



St Edmund Arrowsmith CFL

Pupil Premium Funding 2017-18

Spending plan and initial review process

- **Local context and barriers**

St Edmund Arrowsmith Catholic CFL serves a very wide and varied area. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national – 2015 data) of Knowsley

With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. The polarised nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Assistant Principals, Progress Leaders, Heads of Year and Inclusion Team to identify emerging needs and deliver interventions.

At the same time, historically, we have evidence that points us towards five broad barriers in the Knowsley area:

- Family history of reduced engagement with school life such as attendance at parent consultation evenings.
- No family history of tertiary education and with this a lack of aspiration towards attending leading universities.
- Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation.
- Poor student attendance at primary school, leading to continued poor absence at secondary.
- Low Literacy and Numeracy Skills on entry which continue throughout the years and not supported and developed out of school time.

All of our strategies can be linked to these local issues.



Costings:

Objective	Cost
Improved Progress in Literacy for all disadvantaged students	
	Continued Funding for Accelerated Reading
	TLR cost for Lit/Co (40%)
	Continued Funding for IDL
	Purchase of Books to support DEAR
	Part funding for English Interventionist 40%
	£1,800
	£2,275
	£11,750
Improved Progress in Numeracy for all disadvantaged students	
	Funding for Maths Ninja/PIXL/My Math
	TLR cost for Num/Co (40%)
	Part funding for Maths Interventionist 40%
	£2,275
	£11,750
Increased attendance and punctuality rates for all disadvantaged students	
	Attendance Manager 40% of salary
	Attendance Clerk 40% salary
	Lesson Monitor Licence
	LA SLA for Attendance (40%)
	£14,170
	£11,750
	£1,200
	£4,800
All KS4 pupils have identified clear progression routes post 16. These are in line with prior attainment expectations and aspirational.	
	CEAIG co-ordinator Cost (40%)
	£6,000
Increased engagement with parents, leading to pupils having increased rates of progress and higher attendance.	
	Text and Letters to parents
	£10,000
Reduce the number of fixed term exclusions for disadvantaged students.	
	Inclusion Team Salaries (40%)
	Alternative Learning Provision (ALP) costs
	Inclusion Resources
	HoY costs (25%) x5
	£37,700
	£40,000
	£2,000
	£36,700

Diminish the achievement gaps between disadvantaged pupils and others nationally in ALL subjects		
	RE, Science, Ebacc and Open Interventionist cost (40%)	£47,000
	Progress Leaders TLR's (40%) x3	£11,820
Other Sundry Costs		
	Pupil Premium Champions En&RE, Ma & Sc TLR 40% cost	£4,550
	Breakfast Club Food and Drink	£1,000
	PP Post cards	£250
	Transport for Able Students trips	£1,500
	4Matrix and SISRA (40%) costs	£800
	Uniforms & PE Kit	£500
	Bus Passes	£100
	Rewards	£1000

Note

Costs are indicative of spending commitments as of Sept 2017

Further and more detailed costings will be presented as the plan is evaluated and updated during the financial year.



Pupil Premium Review Form 2 – Annex 2

Self-evaluation template – Pupil Premium Strategy Statement **SECONDARY**

St Edmund Arrowsmith Catholic CFL School's Pupil Premium Profile 2017/2018

Headteacher:	C Horrocks
PPR:	P Helme
Date:	3 January 2018

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	St Edmund Arrowsmith Catholic CFL				
Academic Year	2017/ 2018	Total PP budget	£	Date of most recent PP Review	Sept 2017
Total number of pupils	980	Number of pupils eligible for PP	436	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Basics - % achieving 9-4 Standard Pass / % achieving 9-5 Strong Pass in EM	41.0 / 20.5	64.7%
% achieving Standard Pass in English / Maths % achieving Strong Pass English / Maths	61.4 / 43.4 43.4 / 20.5	75.8% / 73.4%
Progress 8 score average	-1.26	0.12
Attainment 8 score average	32.68	52

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy Skills: Current Cohort Profile Year 7 60 % below scaled score of less than 100 in reading are PP (28/47) Year 8 61 % below scaled score of less than 100 in reading are PP (56/92) Year 9 60% below level 4 are disadvantaged (6/10) Year 10 58 % below level 4 are disadvantaged (11/19) Year 11 38 % below level 4 are disadvantaged (5/14)

B.	<p>Numeracy Skills: Current Cohort Profile Year 7 66 % below scaled score of less than 100 in maths are PP (31/47) Year 8 54 % below scaled score of less than 100 in reading are PP (43/80) Year 9 64% below level 4 are disadvantaged (11/17) Year 10 56 % below level 4 are disadvantaged (9/16) Year 11 25 % below level 4 are disadvantaged (2/8)</p>
C.	<p>SEND: In years 9 to 11 31/84 disadvantaged students have some form of identified SEN indicator, in year 8 this is 15/93 and in year 7 26/95.</p>
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>	
D.	<p>Attendance: Poor student attendance at primary school, leading to continued poor absence at secondary. Attendance rates for pupils eligible for PP are below that of all pupils. This reduces their school hours and causes them to fall behind on. Below are last year's attendance rates for PP (2016-17). The overall attendance rate for the school as a whole was 96.2% Yr 7: 87.9% Yr 8: 87.3% Yr 9: 85.2% Yr 10: 82.8% Yr 11: 86.9%</p>
E.	<p>Mental health issues: A small number of our PP pupils are affected by mental health issues, creating anxiety and impacting on their self-esteem. This also has a detrimental impact on their attendance and performance in school.</p>
F.	<p>Low aspirations / lack of aspirations: Family history of reduced engagement with school life such as attendance at parent consultation evenings A significant number of KS4 pupils, in particular year 11, have either low aspirations or no clear idea as to what they want to do post 16 No family history of tertiary education and with this a lack of aspiration towards attending leading universities.</p>
G.	<p>Lack of parental support / positive role models: A number of our pupils have difficult home circumstances. A direct result of this can be a lack of engagement with school by parents / carers. Impact on pupils can include poor attendance, unwillingness to complete homework and a lack of effort in school. Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation</p>
G.	<p>Lack of opportunities Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.</p>

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved Progress in Literacy for all disadvantaged students	<p>Years 7-8: All pupils eligible for PP make at least expected progress by achieving their progress targets in English. At least 15% exceed expected progress. This will be evidenced using Accelerated Reader assessments, IDL and English written assessments (at least 3 per year)</p> <p>Year 9&10: All pupils eligible for PP make at least expected progress in English towards their GCSE target, with at least 10% either achieving or exceeding expectations.</p> <p>KS4, Year 11: All pupils eligible for PP achieve at least the expected target in English, with at least 15% exceeding their target.</p> <p>At KS4, this will be evidenced through assessments in English, written assessments in English Language and Literature (at least 3 per year) and the final GCSE examinations.</p>
B.	Improved Progress in Numeracy for all disadvantaged students	<p>Years 7-8: All pupils eligible for PP make at least expected progress by achieving their progress targets in English. At least 15% exceed expected progress. This will be evidenced using breakfast maths, maths written assessments (at least 3 per year)</p> <p>Year 9&10: All pupils eligible for PP make at least expected progress in maths towards their GCSE target, with at least 10% either achieving or exceeding expectations.</p> <p>KS4, Year 11: All pupils eligible for PP achieve at least the expected target in maths, with at least 15% exceeding their target.</p> <p>At KS4, this will be evidenced through assessments</p>

		in maths, written assessments in maths (at least 3 per year) and the final GCSE examinations.
C.	Increased attendance and punctuality rates for all disadvantaged students	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to **% or below.</p> <p>Overall attendance among pupils eligible for PP improves from **% to **% in line with 'other' pupils.</p> <p>Overall attendance among pupils eligible for PP improves so that it is in line with 'other' pupils.</p> <p>Monitors and Full Reports demonstrate that there is a clear improvement in their attitude to learning and attainment grades.</p>
D.	All KS4 pupils have identified clear progression routes post 16. These are in line with prior attainment expectations and aspirational.	In years 10 and 11 PP pupils have identified their progression route and are aware of what GCSE grades / qualifications they will need to achieve this. All Yr11 pupils are able to progress to their chosen next stage as a result of achieving or exceeding their target grades.
E.	Increased engagement with parents, leading to pupils having increased rates of progress and higher attendance.	<p>Increase in % of PP parents attending Parents' Evening – from an average of 67% to 80%</p> <p>PSP / SEN reviews, attendance panels, mentor meetings, behaviour contracts to be well attended - above 90%.</p> <p>Other success criteria in relation to parents will be more qualitative.</p>

F.	Reduce the number of fixed term exclusions for disadvantaged students.	<p>Reduce the number of fixed term exclusions (FTE) for disadvantaged students so they are in-line with other students. Overall FTE among pupils eligible for PP reduces from **% to **% in line with 'other' pupils.</p> <p>Reduce the number of incidents of internal inclusions/removes days for disadvantaged students. Overall incidents among pupils eligible for PP reduces from **% to **% in line with 'other' pupils.</p>
G.	Diminish the achievement gaps between disadvantaged pupils and others nationally in ALL subjects	<p>Years 7-8: All pupils eligible for PP make at least expected progress by achieving their progress targets in ALL subjects. At least 20% exceed expected progress target. This will be evidenced using post assessment data analysis (at least 3 per year)</p> <p>Year 9&10: All pupils eligible for PP make at least expected progress in maths towards their GCSE progress target, with at least 10% either achieving or exceeding GCSE progress target.</p> <p>KS4, Year 11: All pupils eligible for PP achieve at least the expected target in ALL subjects studied, with at least 10% exceeding their target.</p> <p>At KS4, this will be evidenced through analysis of Mock exams in ALL subjects, (two during the year) and the final GCSE examinations.</p> <p>The GAP between disadvantaged pupils and national averages in all maths and English diminishes. The in school gap for ALL subjects narrows.</p>

5. Planned expenditure

Academic year

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 it is implemented well?	Staff lead	When will you review implementation?
Diminish the progress gap between PP students and non PP students.	Continue to promote and implement strategies identified and trailed by the PP champions. Including: <ul style="list-style-type: none"> • Live Marking • Crib Sheets • Reward cards 	Whole school requirement to raise the aspirations and expectations of students and staff particularly with disadvantaged students incorporating the Dweck's research.	INSET delivered by AP (T&L). INSET based on best practice. Routine monitoring of impact through: <ol style="list-style-type: none"> Lesson observations Termly work scrutiny Monitoring of ClassCharts Pupil voice Assessments results for each subject and data tracking 	JW/KF	Termly reviews – start of Spring Term / Summer Term
	Individual Pupil Premium Plans (IPPP's) in place for most vulnerable PP students. Staff CPD on providing appropriate strategies to overcome identified barriers.	CPD briefings used to share examples of good practice and creation of a shared location for sharing documents and guidance of best practice. CPD surgeries where effective classroom strategies can be discussed and shared. The use of feedback is identified by EEF as an effective strategy for improving progress and attainment.	IPPP's will be completed by Interventionists with dialogue indicating interventions used and progress data for assessments. Focus on T&L to monitor the use of strategies through learning walks, book scrutiny. A focus on "show me" to indicate evidence of use.	JW/KF	Termly reviews – start of Spring Term / Summer Term

	<p>INSET buy back sessions on Collaborative Learning</p> <p>All subjects have a section in their department meetings, where focussed discussions on strategies, success they have had with PP students.</p> <p>Utilisation of Subject Interventionists.</p>	<p>These strategies have been identified by EEF as moderate impact. Use of collaboration strategies is positive as an impact strategy. Staff will be taught that well designed task show greatest improvement.</p> <p>Examples of sharing of good practice are a key OFSTED AFI's as well as being identified as having significant impact.</p> <p>Subject specialist interventionists for RE and Science as well as Ebacc and Open subjects.</p>	<p>Training provided by AP T&L who has attended Kagan's training. Showcasing best practice at CPD surgery. Particular focus on monitoring of teaching (SLT drop-ins and appraisal observations) / work scrutiny</p> <p>Actions from department meetings as well as evidence identified SLT drop-ins and appraisal observations) / work scrutiny</p> <p>Pupils identified for small group support to focus on PP cohort. Interventionist to have discussion with subject line-managers and focus on AO's which require further mastery.</p> <p>Regular assessment of AO's to take place to assess progress and impact of withdrawal. Subject line-managers to oversee reports and progress</p> <p>Interventionist to be utilised to deliver catch up sessions for work missed due to PP pupil absence. Progress with these pupils analysed and fed into feedback meetings.</p>	<p>SJ</p> <p>SLT line managers</p> <p>Subject line-managers</p>	<p>Termly - Appraisal feedback. Lesson observation analysis (School IP). CPD Surgery feedback – Weekly agenda items. Inset evaluations.</p> <p>Termly – Line management meetings, review of weekly agenda items. Work scrutiny evaluations.</p> <p>Fortnightly meetings</p>
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<p>Improve Literacy results in ALL years.</p>	<p>1hr INSET training for all staff.</p>	<p>All teachers' use and teach literacy in all aspects of their teaching.</p> <p>Competency in Literacy is required to access the wider curriculum.</p>	<p>Delivered by trained staff and builds on the extensive CPD sessions in the previous year. Monitoring of books to ensure that literacy is explicitly taught and literacy codes are applied when marking.</p>	<p>SH Literacy Co-ordinator.</p>	<p>Termly reviews – Start of Spring / Summer Terms</p>
<p>Improve Numeracy results in ALL years.</p>	<p>1 x 2hr INSET training for all staff. 3 x 1hr CPD training</p>	<p>All teachers' use and teach Numeracy in some aspects of their teaching.</p> <p>Competency in Numeracy is required to access the wider curriculum.</p>	<p>Delivered by trained staff and looks to bring numeracy across the curriculum in line with Literacy. Monitoring of books to ensure that Numeracy is explicitly taught and numeracy mistakes are identified when marking.</p>	<p>CJ Numeracy Co-ordinator</p>	<p>Termly reviews – Start of Spring / Summer Terms</p>

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved literacy results for pupils in years 7-9. Pupils selected for intervention: Yrs 7 and 8: entered below 85 KS2 SAT. Yrs 9: Below level 4 in English</p> <p>PP students with specific educational needs. At risk of not making at least expected progress in English by the end of Y9</p>	<p>Indirect Dyslexia Programme – Breakfast Club.</p> <p>Accelerated Reader – Group Support, Accelerated Learning (AL) and English Lessons.</p> <p>Drop Everything and Read (DEAR) programme</p>	<p>The AR programme has been in place for five years and has been proven to be successful in improving the reading age of identified pupils. On average students made 2.8 months progress on their reading age. This is in-line with EEF trials which indicate that pupils below level 4 on entry have a positive impact of 3months over an academic year.</p> <p>DEAR is a well-established KS3 strategy that has allowed a focus on literacy for all students irrespective of ability.</p>	<p>Breakfast Club review. Department meetings. Catch-up report – Analysis of reading age data.</p>	<p>SH/CL JW/KF</p>	<p>Termly review and update.</p>
<p>Improved literacy results: Years 10 and 11</p>	<p>Small group withdrawal delivered by subject specialist Interventionist</p>	<p>Identified pupils selected for additional GCSE intervention based on findings from regular assessments (1:1 / small group support) during form time, and Citizenship time. Small group tuition has moderate impact for moderate cost.</p> <p>**These sessions focus on mastery of key skills. EEF states that mastery learning has moderate impact for very low cost based on moderate evidence. Lower attaining pupils may gain more from this strategy than high attaining pupils, by as much as one or two months' progress.</p>	<p>Review English bucket list and select PP pupils – identify particular AO issues, devise a programme to address these needs – retest specific AO that has been targeted;</p> <p>Review of mock exams to identify areas / AO's where PP pupils fail to perform.</p> <p>Small group withdrawal to take place during year 11 time as on timetable.</p>	<p>CS/AG/CH</p>	<p>After each data collection and Year 11 Mocks.</p>

Improved literacy results: All years	Specialist English Interventionist	Qualified English specialist – available to all English classes. Also used for small group withdrawal timetabled. EEF states that such support can have a positive benefit of between 3-5 months progress on average if TAs has been well-trained and supported.	<p>Pupils identified for small group support to focus on PP cohort. Interventionist to have discussion with KMP and focus on AO's which require further mastery.</p> <p>Regular assessment of AO's to take place to assess progress and impact of withdrawal. KMP to oversee reports and progress</p> <p>Interventionist to be utilised to deliver catch up sessions for work missed due to PP pupil absence. Progress with these pupils analysed and fed into feedback meetings.</p>	KMP/AG/CH	Termly
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i. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved numeracy results: Years 7-9	Maths Interventionist	1:1 and small group intervention. EEF: small group tuition has moderate impact for moderate cost. They say that small group tuition is effective and the smaller the better. Pupils withdrawn from classes short term to focus on specific targets identified by maths teachers.	Interventionist deployment review. Department meetings Catch-up report – Performance of identified cohort compared against similar pupils in Maths.	CJ/CK	Termly reviewed and updated. Calendared termly.
	Breakfast Club	Daily numeracy session for identified pupils.	Review of PP Champions action plan of intended activities. Investigation software alternatives, maths ninja's PIXL etc. Register of regular attendance.	JW/KF	Fortnightly updates. Termly Review
	Form time numeracy programme	Activities designed to ensure mastery of the basics required to access GCSE courses. EEF endorses mastery techniques – moderate impact for very low cost. Particularly effective in very small groups of lower attaining pupils.	Review of Numeracy co-ordinators action plan. Form Time Rota – Progress Leaders and SLT learning walks.	CJ	Half-Termly
Improved numeracy results: Years 10 and 11	Small group withdrawal delivered by subject specialist interventionist	Identified pupils selected for additional GCSE intervention based on findings from regular assessments (1:1 / small group support) during form time, and Citizenship time. Small group tuition has moderate impact for moderate cost. (See above **)	Regular and detailed monitoring following attendance at specialist sessions. Analysis of half term assessments and mock examinations to identify areas for improvement on a child-to-child basis. Use of QLA for disadvantaged pupils and use the results to inform intervention topics.	EMD	Half-Termly

<p>Improved numeracy results: All years</p>	<p>Specialist Maths Interventionist</p>	<p>Qualified Maths specialist – available to all Maths classes. Also used for small group withdrawal timetabled. EEF states that such support can have a positive benefit of between 3-5 months progress on average if TAs has been well-trained and supported.</p>	<p>Pupils identified for small group support to focus on PP cohort. Interventionist to have discussion with EMD and focus on AO's which require further mastery.</p> <p>Regular assessment of AO's to take place to assess progress and impact of withdrawal. EMD to oversee reports and progress</p> <p>Interventionist to be utilised to deliver catch up sessions for work missed due to PP pupil absence. Progress with these pupils analysed and fed into feedback meetings.</p>	<p>EMD/RL/CJ</p>	<p>Termly</p>
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ii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance rates	<p>Attendance Manager/Clerk employed to monitor pupils and follow up PA. Specific time allocated to monitoring of PP pupils.</p> <p>Attendance panels</p>	<p>If students do not attend then we cannot improve attainment/Progress. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Rationale – To raise the importance of attendance. The main purpose of the exercise is have a ‘challenging conversation’ to ensure pupils/parents/carers understand the impact of regular absence.</p>	<p>All staff / pupils / parents / carers are made aware of the casual link between attendance and achievement.</p> <p>Attendance levels for all disadvantage pupils are prioritised, checked and acted upon. Systems are in place to make early identification of issue & need.</p> <p>Pupils identified on a needs basis using up-to-date attendance data.</p> <p>AM to closely monitor attendance following a panel meeting.</p>	<p>GHA/NM/SS</p> <p>GHA/NM/SS</p>	<p>Weekly Attendance meetings held.</p> <p>EMB/Governors’ attendance reports.</p> <p>Attendance Manager appraisal reviews.</p> <p>Dashboards – weekly, whole school and year group.</p> <p>Weekly Attendance meetings held.</p> <p>EMB/Governors’ attendance reports.</p>
Reduce number of fixed term exclusions (FTE)	<p>Development of the Inclusion unit to support and guide vulnerable and at risk students.</p> <p>Offering support via the specialist staff to reduce FTE and also help them to make better more informed choices.</p>	<p>Based on Raise 2016 PP students are twice as likely to have a FTE as non PP students.</p>	<p>Review of FTE data by AP in-charge of inclusion.</p> <p>Action plans and monitoring reports from the inclusion team will identify individual cases and the support provided.</p> <p>Students on a reintegration programme will when ready reintegrate into mainstream classes.</p>	JH/LC/GHA	<p>Weekly Pastoral meetings held.</p> <p>EMB/Governors’ pastoral reports.</p> <p>Inclusion Manager appraisal reviews.</p>

Maximise learning and progress.	Staff training –Growth Mindset	Whole school focus on raising aspirations / expectations, improve resilience and independence amongst pupils, staff and parents based on Dweck’s research states that ability is not fixed.	Routine monitoring of impact through: a) Learning Walks b) Appraisal observations c) Work scrutinies d) Monitoring of Class Charts rewards system - Resilience e) Pupil voice	SLT	Termly Reviews
Raised aspirations for future progression paths that are realistic, well informed and attainable	Careers Advice and guidance – support sessions regularly provided, including 1-2-1 interviews.	Evidence on the impact of Careers Education, Information, Advice and Guidance (CEIAG) suggests that whilst students aspirations are high the knowledge required to achieve them is lacking. Ofsted 2013 Report on effective use of PP funding endorses strong careers, advice and guidance.	Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. Pupils also receive a wide range of preparation activities for future life, including work-related learning activities, careers fairs, post-16 information sessions and outside careers events. This ensures disadvantaged pupils can make informed decision about their courses and choices and be very well prepared for their future lives beyond 16	AC	Half-termly report to SLT.
	Assertive Mentoring – Identified pupils based on progress and attitude. Termly calendar of activities.	EEF – programmes that have a clear structure and expectations are associated with more successful outcomes. Works best when there are successful mentor pairings.	Review of programme shows that the attendance of the mentees is high and also that the monitoring of their outcomes shows improvement.	SLT	Termly reports. Outcomes summer 2018. Attendance Data.
	Alternative provision	Where students are at risk of permanent exclusion or where other issues prevents them from attending the school. Evidence from the DfE: alternative provision attendees are statistically most likely to be a future NEET.	Regular monitoring visits are carried out in addition to requesting termly progress reports. Attendance reports	GHA/BS	Termly Report

<p>Raised levels of parental engagement.</p>	<p>Parents' Information Evenings</p> <p>Monitoring of attendance at Parents' evenings.</p> <p>Attempts made to arrange alternative visits with absent parents.</p>	<p>EEF: Moderate impact for moderate cost. Based on moderate evidence. Parental involvement is consistently associated with pupils' success at school.</p> <p>Hard to reach parents are invariably the ones that we need to engage with regarding all aspects of school. Finding ways to engaging/facilitate them coming to school for meetings.</p>	<p>Parents receive a variety of information that can support the progress of students. Including:</p> <ul style="list-style-type: none"> • Revision Techniques • Study Support Sessions • Contact Information • Attendance Matters <p>Attendance at Parents' Evenings and other events tracked and regularly reviewed by HoYs and SLT Pastoral and Progress leaders.</p> <p>Data used as an indicator of likelihood of underachievement and used to inform the use of additional interventions.</p>	<p>SLT/CS</p> <p>PL's/GHA/HCH</p>	<p>Anually</p> <p>Termly</p>
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.