be measured through specific assessments and English and Maths WAG Data.</p>	<p>Although only 28% of our current Year 8 are eligible for Pupil Premium, these students constitute 41% of those with a KS2 prior attainment level of 99 or less; meaning that a disproportionate number of students with low prior attainment in English and Maths are PP-eligible. Literacy and Numeracy levels for Year 7 and Year 8 PP students will increase. The gap between Pupil Premium and non-Pupil Premium students in literacy and Numeracy will decrease.</p> <p>Accelerated Reader programme/Working-At data/Reading & Spelling Ages will demonstrate progress</p> <p>Form Time activities linked to Literacy and numeracy will be delivered by F/T with Progress leads working together to target specific groups of students which will allow the collation of evidence, drop ins, observations and data.</p>
D	<p>Improved and behaviour and engagement at KS4 (Y9-Y11). This will be measured through the sanctions issued and also the progress students make across the curriculum.</p>	<p>Sanctions and behaviour issues for Y9 – targeted groups – 11 students will decrease</p> <p>Targeted students will see an increase in progress data due to engagement in lessons</p> <p>Reward and praise of specific groups of students will increase and be more in line with non PP students in the same cohorts.</p> <p>Year 9 students specifically will engage have a reduction in sanctions and be in line with the other year groups.</p>
E	<p>Attendance and persistent absence of Pupil Premium students to improve and be comparable to that of non-Pupil Premium students. This will be measured through half termly attendance data analysis.</p>	<p>Attendance and persistent absence of key groups of PP students will improve.</p> <p>Persistent absence for PP students was almost three times that of non-PP students, this is not representative of the amount of PP students in the school. The gap between the PA of PP and non-PP students will narrow.</p> <p>PA for PP students will decrease.</p> <p>Overall attendance of PP students will be in line with the overall attendance of non-PP students.</p>

6. Planned Expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
A. Progress and Attainment					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The size of the gap between the attainment and progress of PP/non-PP-eligible students has been reduced.	Intervention at KS4 – a mixture of after-school intervention classes to close gaps between students’ Target Grade and current WAG. Utilising resources such as the PiXL (£4k) Wave to help staff identify students’ specific areas of strength and weakness.	Increase in attainment	HoF to liaise with NJN at weekly meetings to update on specific progress/issues. Faculty intervention cohorts to contain a proportionate number of PP-eligible students. Cohorts to be reviewed throughout the year.	NJN & JC	November 2018; February 2019; March 2019.
The size of the gap between the attainment and progress of PP/non-PP-eligible students has been reduced.	Buying revision guides & other necessary materials (Art materials).	Access to revision materials will provide PP students with opportunity to revise independently, utilising materials which more affluent parents may be able to afford to purchase.	JC meets Progress Leads to assess progress. Data reviews, Year 11 Results’ Days, Parents’ Evening and SLT Students of Concern Evening to be used to reflect on attainment and progress of PP learners.	NJN & JC	November 2018; February 2019; March 2019.

The size of the gap between the attainment and progress of PP/non-PP- eligible students has been reduced.	The Progress Leads' intervention cohorts to include a number of PP students proportionate to the number in their respective Year Group.	Progress leads a key to our strategy in general for student progress, therefore ensuring PP students are proportionately represented will promote their progress and focus leaders on the specific needs of PP learners.	JC regular review of intervention students through Progress leads.	JC	November 2018; February 2019; March 2019.
SLT, Progress Leads, Revision Guides, Resources and materials for lessons				Total Budget Costing	£85,500.00

B. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The size of the gap between the attainment and progress of HA-PP/HA-non-PP-eligible students has been reduced.	Redeployment of the Higher Attainer Mentor to incorporate a presence in lessons and direct, regular mentoring of PP HA.	In our current Year 11, the gaps between the attainment and progress of our most able PP/non-PP students is particularly marked. In Summer 2018, whereas 52% of our most able non-PP-eligible students were working below target in 5 or more subjects, 66% of our most able PP-eligible students were doing so.	JC regular review of HA mentored students.	JC	Ongoing. November 2018; February 2019; March 2019.

The size of the gap between the attainment and progress of HA-PP/HA-non-PP-eligible students has been reduced.	Access to projects and opportunities which promote pathways to Further/Higher Education (e.g.: college, university and careers opportunities).	Nationally, the most advantaged applicants are six times more likely to enter a high UCAS tariff institution compared to the most disadvantaged (Sutton Trust, 2017). Promoting access to FE/HE institutions – particularly to the most selective universities – is key to breaking the cycle of disadvantage.	Regular review of HA-PP students' access to HE opportunities.	CHA	Ongoing.
SLT, HoF, HA Mentor, Trips/Visits, External input into school activities, Resources				Total Budget Costing	£65,500.00

C. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Low Literacy and Numeracy across KS3 (Y7 &Y8)	Y7 & Y8 Literacy and numeracy support evenings.	Engage parents/carers in aspects of their child's literacy/numeracy improvement strategy.	JC to implement via progress leads; ongoing review of impact by SENCO, Head of English and Head of Maths.	JC/CHS/PGO/KLO	Termly; review shared with parents in termly reports.
Low Literacy and Numeracy across KS3 (Y7 &Y8)	Programmes which promote progress in English and Maths (e.g.: Accelerated Reader; Maths Whizz; Maths PiXL app etc.) Contribution to salaries of staff overseeing.	Promoting competition and engaging students in literacy and numeracy is vital if they are to flourish across the rest of the curriculum. These programmes and applications inculcate a love a learning outside of traditional teaching and learning methods.	JC to review, SENCO/Head of English/Head of Maths to track progress of PP students.	JC/CHS/PGO/KLO	Ongoing.

Low Literacy and Numeracy across KS3 (Y7 &Y8)	Reading books purchased for PP students. Students given their own choice of reading book to promote love of independent reading.	Encouraging students to read from an early age is vital in order to develop their ability to access the wider curriculum, and to becoming intellectually-curious young people.	JC to review, SENCO/Head of English to track progress of PP students.	JC/CHS/KLO	Ongoing.
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D.

Behavioural issues for a group of KS4 (Y9-Y11) is impacting on engagement and progress in some areas of the curriculum	An investment in the subjects which require additional materials, mindful that an unjust or unequal access to these encourages disengagement and limits progress.	An unjust or unequal access to materials which enrich an understanding of certain subjects engenders disengagement and limits progress. For example, 100% of non-PP-eligible students achieved Grade A*-C in Resistant Materials, whereas only 55% of students of PP-eligible students did so. 57% of the current Year 11 Hospitality and Food Science cohorts are PP-eligible (disproportionately high).	NJN to review. LFR/LGL to oversee purchase of materials to support students' access to materials which enrich the creative curriculum.	NJN/LGL/LFR	Ongoing; termly data entry points to track progress of PP learners in Art/Technology (Christmas; Easter; Summer).
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Behavioural issues for a group of KS4 (Y9-Y11) is impacting on engagement and progress in some areas of the curriculum	The use of the Student Welfare Team/external agencies to promote wellbeing.	Improving Access to Psychological Therapies (2016) has linked socio-economic deprivation to the challenges of recovering from mental illness. The Student Welfare Team and external agency support is deployed to support students tackle the stresses of teenage life inside and outside of school, preventing disengagement and low progress.	CKI to review.	CKI	Ongoing.
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E. External Barriers

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Persistent absence of Pupil Premium students is above that of non-Pupil Premium students.	Weekly Pastoral meetings with HoY and attendance team	HoY know the PP Students in their cohort that have attendance issues/are PA. Pastoral engagement in this in an ongoing well established strategy at the school	KGU to report back to SLT PP attendance figures.	KGU	Half termly
Persistent absence of Pupil Premium students is above that of non-Pupil Premium students.	Daily attendance data sent to all staff and home visits are carried out by Attendance Officer and Heads of Year to promote improved attendance.	Ensuring all staff are aware of absence allows them to engage in conversations with students about their attendance. All being aware highlights the importance of attendance. Home visits sustain positive relationships between Home and School.	KGU/CKI to continue to support Attendance Team to ensure there are no issues in delivery of data.	KGU/CKI	Every 2 weeks, (data released daily in addition to weekly attendance report)
Persistent absence of Pupil Premium students is above that of non-Pupil Premium students.	Alternative Provision programme established to provide a pathway for students at risk of permanent exclusion.	PA symptomatic of students' not enjoying school or feeling that it offers them the bespoke opportunities for future success. Alternative Provision to provide a pathway of diverse options to encourage students to attend school more regularly.	KLO to monitor and report back to SLT.	KLO	Half-termly.
Lit/Num Resources, Student Welfare team, Pastoral Team, Alternative Curriculum Team				Total Budget Costing	£134,640.43

Review of Expenditure 2018/2019

Desired Outcome	Chosen Action/Approach	Estimated Impact	Lesson Learned	Cost
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<p>A - The size of the gap between the attainment and progress of PP/non-PP- eligible students has been reduced.</p> <p>Progress and Attainment 8 measures will be used as well as internal assessments</p>	<p>Intervention at KS4 – a mixture of after-school intervention classes to close gaps between students' Target Grade and current WAG.</p> <p>Utilising resources such as the PiXL (£4k) Wave to help staff identify students' specific areas of strength and weakness</p> <p>The Progress Leads' intervention cohorts to include a number of PP students proportionate to the number in their respective Year Group.</p>	<p>Progress leads will be target specific students' providing intervention and support. This will enable a reduction of the gap in attainment between PP and Non PP students.</p> <p>Pixl wave will ensure areas for development are addressed and targeted in a way that ensures students' progress. English faculty will examine data to inform groups/sets/style of teaching that responds to the data provided by external data.</p>	<p>Progress Leads were deployed amongst specific groups however this could have had larger impact if targeted had been reviewed with greater frequency to maximum effectiveness.</p> <p>Data from 2018/19 demonstrates; % on and above target across all subjects:</p> <table border="1" data-bbox="1310 414 1720 630"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>74</td> <td>70.5</td> </tr> <tr> <td>Year 8</td> <td>73.4</td> <td>68.6</td> </tr> <tr> <td>Year 9</td> <td>57.7</td> <td>54.1</td> </tr> <tr> <td>Year 10</td> <td>57.2</td> <td>57.9</td> </tr> </tbody> </table> <p>The percentage of PP students that made progress from the use of the QLA is 69%. This QLA allowed the students to be targeted in regards to intervention sessions after school and targeted lessons and teachers. This also promoted to students the key areas for revision and practice. This is in comparison with non PP students whom made a progress of 61%.</p> <p>In response to changing needs of learners to match specifications the ASK curriculum has been developed for implementation in 2019/2020, the ASK curriculum will provide a new pedagogical approach that will be effective in securing outcomes for all, within a curriculum that focuses on progress rather than just attainment.</p> <p>The T&L role will continue to develop in 2019/2020; the role will include a greater focus on T&L which will support the new ASK curriculum</p>		PP	Non PP	Year 7	74	70.5	Year 8	73.4	68.6	Year 9	57.7	54.1	Year 10	57.2	57.9	<p>Total Expenditure A – Progress & Attainment £85,000</p>
	PP	Non PP																	
Year 7	74	70.5																	
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<p>B The size of the gap between the attainment and progress of HA- PP/HA-non-PP-eligible students has been reduced.</p>	<p>Redeployment of the Higher Attainer Mentor to incorporate a presence in lessons and direct, regular mentoring of PP HA</p> <p>Access to projects and opportunities which promote pathways to Further/Higher Education (e.g.: college, university and careers opportunities).</p>	<p>HA projects to be run throughout the year, including PP HA.</p> <p>This will include opportunities both within school and out of school that will raise aspirations and provide exposure to new experiences for disadvantaged HA students.</p>	<p>H.A PP students have been involved in several activities throughout the year and had access to 2 range of different enrichment opportunities. Opportunities ranged from speakers and projects within school including echo eternal and financial education workshops t to external visits such as fine art exhibitions, Opera and red brick university trips such as Cambridge.</p> <p>In addition there have been several residential trips including PGL Normandy, New York</p> <p>PP HA Opportunities with on/above target data:</p>	<p>Total Expenditure B – Targeted Support £65,500</p>																																											
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<p>C- Low levels of Literacy and Numeracy across KS3 (Y7 & Y8) PP students will reduce.</p> <p>Reading and Spelling Ages will improve; which will be measured through specific assessments and English and Maths WAG data.</p>	<p>Y7 & Y8 Literacy and numeracy support evenings.</p> <p>Programmes which promote progress in English and Maths (e.g.: Accelerated Reader; Maths Whizz; Maths PiXL app etc.)</p> <p>Contribution to salaries of staff overseeing.</p>	<p>WAG data will increase</p> <p>Reading and spelling data will demonstrate an increase</p> <p>Numeracy levels will increase in KS3 PP students</p>	<p>Spelling and Reading data (Appendix 2) demonstrate that reading and spelling has increased, and broadly matches the rate of increase of Non PP students, however there is still a gap.</p> <p>(Appendix 1 reading and spelling data)</p> <p>The Academy did not appoint a Literacy and Numeracy coordinator, this form part of the new role for Head of Faculty for English and Maths. The focus on these areas could have been more consistent and had it been it Literacy and Numeracy may have developed more.</p> <p>Test results could be used more effectively to drive intervention for students who may need extra support.</p> <p>This intervention should continue to 2019/20</p>	<p>Total Expenditure C – Other Approaches D&E External Barriers</p> <p>£134,500</p>
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<p>D – Improved behavior and engagement at KS4 (Y9-Y11). This will be measured through the sanctions issued and also the progress students make across the curriculum.</p>	<p>An investment in the subjects which require additional materials, mindful that an unjust or unequal access to these encourages disengagement and limits progress.</p> <p>The use of the Student Welfare Team/external agencies to promote wellbeing.</p> <p>Daily attendance data sent to all staff and home visits are carried out by Attendance Officer and Heads of Year to promote improved attendance stressing the importance of attending school.</p> <p>Alternative Provision programme established to provide a pathway for students at risk of permanent exclusion.</p>	<p>PP students studying practical subjects will be provided with access to resources to ensure they have access to requirements in order to make progress.</p> <p>Student welfare will engage with external agencies and disseminate to students, this will improve health and wellbeing amongst student body.</p> <p>Staff aware of which students are absent/late on a daily basis, highlighted importance of attendance to all staff</p> <p>Alternative provision will be embedded to minimize risk of permanent exclusion ensuring all Y11 cohort remain in school until their final exams.</p>	<p>D&T budget was increased to facilitate subsidy for PP students to ensure they were able to access the curriculum and fully participate in practical lessons. No PP students were precluded from lessons as a result of not having equipment/ingredients</p> <p>To ensure Curriculum areas are able to forecast their PP spending, department budgets should include specific PP funds allocated for 2019/20</p> <p>Mental health and wellbeing sessions were very effective and therefore will continue to be included in the PSHE calendar this will ensure it can be delivered at form level in personal development time as well as specific PSHE days throughout the year.</p> <p>Attendance and punctuality remain strong at the Academy. A change to the school day 2019/20 will necessitate a focus on punctuality to ensure this remains a strength. PP students attendance 96.67% Non PP Students attendance 97.5%</p> <p>Continued work is required to further reduce the number of students who repeat sessions in; detentions,</p>	
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<p>E- Attendance and persistent absence of Pupil Premium students to improve and be comparable to that of non-Pupil Premium students. This will be measured through half termly attendance data analysis.</p>	<p>Weekly Pastoral meetings with HoY and attendance team Weekly emailed attendance figures to all staff</p>	<p>There are a number of strategies which the school has adopted to address students who fall below attendance expectations, these include;</p> <ul style="list-style-type: none"> Home visits Fast track Spotlight Student welfare team Pastoral team Personalised strategies for students 	<p>Attendance within school continues to be extremely strong, a continued focus on attendance 2019/2020 will ensure this is maintained.</p> <p>Attendance within school continues to be extremely strong, including the attendance for PP students 96.67%, and Non PP 97.58%, and their persistent absence 2.2%, Non PP PA 1.33%. Although there is still a gap between non PP both pieces of data for PP students are well above the national averages respectively. National Average attendance 94.5% , P.A 13%.</p> <p>The attendance and welfare officer tracks the cohorts of PP students by Year groups ensuring there is a strategy in place for all those individuals who have fallen below expectations.</p> <p>Appendices 2,3 ,4 case studies, individual students are provided with a personalised support system to ensure their attendance improves</p> <p>Engagement at KS4 has seen greater improvement, this is attributed to a variety of opportunities provided for our PP students which has helped re-engaging them in to school.</p>	
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of PP Students in Y11 gained ambassador status, this is testimony to the drive to provide opportunities to our most disadvantages.

There have been several opportunities for students leadership of both year and school council which we encourage our PP students to participate in.

Additional projects including Princes Trust MOSAIC have also been made available for our most vulnerable PP students at KS4 who are most at risk of disengaging in school.

Appendix 1

Reading and Spelling Data

Category	Year 7				Year 8				Year 9	
	Entry 1		Entry 2		Entry 1		Entry 2		Entry 1	
	Reading	Spelling	Reading	Spelling	Reading	Spelling	Reading	Spelling	Reading	Spelling
Pupil Premium	11.03	13.02	11.09	14.01	11.02	12.06	11.09	13.07	11.01	12.02
Non Pupil Premium	11.04	13.08	12.01	14.03	11.09	14.04	12.06	15.01	11.01	12.08

Year 10				Year 11			
Entry 1		Entry 2		Entry 1		Entry 2	
Reading	Spelling	Reading	Spelling	Reading	Spelling	Reading	Spelling
11.03	13.02	11.08	14.01	9.09	11.1	10.04	12.07
11.08	13.06	12.03	14.02	10.08	13.09	10.09	14.08

Appendix 2

Attendance and punctuality Case study – Student A

Student A

Y11 Female

Attendance 2017/2018 – 82.6%

Attendance 2018/2019 – 97.5%

Strategies implemented to support improvement in attendance include:

- Personalised support provided within timetable
- Fast track
- Regular communication home by both attendance officer and HoY
- Home visits completed by student support team
- Personalised supported by both the attendance and pastoral teams

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Appendix 3

Attendance and punctuality Case study – Student B

Student B - Y11 male

Attendance 2017/2018 – 77.85%

Attendance 2018/2019 – 100%

Strategies implemented to support improvement in attendance include:

- Personalised support provided within timetable
- Fast track
- Regular communication home by both attendance officer and HoY
- Home visits completed by student support team
- Personalised supported by both the attendance and pastoral teams

Appendix 4

Attendance and punctuality Case study – Student C

Student C - Y8 male

Attendance 2017/2018 – .84.5%

Attendance 2018/2019 – 97.8%

Strategies implemented to support improvement in attendance include:

- Personalised support provided within timetable
- Fast track
- Regular communication home by both attendance officer and HoY
- Home visits completed by student support team
- Personalised supported by both the attendance and pastoral teams

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