

# Pupil Premium strategy plan- The Prescott School

## SUMMARY INFORMATION

### Context

The Prescott School is a 11-16 mixed school in the borough of Knowsley which joined the Heath Family NW MAT in August 2016 as a converter academy.

KS2 Attainment is broadly in line with national values- the progress needs to be continued within school.

A review of the curriculum has taken place and it has undergone changes to ensure it meets the needs of all pupils.

NEET figures for the last academic year are not currently available but NEET figures for 2018 showed a vastly improving picture closer to national NEET figures at 84%.

### In-school barriers

Attendance figures to improve and is having impact on learning for some pupils.

Curriculum delivery (Teaching and Learning) is varied in quality across the school.

On occasions behaviour of some pupils has a negative effect on learning.

A proportion of students are behind in age expected standards when they enter the school in a number of subjects.

Literacy and numeracy skills on entry are low on entry. Literacy is more of a concern due to the low numbers in the borough.

### External barriers

Knowsley is ranked as the second lowest borough in England in the indices of deprivation.

Over 50% (471) of our students are ranked in the 10% of the most deprived in England. 622 pupils are in the lowest 3 deciles in terms of deprivation.

456 of pupils (57.5%) in the school fall in the 1st IDACI index.

We have had over 50 IYT admissions to school in the last academic year, 16 into year 7, 12 into year 8 which is full and for which we have a waiting list, 12 into year 9, 10 into year 10 and 3 into year 11. 3 students are on a reintegration programme from the PRU.

In recent times the community has seen an increase in crime related to gangs, guns and scrambler bikes, knife crime has also affected the community. In 2017 during the autumn term 3 murders in the local area had an impact on the community and the school. One victim was an ex pupil another was shot in the presence of some of our pupils. The Prescott School continues to work to ensure school is a neutral safe space. The school works closely with a safer schools officer on site for 2 days every 6 days. Strong links are maintained with tier 3 services and social care. Social care referrals are high.

## CURRENT PUPIL INFORMATION [2019-2020]

Total number of pupils:	804 in whole school	Total pupil premium budget:	<b>£460,700.00</b>
	Adopted from Care Premium	5	

SUMMARY INFORMATION			
	Deprivation Pupil Premium	471	
	Looked After Premium	5	
	Service Child Premium	1	
	<b>Total PP</b>	<b>482</b>	
Number of pupils eligible for pupil premium:	SEF data: 56.5% Year 7 - 57.4% Year 8 - 57.7% Year 9 - 53.59%, Year 10 - 60.74% Year 11 - 53.7%	Amount of pupil premium received per child:	<b>£956</b>

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	Y7 55 Y8 48 Y9 63 Y10 42 Y11 33	Y7 31% Y8 28% Y9 30% Y10 31% Y11 31%
Girls	Y7 45 Y8 49 Y9 48 Y10 39 Y11 25	Y7 25% Y8 28% Y9 23% Y10 29% Y11 23%

## COHORT INFORMATION

### SEN support

114 students are on the SEND support register.

The school also holds a register for those with additional needs- this may be pupils who would be placed on an EHC plan but live in a different authority so funding is not transferred, have low levels of Literacy or have had various therapies and academic support in primary. This accounts for 136 pupils across years 8 to 11 (Y7 not calculated at the time Nov 2019).

This equates to 17% of the school population.

32% overall.

% of pupils	SEN Need			
Year Group with PP status (True/False)	Education, Health and Care Plan	SEN Support	No. Special Educational Need	Grand Total
Yr7	2	26	70	98
Yr8		34	63	97
Yr9	3	31	77	111
Yr10		12	69	81
Yr11	1	11	46	58
<b>Grand Total</b>	<b>6</b>	<b>114</b>	<b>325</b>	<b>445</b>

% of whole school who are PP &

SEN =

15.0%

% of PP who are SEN =

27.0%

In January 2019 the DfE reported that the number of pupils with SEN needs in schools have risen for the third consecutive year to 14.9%. The school matches that statistic.

COHORT INFORMATION		
EHC plan	We have on roll 7 students with an EHCP. 6 pupils are awaiting panel decisions regarding EHCP.	0.9%
EAL	The majority of our students are from a white British heritage and the number of EAL students are low. We currently have 3 asylum seekers on roll.	0.4%

## Assessment data

CURRENT ATTAINMENT (SECONDARY SCHOOLS)						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years- whole school		
		School average	National average	2016-17	2017-18	2018-19
Progress 8 score average	-0.84	-0.226	-0.003	-0.955	-1.199	-0.605
Attainment 8 score average	2.79	4.43	4.8	3.59	3.24	3.43

OTHER DATA		
Look at:	<b>Strengths</b>	<b>Weaknesses</b>

<p>Attendance data</p>	<p>Attendance historically is low and continues to be a focus. Last year saw an increase of 0.7% to 92.3% compared to 91.6% previously (to end HT5). Year 11 attendance is historically low but increased to 92.2% in 2019 (to end HT5).</p> <p>A new Attendance Manger and a home school liaison worker were appointed in half term 2 of 2018 with poor attendance- the majority of which are PP pupils.</p> <p>Partnership with SAS has a focus on supporting the attendance of PP pupils. There has been a 0.7% increase in attendance last academic year 2018/19</p> <p>The gateway app for attendance means those parents who download the free app do not have to pay for texts when contacting school to support PP attendance improvements.</p> <p>Funding allocated to support the purchase of uniform for pupils as needed.</p> <p>Subsidised places or fully funded places have been offered on school attendance reward trips, for PP pupils.</p> <p>The wellbeing group which is to encourage good school attendance is for mainly PP pupils.</p> <p>There is a new commitment from the LA to ensure prosecution of non-payment of fines.</p> <p>5 teaching staff have been appointed as assistant heads of year to drive attendance within their year group.</p> <p>A new system for contacting parents regarding absence has been introduced in September 2018 and the time freed up will be used for attendance visits.</p>	<p>The gap between PP and Non PP attendance is still significant:</p> <p style="text-align: center;">PP 89.9%      Non PP 95.6%</p> <ul style="list-style-type: none"> <li>• Attendance declined sharply in 2017/18 and although improved it continues to be a key issue of concern and a main focus for the school moving forward.</li> <li>• Whole school attendance to the end of half term 5 was 92.3% compared to 91.6% the previous year (2017/18). Year 11 attendance to the end of half term 5 was 92.2% compared to 87.5% in 2017/18.</li> <li>• PA figure was double the national figure, this has decreased by almost 4% closer to LA averages but still high against national values.</li> <li>• PA 2017/18 27%    PA 2018/19 23% (end HT5)</li> <li>• All groups are a concern but significant concern centres on PP students, SEND students and year 10 and 11 cohorts.</li> <li>• An urgent review and restructuring of the attendance team took place (September 2018). Work continues with the attendance team and NLE to further review and challenge provision.</li> <li>• Additional hours have been commissioned from the School Attendance Services (SAS) allowing school to target families with poor attendance and work with them to increase attendance. This will be reviewed each half term to maximise impact.</li> <li>• Punctuality is a key issue since the school buses were ended and also a focus for the new academic year. Parents of students who are late are informed by text and two late marks will result in a standards detention.</li> </ul>
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Behaviour data	<ul style="list-style-type: none"> <li>• Behaviour for Learning is good, Pivotal support is given to staff who find behaviour management challenging and areas of concern are identified by behaviour lead. Behaviour in unstructured times is good. Consistency is key.</li> <li>• Student's attitudes to school are positive and the school needs to harness this to have a positive impact on their own learning.</li> <li>• Alternative Provision to begin in school to provide an internal programme of teaching.</li> <li>• A series of programmes which provide external access to behaviour support, for example: Kooth, Relaxed kids Everton etc</li> <li>• A core group of mentors in school who support behaviour of pupils and provide restorative opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Last year the highest number of exclusions were for verbal abuse directed at staff (28) and for extreme defiance usually of senior staff. There have also been 24 exclusions relating to violence.</li> <li>• We have also excluded for repeated racial comments (1), 5 drug related incidents and 3 incidents when dangerous items were brought into the building (BB gun, screwdriver and camping knife).</li> <li>• Any student with a drug related exclusion is referred to the police and support services and risk assessments are put in place to support and ensure no repeat of the incident.</li> <li>• It is important to note that repeat exclusions have been for incidents relating to defiance and verbal abuse rather than any other category.</li> <li>• The numbers of students excluded more than once has fallen from 24 last academic year to 11 this year.</li> <li>• There has been an increase in permanent exclusions this year but circumstances deemed that this was appropriate, 4 were excluded for extreme violence and one for possession of a bladed weapon. In order to reduce Fixed Term Exclusions which make our pupils more vulnerable in the local community, we have set up a provision on site that will accommodate those that would have received an external Fixed Term Exclusion in the past.</li> </ul>
Safeguarding referrals	<p>Currently in school we have 4 Children who are looked After (CLA), 13 pupils are on Child Protection Plans, 8 are Child in Need and staff attended 33 CIN meetings in the last academic year.</p> <p>25 referrals have been made in the last 12 months. 21 of these pupils were PP.</p>	<p>Awareness of amount of referrals who are PP and understanding of how we could use funding to support the narrowing or attainment and/or attendance gaps.</p>

## LONG-TERM PLAN (3 YEAR TIMESCALE):

### Objectives:

- 1) Quality first teaching. Teaching for learning supports the needs of groups of learners. Funding is used to narrow gaps.
- 2) Curriculum is fit for purpose. Appropriate spending of pp money to support provision for learning in small groups. Personalised extra-curricular resources are used to raise aspirations and improve the cultural capital experiences for learners.
- 3) Funding is used to support the school actions for attendance and behaviour for learning.

Within the first year the strategies in place will be assessed against the funding allocations.

Changes will be made based on cohort needs and are used to maximise attendance for disadvantaged learners.

## PRIORITY 1- TEACHING FOR LEARNING

Member of staff responsible: VF

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
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<p>1.A focus on whole school T+L improves the outcome for pupils.</p>	<p>Using both the SHAW trust and Transforming Teaching programmes.</p> <p>4 coaches (Teacher Educators) have been appointed to support the improvement of T&amp;L across the school.</p>	<p>VF</p> <p>The Shaw Trust</p> <p>Transforming Teaching</p>	<p>September to July.</p> <p>Courses every two weeks for transforming teaching.</p> <p>Courses every half term for TEDs.</p>	<p>Part of school staffing costs.</p>	<p>Learning walks show a steady improvement in T+L across all areas of the school.</p> <p>A strong teaching and learning community is developed.</p>	<p>Quality of teaching improvements are reflected in student outcomes eg GCSE success.</p> <p>Attendance of pupils increases.</p> <p>Pupil voice supports engagement in lessons.</p>
<p>2. Whole school marking improvements to support feedback.</p> <p>'A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.' +8 months EEF</p>	<ul style="list-style-type: none"> <li>Monitoring of pupil work will identify if classwork is at the right level of challenge for pupils and sequenced in a way that enables pupils to make links with and build on what they already know.</li> <li>Core groups of learners will be identified for targeted work scrutiny.</li> <li>Data entry points will be used to track core groups of learners.</li> </ul>	<p>VF</p> <p>HoDs</p>	<p>As per school calendar:</p> <p>At each data point.</p> <p>Work scrutiny points.</p> <p>Learning walk points.</p>	<p>Part of school staffing costs.</p>	<p>Marking/feedback is consistently improved across the school.</p> <p>In addition, most pupils state they know how to improve their learning.</p>	<p>Student progress across the school has improved.</p> <p>Termly assessments and GCSE success evidence this.</p> <p>Work scrutiny is regularly monitored through Bluesky.</p> <p>Written feedback which is particularly effective in improving learning has been identified by pupils in English and MFL.</p> <p>Verbal feedback and DIRT techniques in subjects such as Art and Drama have been highlighted as good practice on learning walks.</p>

<p>3. Oral language interventions</p> <p>'consistently show positive impact on learning' +5 months EEF</p>	<p>School support the LA I CAN interventions for SEN pupils. School participation in Prescott Loves to Talk.</p> <p>Participation in the Knowsley Voice project as part of Voice21. Two year project to raise the levels of oracy across Knowsley.</p>	<p>EE CN</p>	<p>Feb deadline for I CAN project.</p> <p>2 year plan for Knowsley Voice.</p>	<p>Costs for I CAN are funded through project.</p> <p>Covered as part of school working.</p>	<p>Pupils with spoken language needs are supported.</p> <p>Pupils are more involved in their progress and are able to articulate their progress needs.</p>	<p>Project involvements have a positive impact on pupils across year groups and ability ranges.</p> <p>Y11 first to take part in flipped parents evening in January.</p>
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## PRIORITY 2- CURRICULUM IS FIT FOR PURPOSE.

Member of staff responsible: EE/KL/JL/SK

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
<p>1. Ensure the curriculum matches the needs of the pupils.</p>	<ul style="list-style-type: none"> <li>The curriculum has undergone an urgent review due to negative impact on attainment and attendance.</li> <li>Changes to examination boards and qualifications have been underway and continue to be made going forward.</li> <li>Learning for life days introduced for to strengthen CEIAG and Cultural Capital.</li> <li>Termly Knowledge Organisers are given to pupils and published online to support the learning of key knowledge and vocabulary</li> </ul>	<p>AK SK VF</p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>2019/20</p> <p>2019/20</p>	<p>In school costs</p>	<p>Senior and middle leaders ensure that all statutory requirements are met and meet regularly to ensure that the curriculum offered is 'fit-for-purpose'. Curriculum management meetings are held to ensure that key issues are discussed and that there is a consistency of provision across the school.</p>	<p>The curriculum support progress and attainment for all pupils.</p> <p>End of year GCSE data demonstrates progress.</p> <p>The flight path of pupils demonstrates progress.</p>

<p>2. Pupils in Y11 receive 1-1 or small group tuition in English and maths</p> <p>'Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.' +4 moths impact EEF</p>	<p>A programme of tuition is set up to support core gaps in learning.</p> <p>HoDs to provide areas of gaps. HoDs to monitor delivery.</p>	<p>The Tutor Trust.</p> <p>English and maths HoDs to monitor delivery</p> <p>JL to monitor TT usage and admin.</p>	<p>Begin Oct 2019</p> <p>Monitored every half term.</p>	<p>Spaces for each tutor to deliver. Books/folders for each pupil.</p> <p>£25,000</p>	<p>Evidenced during first set of mocks and adapted if needed.</p>	<p>Progress gaps are narrowed in English and maths.</p>
<p>3. Subject specific related software used across school and year groups.</p> <p>'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress' EEF</p>	<p>Accelerated Reader used across Y7 and Y8 to support progress in reading and narrow gaps from entry.</p> <p>Lucid Lass programme from GL Assessment used to support the needs of lower ability/SEN pupils.</p> <p>Science programmes to support learning and curriculum development.</p>	<p>KK JP</p> <p>CN KK</p> <p>MC/TG</p>	<p>Run throughout the year.</p> <p>Monitored through line management for impact. AK</p> <p>Monitored throughout the year</p>	<p>£2,342</p> <p>Staffing: School librarian £25,618.82 Literacy TLR £1,350.00</p> <p>£426.35</p> <p>ACTIVATE KERBOODLE LRA £170 Focus Educational Software Ltd £269.95 Tassomai £1272</p>	<p>Gaps are narrowed/supported through additional resources.</p>	<p>Software supports access to subject specific skills to support curriculum design.</p> <p>Software used to support the bridging of key learning gaps in core Literacy and Numeracy skills.</p> <p>Software for pupil and staff usage in developing T+L.</p>

<p>4. GL testing Literacy and Numeracy supports the development of all pupils.</p>	<p>Significant underachievement in terms of literacy stall for our disadvantaged and SEN pupils to be supported.</p> <p>The numeracy skills of our current Yr7 (which are significantly below national values and have a serious weakness in our disadvantaged and SEND pupils in terms of numeracy.) are supported.</p>	<p>KK JCW JL</p>	<p>Testing one in Sept.</p> <p>Testing two in December.</p> <p>Progress over the year tested in July.</p>	<p>3.5K</p>	<p>Literacy and Numeracy strategy is fully embedded within the school form time curriculum.</p>	<p>Give specific information on pupil's literacy and numeracy abilities and to identify the strengths and weaknesses of the pupils.</p> <p>This programme will effectively allow the school to address pupils and groups weaknesses, to influence setting and to inform whole school curriculum development and so ensure our curriculum is tailored to best suit the needs of all pupils in each year.</p>
<p>5. Raising aspirations. Cultural capital</p> <p>'the impact of arts participation on academic learning appears to be positive'</p> <p>Sports participation: 'The overall impact of sports participation on academic achievement tends to be positive' 2+ months EEF</p>	<p>Departmental or pastoral bids are made to support the key needs of PP pupils.</p> <p>The school provides additional opportunities to pupils to raise their aspirations and opportunities both within school and after they leave.</p>	<p>EE JL</p>	<p>Each bid is assessed.</p> <p>Checked each half term.</p> <p>Impact statements completed.</p> <p>Full review at the end of the year.</p>	<p>20K</p>	<p>Destinations data continues to be strong and grows for some subject areas.</p> <p>Enrichment opportunities support academic achievement.</p>	<p>Attendance at events/ activities which raise the pupil's awareness of their world and the opportunities they have within it.</p> <p>Evidence in these areas also supports research that 'Improved outcomes have been identified in English, mathematics and science' EEF</p>

<p>6. Revision is supported for all Y11 pupils in core subjects.</p>	<p>HoDs for core subjects support the revision strategies of Y11 pupils. Revision is scaffolded for learners.</p>	<p>Eng, Ma and Sci HoDs</p>	<p>Guides are provided as each unit is studied.</p> <p>Mock and final exam revision supported.</p>	<p>Revision guides for all Y11- Eng, ma and Sci are purchased.</p> <p>£4154.37</p>	<p>Revision is supported.</p> <p>Progress for core units is improved.</p>	<p>Revision is used in a more productive way to support learning.</p>
<p>7. Small group intervention teaching for SEN pupils in Y9.</p> <p>‘...reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours’ EEF</p>	<p>A core group of Y9 learners are extracted from full group English lessons and school directed time for English and/or languages staff is used to provide targeted interventions to support progress.</p>	<p>NT</p>	<p>Monitored each half term.</p>	<p>SDT time for staffing. Small TT changes to refocus teaching time allocations.</p>	<p>Progress gaps are narrowed in English.</p> <p>Monitoring of impact at lower end. Provision of learning is appropriate for pupils.</p>	<p>Progress for pupils’ increases and moves in line with National.</p> <p>The SEN needs of pupils within this large year group are supported.</p>
<p>8. Reduction in class sizes across the school.</p> <p>‘...reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours’ EEF</p>	<p>Provision across all subject areas ensures that there is a reduction in class sizes: particularly for lower ability pupils.</p>	<p>AK JJA</p>	<p>Monitored during half termly data drops for impact.</p>	<p>Staffing structures across the school.</p>	<p>Progress gaps narrow for core groups of learners.</p> <p>Progress in this classes is</p>	<p>Progress for pupils’ increases and moves in line with National.</p>

8. Service Child Premium	1 pupil in school currently in Y8.	AN (HoY)	Monitored over the year.	£300  HMS HEROES external programme used to facilitate support in school.	The one pupil in school who in receipt of this funding will be supported in a small friendship group programme.	There are no gaps in progress compared to non PP.
9. Adopted from Care Premium	2 pupils in Y9 1 pupil in Y11	DM CB EE (HoY)	Monitored each half term.	£2300 each  £6,900		Attainment gaps are narrowed. Pastoral needs are supported- one pupil in Y11 is a school refuser.
10. Social and Emotional Learning interventions: School counsellor 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' +4 months EEF	Resource in place to support the pastoral needs of pupils.	AK	Monitored for each pupil.	Post started Jan 2020 est £37,000	Pupils are provided with a support network within school.	Behaviour in school is supported.  Attendance to school and lessons improves.  SEMH provision around school.  Pupil voice demonstrates a positive impact.
11. Data is used to ensure the curriculum is addressing the needs of all pupils.	RAP groups take place across all subjects and year groups during the year- core groups of learners for interventions are highlighted.	KL HoDs	Each data entry. Data analysis docs. RAP meetings follow.	In school costs.	Senior and middle leaders monitor the progress of pupils. RAP meeting provide a focus for intervention. DDP links to plans.	Progress improves across all year groups.

<p>12. Extra curricular opportunities</p> <p>'The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes' +2 months EEF</p>	<p>A new programme of extra curricular activities has been introduced across school for all curriculum areas.</p>	<p>SK</p>	<p>Monitored each half term.</p>	<p>20K</p> <p>Bids encouraged to support activities.</p>	<p>An increasing number of staff will run clubs and activities across school.</p> <p>An increasing number of PP students in each year group attending activities.</p>	<p>Pupils access more opportunities to extended learning.</p> <p>Attendance at the clubs increases.</p>
<p>13. Pupils (particularly MAP pupils) have access to opportunities across the curriculum which broaden their prospects.</p>	<p>Throughout all year groups opportunities are provided to pupils.</p> <p>Future female leaders programme in Y9.</p> <p>Visits to colleges during L4L days.</p> <p>College interviews.</p> <p>Pathways to success programme.</p> <p>University residential links with Lancaster focused on Y9 and Y10.</p> <p>Links with Oxbridge to develop links and workshops.</p>	<p>CH VF EE</p>	<p>Analysed after each bid.</p>	<p>20K</p> <p>Bids encouraged to support activities.</p>	<p>Destinations data.</p> <p>Academic achievement.</p>	<p>More pupils take up courses at college.</p> <p>The school has a rise in pupils taking up opportunities to attend trips, go to after school clubs, attend tuition and take opportunities to succeed.</p>

## PRIORITY 3- BEHAVIOUR AND ATTENDANCE

Member of staff responsible: AN/ST

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
<p>1. Reduction of fixed term exclusions</p> <p>'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues' +3 months EEF</p>	<p>An internal exclusion system is set up in school to reduce the number of exclusions.</p>	AN/AK	<p>Sept.</p> <p>Continually monitored.</p>	<p>Rooming adjacent to the AP room.</p> <p>Staffed with senior staff as part of TT plan.</p> <p>Costs part of school staffing structure.</p>	<p>Pupil's behaviour continues to be supported over the course of the year.</p>	<p>The number of external exclusions reduces.</p> <p>Behaviour is supported in school and pupils are managed internally creating a more efficient system for restorative behaviour.</p> <p>Staff and student voice demonstrates an improvement across school.</p>
<p>2. Introduction of Alternative Provision programme on site.</p> <p>'The majority of studies report higher impact with older pupils' +3 months impact EEF</p>	<p>A select group of pupils will have their educational development supported in a specialist provision within school.</p>	AN/SK	<p>Being Sept 2019.</p> <p>Continually monitored every half term.</p>	<p>School staff timetabled to teach.</p> <p>Access to placement programmet to raise aspirations.</p> <p>Costs part of school staffing structure.</p>	<p>Pupil's behaviour continues to be supported over the course of the year.</p> <p>Pupils remain in school.</p>	<p>Pupils achieve core subject results.</p> <p>Pupils complete an appropriate education with TPS.</p> <p>Behavior for Learning within the general school population improves.</p>

<p>3. Behaviour support programme. Whole school.</p> <p>'reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' +3 month impact EEF</p>	<p>Pivotal Education will access what is currently in place, what is working and what is not and how we can change what we are doing.</p>	<p>AN</p>	<p>November 2019</p> <p>Monitored during the year.</p>	<p>Two day course run by Pivotal on the 19<sup>th</sup> and 29<sup>th</sup> of November</p> <p>6K</p>	<p>Behaviour for learning improve. Progress is made across core groups of learners.</p>	<p>Put together a plan for making effective change.</p> <p>The new programme has a positive impact in school which grows over the two years.</p> <p><a href="http://www.PivotalEducation.com">www.PivotalEducation.com</a></p>
<p>4. Behaviour support programme. Core groups</p> <p>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.' EEF</p>	<p>Additional member of staff in school twice a week running morning and after school clubs with targeted individuals, doing break and lunch duties outside on the muggas, running 3 intervention groups, mentoring individuals and working with AP students.</p>	<p>AN</p>	<p>2 years</p>	<p>£22,000</p>	<p>Behaviour for learning improves for core groups of learners.</p>	<p>Most of this work will be KS3 to look at prevention of poor behaviour.</p> <p><a href="http://www.commandojoes.co.uk">www.commandojoes.co.uk</a></p> <p>Evaluation completed by Commando Joe staff, students who participated and relevant HoY.</p>
<p>5. Support individual needs of pupils.</p> <p>'There is a general belief that school uniform leads to improvements in pupils' behavior.' EEF</p>	<p>Ensure disadvantaged pupils are present as part of the school community.</p>	<p>ST</p>	<p>As required over the course of the year.</p>	<p>Providing school uniform when required</p>	<p>Progress is supported.</p>	<p>Attendance for core groups of learners improves.</p>

<p>6. Supporting attendance for PP pupils.</p>	<p>Attendance for key groups of learners.</p> <p>Tracking of attendance for PP pupils specifically.</p> <p>The hours of support received from the LA have been doubled this year.</p>	<p>ST</p> <p>JJ</p> <p>HoY</p>	<p>Half term</p>	<p>Home school family attendance officer. £29,126.53</p> <p>PP TLR responsibility</p>	<p>Tracking of pupils across each year group. Challenging pupils who are being school target for attendance.</p> <p>One-to-one conversations with those below 90% by form tutors.</p> <p>Attendance packs sent out for core subjects to support progress.</p>	<p>Attendance is supported and improvements are made.</p>
<p>7. Home school link for praise and sanctions.</p> <p>'parental engagement is consistently associated with pupils' success at school' +3 months EEF</p>	<p>The use of class charts has been boosted to support the school and home link.</p>	<p>VF</p>	<p>Login info resent Sept.</p> <p>Continually monitored throughout the year.</p>	<p>£2000</p>	<p>The home school link improves. Staff more readily aware praise.</p>	<p>Awareness of praise and sanctions given to individual students.</p> <p>An improvement is seen in attendance.</p>