

1. Summary information					
School	Beaumont Hill Academy			Type of SEN	PMLD/SLD/MLD/ASC/SEMH
Academic Year	20-21	Total PP budget	£164,293.75	Date of most recent PP Review	July 20
Total number of pupils N-Yr11	267	Number of pupils eligible for PP (N-Yr11)	142	Date for next internal review of this strategy	Dec 2020

## 2. Review of 2019 - 2020

Percentage of pupils making expected progress each term: PP v Others 2019-20

English	Gap 18-19	Spring 2020			
		Pupil Premium	Non Pupil Premium	Gap	SIG / INS
KS1	12.5%	100%	100%	0%	
KS2	-6.1%	96.9%	93.3%	3.6%	
KS3	-6.2%	87%	96.3%	-9.3%	
KS4	-19.2%	66.7%	87.5%	-20.8%	

Percentage of pupils making expected progress each term: PP v Others 2019-20

Maths	Gap 18-19	Spring 2020			
		Pupil Premium	Non Pupil Premium	Gap	SIG / INS
KS1	6.2%	100%	100%	0%	
KS2	0.8%	100%	100%	0%	
KS3	-0.9%	85.2%	77.8%	7.4%	
KS4	-10.9%	48.3%	66.7%	-18.4%	

PP v Others Attendance 2018-19

Attendance	Difference 18-19	Whole year					
		Pupil Premium	Non Pupil Premium	Difference 19-20	SIG / INS	Difference in PP attendance 18-19 to 19-20	Difference in non pp attendance 18-19 to 19-20
Year 1	+1.71%	94.3%	96.3%	-2%		-2.47%	+1.24%
Year 2	-3.74%	96.2%	97.4%	-1.2%		+2.87%	+0.33%
Year 3	+2.78%	92.1%	96.5%	-4.4%		-3.47%	+3.71%
Year 4	+4.73%	95.6%	94.1%	+1.5%		-2.52%	+0.71%
Year 5	+11.84%	95.3%	86.6%	+8.7%		-0.36%	+2.78%

Year 6	-0.15%	91.8%	87.5%	+4.3%		-3.71%	-8.16%
Year 7	-5.21%	95.9%	97.9%	-2%		+4.83%	+1.62%
Year 8	-2.89%	95.3%	96.4%	-1.1%		+0.6%	-1.22%
Year 9	+22.99%	94.8%	94.2%	*0.6%		+4.46%	+26.9%
Year 10	-13.8%	85.7%	77.9%	+7.8%		-4.36%	-17.24%
Year 11	-2.7%	81.3%	95%	-13.7%		-11.36%	-0.36%
Whole school	+1.18%	93.22%	93.19%	0.03%		+0.68%	+1.83%

2020 – 2021 Pupil premium pupils account for 55.1% of the school population.

There are 6 Forces pupils on roll

### 3. Barriers to future attainment (including characteristics likely to be exhibited by PP pupils) I = in-school E=external (to be addressed with other stakeholders)

<b>A.</b>	The increasingly complex and profound presentation of SEN makes curriculum provision more challenging. (E/I)
<b>B.</b>	The need to provide diagnostically targeted, personalised actions and approaches to address complex individual barriers (I)
<b>C.</b>	Significant emerging mental health issues involving complex social and emotional needs impact on pupils ability to engage positively with learning this is more apparent following pandemic (E/I)
<b>D.</b>	Lower attendance of KS4 PP pupils impacts upon rates of progress. (E)
<b>E.</b>	Less resourceful families (social and cultural capital, aspirations, home study) and reduced engagement with the academy structures and personnel. (E)
<b>F.</b>	Covid - 19 – see separate COVID strategy

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A &amp; B</b>	Improved PP attainment and progress through a well-designed curriculum offer and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.	Pupils eligible for PP make more progress (against their personalised targets) than Others. The difference is diminished, especially in KS4 English and Maths
<b>C.</b>	Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).	PP pupils are as well-engaged in learning during formal lesson observations and learning walks. Targeted behaviour interventions positively impacts PP pupils as demonstrated through SIMs behaviour data. The difference in days lost to FTE for PP and Others is diminished.
<b>D.</b>	Increased attendance for PP pupils throughout the academy, in comparison to the rise in that for Others.	The attendance of Key stage 4 Yr. 11 pupil premium pupils to improve at a higher rate than that of others To diminish the difference between key stage 4 PP and others attendance
<b>E.</b>	Greater engagement and involvement of all PP families regardless of home resources.	PP parents to be engaged with all aspects of BHA life, measured by increased engagement with the family wellbeing team, more positive questionnaire responses, increased response to home school communications in comparison to recent years.
<b>F</b>	Pupils returning to school post COVID will settle into school and develop new routines and relationships	Pupils will be emotionally regulated to engage in learning and make good academic progress

Academic year				
<b>Academic year</b>		<b>2020 - 2021</b>		
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.				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Approximate costs	Lead
<p><b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p><b>English</b></p> <p>To further enhance the quality of teaching and pedagogical learning approaches across the school:</p> <p><b>Whole School:</b> Implement a weekly whole school literacy focus.</p> <p>Teach pupils to use strategies for planning and monitoring their creative writing skills</p> <p>Targeted CPD focusing on the implementation of whole word/ phonics teaching approaches both for teaching English teachers and as a cross curricular literacy strategy.</p> <p>Personalised SMART intervention targets for any pupil identified as not making expected progress in English</p>	<p>There was a significant difference in KS4 English which needs to be addressed</p> <p>Small group delivery, high aspirations, personalisation of learning and associated specific feedback and parental engagement, oral language intervention and reading comprehension strategies have been acknowledged and validated (EEF) as having the most impact on progress.</p> <p>Personalisation of learning and smartly targeted interventions can be used to develop a common</p>	<p>English Leads for Primary and Secondary will lead on implementing and monitoring these strategies and their impact on students English progress</p> <p>Data tracking of these students to show impact of the approach.</p> <p>Assessment leads to monitor personalisation of learning strategy for subject leads to swiftly address and diminish the difference and ensure that individual personalisation of targeted English learning and 1:1 intervention has been</p>	<p>JKe/ SMc</p> <p>SPE / ALy</p>

	<p>Specialist diagnostic assessment to support targeted interventions in KS4</p> <p>Personalised SMART intervention targets for any pupil identified as not making expected progress in English</p> <p>Development of a range of accreditations in relation to the different KS4 curriculum pathways</p> <p>Practice of exam techniques and working under exam conditions in class.</p> <p>Parental involvement with KS4 accreditation support After school study club for Yr. 11 accreditations</p> <p>Early entry in Yr. 10 and 11 for Functional skills qualifications in addition to GCSE English.</p> <p>Implement Accelerated Reader where appropriate and additional regular summative learners in KS4</p> <p>English / literacy visits to support KS4 accreditations.</p>	<p>approach to English across the curriculum</p> <p>EEF Links; Feedback + 8 months Small group tuition + 4 months 1:1 interventions + 5 months Phonics + 4 months Reading Comprehension + 6 months</p>	<p>implemented effectively and that impact is tracked.</p>	
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	<p>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.</p> <p>Teach writing composition strategies e.g. report writing through modelling, creative pedagogy and supported practice.</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice.</p> <p>Reading interventions with parental involvement and engagement.</p>			
<b>When will you review implementation?</b>				
<b>Autumn term:</b>				
<b>Spring term:</b>				
<b>Summer term:</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation? Approximate costs</b>	<b>Lead</b>



<p><b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p><b>Maths</b></p> <p><b><u>Whole School</u></b></p> <p>To further enhance the quality of teaching and pedagogical learning approaches within Maths:</p> <p>Regular summative testing and high quality meaningful feedback for all learners.</p> <p>Personalised intervention targets for any pupil identified through diagnostic assessment as not making expected progress in Maths</p> <p>Regular homework set including use of online resources and programmes.</p> <p>Targeted CPD focusing on multi-sensory approaches to Maths</p> <p>Parental involvement in multi-sensory approaches to Maths at home</p> <p><b><u>Primary</u></b></p> <p><b><u>Secondary</u></b></p> <p>Purchase and use of Maths teaching resources including sets of textbooks.</p>	<p>These were a significant difference in KS4 English which needs to be addressed</p> <p>Small group delivery, high aspirations, collaborative learning, personalisation of learning and associated specific feedback and parental engagement has been acknowledged and validated (EEF) as having the most impact on progress.</p> <p>Personalisation of learning and smartly targeted interventions can be used to develop a common approach to Maths across the curriculum</p> <p>EEF Impact Evidence Links                  Feedback + 8 months                  Small group tuition + 4 months                  1:1 interventions + 5 months.                  Collaborative learning + 5 months</p>	<p>Where learning has no limits</p> <p>Maths Leads for Primary and Secondary will lead on implementing and monitoring these strategies and their impact on students Maths progress</p> <p>Data tracking of these students to show impact of the approach.</p> <p>Assessment leads to monitor personalisation of learning strategy for subject leads to swiftly address and diminish the difference and ensure that individual personalisation of targeted maths learning and 1:1 intervention has been implemented effectively and that impact is tracked.</p>	<p>RBi HGr</p> <p>Aly / SPe</p>
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	<p>Regular practice of exam techniques and working under exam conditions in class.</p> <p>Early entry in Yr. 10 and 11 for Functional skills qualifications in addition to GCSE Maths.</p> <p>After school study club for Yr. 11 accreditations</p> <p>Maths club for pupils as appropriate.</p> <p>Regular Maths challenges</p>			
<b>When will you review implementation?</b>				
<b>Autumn term:</b>				
<b>Spring term:</b>				
<b>Summer term:</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation? Who will lead? Approximate costs</b>	<b>Lead</b>



<p><b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p><b><u>Students with ASC</u></b></p> <p>The targeted use of support to develop proprioceptive sensory processing and self-regulation skills. To enhance the attainment of pupils eligible for PP through access to a sensory diet</p> <p>CPD – Planning and delivering a sensory diet from specialist ASC consultant and OT advice.</p> <p>Resourcing for a new sensory resource room to expand access and delivery of proprioceptive, sensory processing and self-regulation strategies</p> <p>Identify and develop OT champions (TAs)</p> <p>Sensory diet items available in all classrooms</p> <p>Amendments to mark sheets to record strategies implemented</p>	<p>Evidence gained in school demonstrates through effective pedagogy and application of appropriate resources in, for example, ASC classes, there has been significant improvements in children's abilities to self-regulate</p> <p>Improvements in a child's ability to self-regulate allow</p>	<p>To ensure effective CPD and sensory strategies are implemented.</p> <p>Manage resourcing and delivery of provision and strategies</p> <p>Analysis impact on attainment for pupils with complex needs who are eligible for pupil premium funding</p>	<p>SD</p>
<p><b>When will you review implementation?</b></p>				
<p><b>Autumn term:</b></p>				
<p><b>Spring term:</b></p>				
<p><b>Summer Term:</b></p>				



Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
<p><b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p> <p><b>C.</b> Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).</p> <p><b>D</b> Increased attendance for PP pupils throughout the academy, in comparison to the rise in that for Others.</p>	<p>Alternative / personalised curriculum</p> <p>To support alternative educational provision for those students requiring more vocational opportunities and specialist social interventions</p> <p>To provide targeted pupils with adventure learning based residential visits subject to restrictions in place being removed.</p> <p>To provide targeted pupils with adventure learning outdoor learning opportunities with a specialist provider</p> <p>To provide targeted pupils with individualised social interventions based in the community or through the outdoor education learning programme</p> <p>To provide curriculum enrichment activities with adventure learning based focus</p>	<p>Ongoing evidence of the value of alternative personalised learning and outdoor education, residential opportunities and adventure learning on pupil's engagement in education and positive benefit on academic learning. EEF evidence further supports this, stating "perseverance and resilience are developed through adventure learning and wider outcomes such as self-confidence are seen".</p> <p>EEF links Outdoor adventure learning + 4 months Collaborative learning + 5 months 1:1 interventions + 5 months</p>	<p>HOD to identify students in need of alternative personalised learning and outdoor education, residential opportunities and adventure learning and monitor progress</p> <p>SLT for Behaviour to analyse the impact on attainment, progress and engagement of those pupils who are offered alternative education opportunities</p>	<p>PRa, VMa,</p>



When will you review implementation?				
Autumn term:				
Spring term:				
Summer term:				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	
<p><b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p><b><u>Implementation of Golden Threads</u></b></p> <p>Whole school approach to implementation of Golden Threads and the strategies appropriate to student's needs.</p> <p>Appropriate CPD linked to the whole school Golden Threads</p> <p>.</p> <p>English and maths impact on transferable core skills in both discreet and cross curricular skills.</p>	<p>Developing and empowering learning power including self-awareness has been acknowledged and validated (EEF) as having the most impact on progress.</p> <p>EEF links</p> <p>Metacognition and self-regulation + 7 months</p>	<p>Data tracking of these students to show impact of the programme in core learning (English and Maths).</p> <p>SLT Learning walks , lesson observations and pupil feedback show positive engagement in learning</p>	<p>JKe/ SMc RBi HGr</p> <p>KC</p>
When will you review implementation?				
Autumn term:				
Spring term:				
Summer term:				



<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation?</b>	<b>Lead</b>
<p><b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p> <p><b>C.</b> Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).</p>	<p><b><u>LD CAMHS nurse practitioner</u></b></p> <p>Employ the services of an LD CAMHS nurse to assess the changing and emerging needs of SEN pupils who are eligible for PP and facilitate effective strategies for children / young people with cognitive, social and emotional barriers and who need support to access the curriculum</p> <p>Initial class observations and referrals made</p> <p>Strategies and action plans created and implemented</p>	<p>Increase in students with significant social and emotional barriers to learning.</p> <p>Developing self-confidence and self-awareness has been acknowledged and validated (EEF) as having the most impact on progress.</p> <p>EEF links Metacognition and self-regulation + 7 months</p>	<p>HOD to oversee referrals to Nurse practitioner</p> <p>SLT implementation and impact of input from practitioner. Half termly data and impact monitoring.</p> <p>Regular meetings with nurse practitioner, class teachers and Heads of Department.</p>	<b>SPe</b>
<b>When will you review implementation?</b>				
<b>Autumn term:</b>				
<b>Spring term:</b>				
<b>Summer term:</b>				



Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation?	Lead
<p><b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p> <p><b>C.</b> Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).</p>	<p><b>EP support</b> Employ the services of an Educational Psychologist to assess the changing and emerging needs of SEN pupils who are eligible for PP and facilitate effective strategies for children with cognitive, social and emotional barriers and who need support to access the curriculum.</p> <p>SLT to ensure staff implement strategies and action identified into daily practice.</p>	<p>Brokering a private agreement with a chosen EP service has resulted in improved referral time to EP services and enabled strategies to be employed reduced incidents of inappropriate behaviours and improved engagement and attainment. EEF links 1:1 interventions + 5 months</p>	<p>HOD's to oversee effective communication and referral to EP</p> <p>SLT implementation and impact of EP input. Half termly data and impact monitoring.</p>	<p><b>KCo SDa PRa, VMa,</b></p>
<p><b>When will you review implementation?</b></p>				
<p><b>Autumn term:</b></p>				
<p><b>Spring term:</b></p>				
<p><b>Summer term:</b></p>				

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead?	Lead
<p><b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p><b>SALT Support</b> In house Speech and Language Therapist employed to develop communication and interaction skills of pupils with SEN who are eligible for pupil premium funding Programmes delivered by teachers in classrooms.</p> <p>BHA staff to deliver PECS training for parents and staff</p> <p>Signing support training for parents/ staff</p> <p>Staff to implement strategies into their daily teaching</p>	<p>Improved referral times for pupils through employment of in house SALT. School staff have developed their teaching and learning strategies through a programme of training- instructional language, signing, PECs and vocab to access and support communication for all curriculum access. EEF links Oral Language interventions + 5 Phonics + 4 1:1 interventions + 5 months</p>	<p>Data will show improved attainment in speaking and listening and communication. Data analysed by English leads.</p> <p>Reduction in the number of recorded behaviours related to communication issues</p> <p>HOD's to oversee effective communication and referral to in house SALT.</p> <p>SLT implementation and impact of EP input. Half termly data and impact monitoring.</p>	<p><b>JKe</b> <b>HGr</b></p> <p><b>KCo</b></p> <p><b>PRa,</b> <b>VMa,</b></p>
<p><b>When will you review implementation?</b></p>				
<p><b>Autumn term:</b></p>				
<p><b>Spring term:</b></p>				

<b>Summer term:</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation? Who will lead? Approximate costs</b>	Lead
<b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.	<b>OT Support</b> Occupational Therapist employed to support with the identification of sensory processing and dietary needs and to facilitate the acquisition of the correct equipment in a time effective manner for specific targeted pupils.	OT support has had proven effectiveness in improving outcomes for pupils with sensory processing needs and those with autism. Advice and guidance has been provided to staff on sensory processing, sensory dietary needs and proprioceptive skills in order to enhance the quality of teaching and learning.  EEF links 1:1 interventions + 5 months	HOD's to oversee effective communication and referral to in house OT services.  Weekly data analysis of behaviour by SLT  SLT implementation and impact of OT input. Termly data and impact monitoring.	PRa, VMa, SPe,  SD
<b>When will you review implementation?</b>				
<b>Autumn term:</b>				
<b>Spring term:</b>				

<b>Summer term:</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation? Who will lead? Approximate costs</b>	Lead
<b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.	<b>CSA Support</b> Classroom support assistant to assist with personal care of students and exploit opportunities to consolidate communication and self-help skills specific targets identified through the curriculum pathways when engaging pupils in attending to their personal hygiene needs	For students who require assistance with personal care, dedicated CSA staff members are essential for the smooth and efficient transition to/from lessons, significantly reducing the time taken for this and ensuring learning support staff remain focused on curriculum support at all times. This also gives the opportunity to develop the communication and self-help skills, of PP students with other adults.  EEF links 1:1 interventions + 5 months	Class teachers to set communication and self-help skills specific targets identified through the curriculum and communicate to CSA for implementation Class teachers to monitor progress for their specific students.  Complex needs lead to monitor the progress of secondary aged pupils eligible for pupil premium funding who require personal care needs through targeted personal communication and self-help skills Half termly data and impact monitoring.	SCa
<b>When will you review implementation?</b>				
<b>Autumn term:</b>				

<b>Spring term:</b>				
<b>Summer term:</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation? Who will lead? Approximate costs</b>	<b>Lead</b>
<p><b>D.</b> Increased attendance for PP pupils throughout the academy, in comparison to the rise in that for others.</p> <p><b>E.</b> Greater involvement of all PP families regardless of home resources.</p>	<p><b>Family Wellbeing Team</b> Family liaison worker to strengthen home-school links and support the engagement of pupils (and their families) eligible for PP funding plus supporting multi-agency liaison of LAC pupils and those in need of Early help.</p> <p>Attendance and intervention TAs employed to strengthen home-school links and improve attendance and engagement of pupils (and their families) eligible for PP Yr. 11 and examination attendance support strategies will be a priority.</p> <p>Regular attendance incentive rewards.</p> <p>Breakfast clubs across the school to provide incentive and a positive start to the day.</p> <p><b>Implementation of blended learning offer.</b></p>	<p>Consistent evidence of family support worker and attendance and interventions TAs improving the attendance of PP pupils whole school. Continued focus prioritising Yr.11</p> <p>Evidence of continued improvement in engagement and high levels of attendance of PP pupils.</p> <p>Pupil voice shows breakfast club has a positive impact on engagement.</p> <p>Impact of parental engagement have been acknowledged and validated</p> <p>EEF links</p> <p>Collaborative Learning + 5</p> <p>Parental Engagement + 3</p> <p>1:1 interventions + 5 months</p>	<p>Weekly meetings with SLT to ensure that data is effectively gathered monitored and analysed and actions decided</p> <p>Fortnightly pastoral meetings. Family support worker and Attendance Intervention TAs accountable to the Lead for safeguarding assess the impact of interventions on attendance and parental engagement.</p>	<p>Lead</p> <p>GEy</p>
<b>When will you review implementation?</b>				



<b>Autumn term:</b>				
<b>Spring term:</b>				
<b>Summer term:</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation? Who will lead? Approximate costs</b>	<b>Lead</b>
<b>E.</b> Greater involvement of all PP families regardless of home resources.	<p>Parental engagement</p> <p>Dedicated leadership team member to lead on promoting parental engagement through a whole school approach After school groups and whole school programme of activities engaging parents in a range of social events and students learning throughout the year. These are also embedded through many of the other strategies above – current COVID restrictions in place with reduce the opportunity of face to face engagement. Move to virtual support to continue and develop new relationships.</p> <p>Supporting parents to use parental bids to support learning and engagement. Parent App will have a request button where parents can request additional funding for activities with their child at home to increase outcomes.</p>	<p>Evidence of continued improvement in engagement of PP pupils. Parent Partnership award signifying impact of high levels of parental engagement. Parental bids to support learning have been acknowledged and validated.</p> <p>EEF links Collaborative Learning + 5 Parental Engagement + 3</p>	<p>Regular meetings with SLT to ensure that data is effectively gathered monitored and analysed. Assess the impact of interventions on attendance and parental engagement strategies for pupils who are eligible for pupil premium funding in comparison to Others</p>	GEy/ KCo
<b>When will you review implementation?</b>				

<b>Autumn term:</b>				
<b>Spring term:</b>				
<b>Summer term:</b>				
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation?</b>	
<b>A and B</b> Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.	Data and administration support required to ensure a clear and comprehensive tracking of pupil premium strategies and resources.	Evidence that timely recording and monitoring of resources spent on each pupil premium student has resulted in effective allocation of resources and impact attached to each intervention.	Regular meetings with SLT to ensure that data is effectively gathered monitored and analysed. Termly impact analysis reviews plans effectiveness on attainment and progress of PP students.	SP

<b>5. Review of expenditure</b>	
<b>Academic Year</b>	<b>2020-2021</b>

