

Pupil premium strategy statement 2021 2022



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shrewsbury Academy
Number of pupils in school	784
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs Julie Johnson Headteacher
Pupil premium lead	Mrs Michelle Marston Deputy Headteacher
Governor / Trustee lead	Tracy Booth and Lisa William

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,545.00

Recovery premium funding allocation this academic year	£ 44,515.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£330,00.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

The aim of Pupil Premium funding is to reduce the gap in attainment between students eligible for Pupil Premium and those who are not. At Shrewsbury Academy, we believe the highest possible standards can only be achieved by having the highest expectations of all learners.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Every aspect of school life should be viewed through the eyes of a disadvantaged child by using our 'Golden Thread' approach. Our PP strategy is extensive, this is deliberate, because we want to explore every possible avenue to ensure our disadvantaged learners are successful.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment gaps between disadvantaged and non-disadvantaged are already evident when students start in year 7, without intervention this means that our disadvantaged learners could struggle to access the curriculum and therefore achieve lower GCSE outcomes.

2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
4	Attendance of disadvantaged students is lower than non-disadvantaged.
5	Disadvantaged students are disproportionately represented in terms of fixed term exclusions (FTE).
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
7	Parental engagement is poor for some disadvantaged students.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress 8	To reduce the gap for progress of PP and non PP students.
A8	A8 for both groups to increase.
% of Grade 5+ in English and Maths	By the end of our current plan in 2024, the percentage of disadvantaged pupils achieving grade 9-5 in Eng/Ma is to increase in line with FFT20 as a starting point.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among all pupils with additional increase for disadvantaged pupils and therefore a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. % of pupils above, on and below chronological age target for PP and non PP students.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities and leadership opportunities, particularly among disadvantaged pupils.
Attendance	The gap to reduce between PP and nonPP.
Exclusions	The percentage of PP students being excluded will be in line with national data.
Parental engagement	To reduce the gap for parental attendance at parents evening between PP and non PP students.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:£100,000.00

Activity	Details	Evidence that supports this approach	Challenge number(s) addressed
Students will receive high quality teaching and learning in all subject areas.	<p>Subject specialist teachers will be recruited and retained in all subject areas. The curriculum model will be developed to ensure class sizes are as small as possible.</p> <p>Learning walks will be structured and planned to ensure that teaching and learning standards are high across the school and that any training needs can be addressed quickly. A teaching and learning briefing will happen every week with a dedicated resource area.</p> <p>The CPD calendar will be planned in advance to ensure it meets the needs of the staff body and focuses on the whole school priorities. Flexibility will be built into the calendar to ensure training is able to react to any needs that arise during the year.</p> <p>During every half term there will be a Raising Attainment of Disadvantaged Youngsters (RADY) staff briefing or CPD session to ‘keep the culture alive’.</p> <p>All staff will have an appraisal target linked to Action Research Project (ARP). ARP time is built into the CPD calendar to ensure that staff are reading literature on a key area of their pedagogy.</p>	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” Education Endowment Foundation Guide to the Pupil Premium</i></p>	1

Students will receive high quality feedback	<p>The whole school feedback policy has been modified to focus on whole class feedback, live marking, verbal feedback and sampling rather than traditional marking. The purpose of this is to ensure that all students receive regular feedback with a higher degree of immediacy.</p> <p>Pupil premium students will receive more regular feedback. All main scale teachers will have an additional non-contact period on their timetable to ensure there is enough time for planning and feedback for disadvantaged students in their classes. We adopt a policy of pupil premium books to be marked first.</p>	<p><i>"Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback." EEF, Teaching and learning toolkit.</i></p>	1
Whole school literacy focus	<p>Literacy will appear on the school development plan. All students will go through literacy screening in the first half term so that focus students can be identified. Any student with a standardised score below 95 will be retested termly. Any student with a standardised score below 85 will receive literacy intervention. There will be a heightened focus on PP student students who are on the borderline of categories.</p> <p>All staff teaching key groups will receive phonics training at the start of September to ensure they are able to support students with the lowest literacy levels across all lessons.</p> <p>All children in Y7 and Y8 will engage in the Accelerated Reader programme for 20 minutes every afternoon. The data from this is carefully analysed and interventions put in place where necessary.</p>	<p><i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds." EEF, Teaching and learning toolkit</i></p> <p><i>AR progress at SJT 2019-2020 is often better amongst PP students than</i></p>	2

		<i>nonPP for example in Y8 PP students made +5months progress between October and January. Internal data analysis.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £145,00.00

Activity	Details	Evidence that supports this approach	Challenge number(s) addressed
Standardised testing and target setting	<p>Lack of KS2 data has meant lack of accurate baseline tests. All year 7 students will complete CAT assessments in the first half term.</p> <p>All students in all year groups will go through the literacy screening programme.</p> <p>CAT data will be used to set targets for year 7. The data will be analysed, the existing gap between PP and nonPP will be determined and the PP students will have their CAT data uplifted by the average difference. This will prevent planning for an attainment gap. The modified CAT data will be input into FFT to generate grade ranges (minimum, good and exceptional).</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education</p>	1

		<u>Endowment Foundation EEF</u>	
High quality data analysis	<p>Data will be entered three times during the school year and five times for year 11. Following data entry there will be thorough data analysis at the following levels:</p> <ul style="list-style-type: none"> - Whole school – Raising Standards leader - Year group level – Progress Leader - Subject level – Subject Head of Department - Class level – Class teacher <p>Throughout the class analysis, gaps must be identified between various subgroups. At a class level, all teachers must write interventions that they will put in place for their PP students.</p> <p>Following data analysis, Heads of Department must update their Faculty Development Plans (FDPs) including their 'Rady' column.</p> <p>Heads of Dept will then attend a 'Raising Standards Meeting with the Deputy Head and the Headteacher for scrutiny. The progress of disadvantaged students is a standing item for questioning.</p>	<p>More successful schools use data to identify pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching.</p>	1, 3
Year 11 intervention groups	<p>Following data analysis at the end of year 10, the year 11 PAL will start to put interventions in place. Interventions will include:</p> <ul style="list-style-type: none"> - Anxiety support - Study skills group - Effort Premier league - More able boys study group <p>The above will have proportional representation of PP students.</p> <p>Year 11 mentoring will also commence in the Spring term following pillar 1 – key underperforming disadvantaged students will be provided with a staff mentor who will meet with them weekly and support their progress through year 11.</p>	<p>"The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment." EEF Teaching and Learning Toolkit</p> <p>The impact of mentoring has been very positive in the past.</p>	1, 3

	<p>Countdown to success event will run in February 2022. The event will effectively prepare students for the 20 week countdown to their examinations. It will cover:</p> <ul style="list-style-type: none"> - Study skills - Mental wellbeing - Physical wellbeing – including healthy eating, exercise and the importance of sleep. <p>As part of the countdown to success we will have an external speaker come in to run a session on memory and revision techniques.</p>		
Topping up school-led tutoring and National Tutoring Programme	<p>Students will be selected to receive school-led tutoring or access virtual tutoring via National Tutoring Programme providers. Much of the cost of this is subsidised by other government funding but where the pupils involved are eligible for Pupil Premium, the cost of their tutoring will be topped up using the Pupil Premium.</p> <p>Tutoring will be delivered on a one to one basis or in small groups. These groups will be no bigger than 3 students at a time.</p>	<p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.” EEF, Teaching and learning toolkit</p> <p>“Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess</p>	1, 2, 3

		the best way to target support.” EEF, Teaching and learning toolkit	
Intervention strategies to improve reading.	<p>A number of reading intervention programmes will run to support students to improve their reading ability.</p> <p>KS4 reading buddies will be used to support the reading of students with a standardised score of 85-95. We will continue to ensure that there is at least proportional representation of PP students.</p> <p>Extraction of very small groups or individuals will take place during AR time to support the reading ability of individual students, there is always at least proportional representation of PP students.</p> <p>The phonics groups have been set up in year 7 to support students who have extremely low literacy levels.</p>	<p>“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.” EEF Teaching and Learning Toolkit</p> <p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. EEF, Teaching and learning toolkit</p>	2

		Students in reading families made the most progress (approximately double those not in reading families) Internal analysis	
Work experience placements for year 10	Every student will have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. All PP students will be supported through this process by their form tutors/Progress Leader/Careers advisor		6
Revision resources (revision guides, revision packs etc)	All PP students have their revision guides paid for out of PP funding to ensure they have every chance of success in examinations. PP students will also be provided with key equipment needed in lessons, particularly those more expensive items such as scientific calculators.		1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £70,000.00

Activity	Details	Evidence that supports this approach	Challenge number(s) addressed
RADY	All aspects of school life have the concept of the RADY 'Golden Thread' running through them where each item is viewed through the eyes of a disadvantaged child. This includes: a 'RADY' column in the school development plan, faculty development plans.	https://challengingeducation.co.uk/wp-content/uploads/2021/10/CB-C-RADY-Final-Evaluation-Report.pdf independent	1,2,3,4,5,6,7,8

		review of impact of RADY	
Increase access to extra-curricular activities	<p>A variety of lunchtime clubs and activities will be accessible to all children.</p> <p>Attendance at enrichment clubs is being monitored to ensure proportional representation of PP students.</p> <p>A pathway has been generated to reduce the possibility of students not accessing trips and visit due to financial pressures. We offer payment plans, 25% reduction in cost or 50% reduction in cost depending on the circumstances to ensure all students have the chance to assessment opportunities to build their cultural capital.</p>	https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/	8
Attendance	The school has a phased approach to supporting attendance which starts when attendance falls below 95%. Individual pupil attendance patterns will be monitored by EWO/Attendance officer/ Progress leader each week. The result of this monitoring means that the school is quick to put in place an intervention/support package. The threshold for intervention and support to begin is higher for PP pupils than non PP. Morning absence calls start with PP pupils, with issues preventing attendance resolved as soon as possible. Where pupils do not attend because of a barrier to school e.g. uniform/transport, PP funding is used to ensure issues are resolved. To minimise the impact of Covid on attendance the school expectation is that when pupils are well enough they access their lessons through teams and continue with their education.	https://www.gov.uk/government/publications/school-attendance-framework-for-securign-full-attendance-actions-for-schools-and-local-authorities	4
Behaviour systems	Achievement through caring is a culture adopted by the school. Pupils receive relentless support to achieve their absolute best. Positive relationships are fostered by the behaviour for learning system that is underpinned by a restorative approach. Reward and consequence systems are applied consistently, with stakeholders receiving updates on their use e.g Form tutors share lesson grading and attendance information at weekly sessions and discuss with pupils areas for improvements and praise their successes. For pupils that require further support with their behaviour the school uses person centred plans. The content of which can range from reward and recognition reports, access leader support, time outs, timetable adjustments.	“Both targeted [behaviour] interventions and universal approaches have positive overall effects (+ 4 months).”	5

		Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required." EEF Teaching and Learning Toolkit	
Alternative provision	The Raise room has been set up and staffed to allow some students to access anger management, emotion regulation or just a space when students need it. This also allows for one-to-one support for students on a PLP. We look to explore every avenue to support our students and will continue to offer alternative provisions including Hairdressing, Grease Monkeys.		5, 8
Tutor time/ Personal development programme	Personal development opportunities are extensive. Personal development lessons focus on both the knowledge and skills needed to be happy, independent and responsible young adults. The curriculum intent is specific to our pupils with the risks identified and addressed. The programme is complimented with opportunities to develop British values through a citizenship calendar of current world and local events. There are opportunities for pupils to develop their personal skills e.g. Leadership, emotion regulation. To build the feeling of belonging there are a series of House competitions where children work as part of a team. The school council operates during tutor time so that whole school opinion can be canvassed with an online voting system.	https://pshe-association.org.uk/curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education	

		<u>on Relations hips and Sex Education_RS E and Health Education.pdf</u>	
Online Parents Booking system	<p>Priority bookings will be made available for key groups of students (PP/PA).</p> <p>After a week of bookings being made available, a reminder request will be sent out to these key groups. And a follow up call will be made via form tutor/progress leader. Discussions about barriers to accessing the event will be discussed and resolutions will be put in place.</p>	<p>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.” EEF, Teaching and learning toolkit</p>	7
Contingency fund	A contingency fund will be set up to support any additional items that may be needed by disadvantaged students such as uniform or equipment.		

Total budgeted cost: £315,00.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
<p>Continue to ensure pupils are appropriately challenged. Adopt the 'Teach to the Top' strategy.</p>	<p>A focus on year 7 setting and enabling Ruth Misken project to begin.</p> <p>Awareness from HODs on setting for equality – and discussions around setting vs mixed ability. Limited success with setting and mixed ability due to timetable constraints and banding. Consideration for banding with core subjects needed.</p> <p>Minimised group changes successful from yr 8 up and more consistent staffing.</p> <p>Issues around lockdown learning and the consistent application and engagement of strategies.</p> <p>RADY upscale occurred for key PP pupils and set changes reflected this – later application due to issues around testing and curriculum.</p> <p>No closing of the gap for the disadvantaged in the data but pupil voice demonstrated that our disadvantaged pupils were the most impacted pupils during the pandemic and subsequent lockdowns. IT equipment provided for all and closer monitoring during the spring lockdown on disadvantaged learners and the ability to bring those learners in to lockdown school had some success.</p> <p>'Teach up' was included in the CPD program.</p> <p>Next steps:</p> <p>Continue to work with CFA and HODs on the most appropriate curriculum and grouping for disadvantaged pupils.</p> <p>Continue work with the RADY team and further implement strategies.</p> <p>More focused quality assurance of teaching and marking for disadvantaged pupils.</p>

Use AfL strategies to inform planning and to help pupils make good progress.

Do Now activities established as part of T&L expectations.
 Trust review system enable SLT team to review use of AfL in classrooms more frequently.
 Focus on improving contact with home especially for our disadvantaged pupils – and a clear focus for priority during the spring lockdown. Home visits also occurred.
 Pupils premium and the disadvantaged became a permanent agenda for LM and HOD meetings.

Next steps:

Work with the SLT team to create more time on the T&L timetable to encourage departments teams to explore disadvantaged data in more detail.
 HODs to have more accountability for book looks of sub-groups.
 Learning walks to feature disadvantaged as a focus every half term.
 SA Way to further embed interleaving, spacing and retrieval practice into consistent practice.
 Further developed and bespoke CPD for staff.

Intervention aimed at improving % 9-5 inc En/Ma

Interventions ran at key points for pupils including session 6, session 0 and DEAR.
 Small group extraction for the most disadvantaged happened with access leaders – but could have been more timely and effective at points.
 PiXL DTT used by English department.
 Half termly review of intervention groups led by HODs.

Next steps:

Work from Early PPG to engage key groups. CFA to work with HODs to ensure quick creation of key group foci.
 More work with core HODs to ensure a focus on the Eng not Maths/ Maths not English group
 Continue to develop the quality of the intervention program and ensure that quality assurance is occurring.
 Impact of interventions and outcomes to be analysed and shared by HODs.
 Ensure the quality of interventions is high and appropriate tasks being set for pupils – bespoke planning.
 Quality of year 10 interventions explored as Early entry Literature running again during this academic year.

	<p>Frequent meetings via LM and SLT with HODs to explore up-to-date data and next steps for interventions.</p> <p>Promote further PR of interventions and contact with home.</p>
Raise the profile of subgroup data analysis and tracking	<p>Trackers a focus for all LMs to establish across the academic year.</p> <p>All subjects have a tracker for data and interventions.</p> <p>All HODs completing data analysis at key points across the year and exploring sub-groups – promotion of this process to roll out to classroom teachers.</p> <p>Training of staff to explain data acronyms and expectations.</p> <p>Data meetings running frequently via LMs but at key points during the year with core SLT.</p> <p>Pupil Premium champions established in all departments and directed by HODs to raise the profile of PP.</p> <p>PPPP created and shared with all staff. Teams folder with weekly highlights and access for staff to view all PP pupils.</p> <p>Weekly metacognitive focus released to plan with PP pupils.</p> <p>RADY upscaling happened.</p> <p>Set changes reduced – only where necessary</p> <p>Friday morning briefings to share good practice and pedagogy.</p> <p>Next Steps:</p> <p>Instigate SISRA training and refresher training for staff to enable better analysis of sub groups after data drops – all classroom teachers to analyse all group and feedback to HODs.</p> <p>Further development of training around data input to ensure that the correct assessment and grade is being put on to the system. This will ensure that the right pupils are being identified and at the right time.</p> <p>Use LMs to improve the tracking systems within departments – to include interventions, parental contact and classroom interventions.</p> <p>PP to be the first agenda item at all Dept. meetings and to be led by the PP champion – accessing the most recent data to discuss outcomes and plan effective interventions.</p> <p>HODs to continue to raise standards and accountability within those meetings.</p>

	<p>PPPP redeveloped and issued to new year 7s and then redeveloped from 8-11. Consider using a Microsoft Forms approach so as to collate the information more successfully for sharing. Link to Arbor to apply information for easier access to classroom staff.</p> <p>Continue to work with RADY and apply the uplift in AUT2 after CAT4 tests have been completed – English setting to lead from this.</p> <p>Disadvantaged focus to be frequent on the T&L calendar.</p> <p>Engage Governors with departments to focus discussions on sub-groups.</p>
Improve pupil aspirations	<p>RADY uplift implemented.</p> <p>CAG SLT nominated and PALs provided moments to explore careers and opportunities.</p> <p>Focus on reducing NEET numbers a priority throughout the academic year.</p> <p>PPPP completed and distributed for all year groups.</p> <p>Rewards program redeveloped successfully by JJO and a focus on ensuring parity between PP and NPP pupils.</p> <p>Achievements celebrated virtually or through small groups rather than rewards evenings due to Covid restrictions in place at the time.</p> <p>Student council established by MLA and running successfully. PP pupils feature in leadership roles.</p> <p>Lots of work via the community group and the PAG linked to improving parental engagement and relationships with the Academy.</p> <p>Next Steps:</p> <p>Continue to work with RADY but to build the team to include behaviour and data leads within SLT alongside the data manager.</p> <p>Careers and aspirations need to be a bigger focus this academic year – work with Shrewsbury School and the Futures Focus team to develop programs and action plans for our DLs.</p> <p>Promotion of careers events and college open days a priority for DLs.</p> <p>Continue to work with HODs on curriculum development and cultural capital opportunities. Develop work around the Gatsby benchmarks linked to an employability outcome to be shared with pupils within lessons.</p> <p>Continue to work on the development of PPPP and the most effective ways to share this information for staff planning.</p> <p>Continue to work with the student council to develop roles and responsibilities for PP pupils.</p> <p>Continue to promote positive contact with PP parents and work with the rewards and House team to encourage PP participation.</p>

Improve Attendance for PP pupils

Work with ALO and ALU to identify key groups of pupils and have more efficient and effective contact with home.

ALU contacts all attendance concerns.

ALU placed as SA attendance officer with a focus on PP attendance.

Work with ALO to consider the placement of PP attendance on the ‘wave wall’ and how to effectively intervene.

Better promotion of intervention for DLs.

Rewards developed by JJO have an attendance focus.

Next Steps:

Continue to work with ALU and ALO on the contact with home and the challenge for attendance.

Finalise the attendance ‘wave wall’ for PP pupils and implement.

Work with ALO and the PALS team to raise the profile of attendance with tutors – using tutor time (AM) to discuss attendance issues.

Use of CPOMS to alert staff to reoccurring attendance issues.

Continue to develop the PP focus within the House and rewards system.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.