



Airedale Academy
Striving for Excellence

Pupil Premium Strategy and Spending Plan 2016 – 2017

‘Pupils entitled to Free School Meals are only half as likely to achieve five good GCSEs as their peers.’

The Schools White Paper 1

The present circumstances of a young person shouldn’t determine where they can go; they should merely determine where they start.

The PUPIL PREMIUM provides additional funding for pupils in the following categories:

- Those pupils who have been in receipt of 'Free School Meals' at any point in the past 6 years. (£935 per pupil)
- Those pupils who have been continuously looked after for the past 6 months. (£1900 per pupil)
- Those pupils who are adopted from care under the Adoption and Children Act 2002, or who have left care under a Special Guardianship or Residence Order. (£1900 per pupil)
- Those pupils whose parents are currently serving in the armed forces, or whose parent / guardian is in receipt of a pension from the MoD (£300 per pupil)

All schools are held accountable for the spending of the Pupil Premium and must publish both a strategy with spending plan and an impact statement showing how the money is benefitting Pupil Premium pupils. Furthermore, during an Ofsted inspection, inspectors will gather evidence about the use of the Pupil Premium to monitor any differences made to the learning and progress of disadvantaged pupils compared to non-disadvantaged pupils.

The expected amount of Pupil Premium for Airedale Academy in the academic year 2016 – 2017 is £324,000. The final amount will be confirmed once allocations for April 2017-March 2018 are published by DfE.

The governors and staff at Airedale Academy are committed to providing additional resources and quality support for our disadvantaged pupils. This is to enable us to close the attainment, progress and participation gaps between those pupils eligible for the Pupil Premium and their peers.

Pupil premium students at Airedale Academy are not a homogeneous group. Across our cohort, students face a range of barriers to achievement. There is no single barrier faced by all – so our pupil premium strategy tries to work to eliminate a range of barriers faced by members of this group. These barriers include:

- Pupils living in chaotic, dysfunctional and unstable households
- Lack of emphasis at home on the importance of attending school regularly and on time
- Parents and pupils not understanding the importance of ensuring students get a good night's sleep and arrive refreshed and ready to learn
- Cycles of poor attendance ingrained at primary level
- Low parental expectations regarding appropriate behaviour
- Pupils who have never been taught by their parents to self-regulate or deal with their emotions appropriately
- Lack of opportunity at home to develop good interpersonal skills
- Lack of understanding of how to parent effectively, including the importance of routine, rewards and sanctions
- Lack of positive role models for some pupils
- Attainment on entry generally lower than non-disadvantaged peers
- Literacy and numeracy levels on entry generally lower than non-disadvantaged students
- Less emphasis at home on reading, often fewer books in the household due to poverty or disinclination
- Lack of opportunity at home for stimulating and varied conversation, leading to limited vocabulary and lack of opportunity to articulate views and opinions and develop higher-order thinking skills
- Limited experience of formal modes of communication
- Lack of resilience to tackle obstacles/challenges
- Disengagement with learning either due to being unable to access the curriculum or through lack of confidence in their abilities
- Parents who feel uncomfortable engaging with school, resulting in problems with communication between home and school
- Parents who are poorly educated themselves or disengaged by education, resulting in pupils not being supported or encouraged to do well
- Low aspirations among pupils and their families, some coming from third generation workless households or households where educational success is not seen as crucial to getting a 'good' job

- Lack of parental support in developing employability skills due to households where unemployment is the norm
- Low self-esteem or lack of belief in their ability to do well – ‘people like us’
- Lack of opportunity for independent work
- Lack of understanding of education post-16 and the opportunities available
- Pupils who need to begin to contribute financially to the household as soon as possible after leaving school, resulting in lack of aspiration to FE/HE
- Lack of opportunities to see and be excited by the world beyond Airedale – insular community
- Reluctance to attend school due to lack of clean, appropriate uniform, or lack of equipment
- Parents unable or unwilling to provide pupils with the space or equipment to complete school work at home
- Lack of opportunity to take on positions of responsibility
- Pupils expected to care for younger siblings before/after school or on primary school INSET days (which do not necessarily coincide with our INSETs) while parents work
- Pupils unable to participate in enrichment activities which would enhance their social and emotional skills or educational experience due to cost

In view of these barriers, and the data we have on our pupil premium students, the five key objectives which Airedale Academy will focus the Pupil Premium resource on are as follows:

1. **Improving quality first teaching and learning:** to further improve teaching and learning for all pupils but with a clear focus on strategies to better support those eligible for the Pupil Premium to ensure that those eligible for the Pupil Premium, in all year groups, make progress in line with, or exceeding, the progress of their Non-Pupil Premium peers.
2. **Curriculum:** to develop further the breadth of the curriculum and the intervention strategies available to ensure that those eligible for the Pupil Premium, in all year groups, make progress in line with, or exceeding, the progress of their Non-Pupil Premium peers.
3. **Attendance:** to devise and implement strategies aimed at reducing and eventually eliminating the attendance gap between those eligible for the Pupil Premium and their Non-Pupil Premium peers.
4. **Behaviour:** to develop and implement a range of strategies aimed at supporting the emotional, social and behavioural well-being of those eligible for the Pupil Premium, aimed at reducing further, the inclusion and exclusion gap between those eligible for the Pupil Premium and their Non-Pupil Premium peers.
5. **Access to enrichment opportunities:** to develop and implement a range of strategies to enable those eligible for the Pupil Premium to access learning opportunities outside the classroom at the same rate or better than their Non-Pupil Premium peers.

The impact of our action plan will be measured as follows:

- The gap in attainment between disadvantaged pupils and their non-disadvantaged peers will narrow, with disadvantaged students being pushed to achieve better than expected levels of progress to close this gap
- The attendance of pupil premium students will improve and the gap in attendance between PP students and non-PP students will diminish
- The proportion of PP students who are persistently absent will reduce
- Incidents of poor behaviour by disadvantaged students will reduce and exclusion rates for PP students will fall
- Pupil premium students will engage in a variety of enrichment activities, including trips and visits
- Rates of progression for disadvantaged students into FE, HE and apprenticeships will increase

Key objective 1: Improving quality first teaching and learning: To further improve teaching and learning for all pupils but with a clear focus on strategies to better support those eligible for the Pupil Premium to ensure that those eligible for the Pupil Premium, in all year groups, make progress in line with, or exceeding, the progress of their Non-Pupil Premium peers.

*Current situation: data analysis shows that on entry to Airedale Academy, there is a pre-existing gap between Pupil Premium and Non- Pupil Premium pupils based on their average points score.
For example, the current year 11 had a gap of -2.8, The Current year 10 had a gap of -3, The current year 9 had a gap of -2.6, The current year 8 had a gap of -2. For current year 7, the data system has changed. This makes comparison with previous years difficult. The new system shows a much higher figure. However, it still shows a gap, in this case -8.7
Following data analysis by each subject area, it is clear that in most subjects, these gaps remain across all year groups.*

The objective will be met through the following actions:

1. Data analysis and reporting strategy to be developed
2. Provide Inset on key T&L strategies
3. Implement an Action Research grant for subject / pastoral areas to develop T & L strategies to better support Pupil Premium pupils.
4. Improve Q / A through observation and line management ensuring that progress of Pupil Premium pupils is a key indicator.

Action 1 Data analysis and reporting strategy is to be further developed to create a whole school focus on Pupil Premium

Rationale: The Sutton Trust Identified as one of its key recommendations the following: Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively.

Dates	Staff	Action / success criteria	Cost	Review
Sept 2016	LK Middle Leaders	Subject Leaders & Year Leaders Identify baseline 'gaps' based on last years' data and submit these to Line Manager. Middle Leaders to identify and use 3 waves of Intervention to show support of PP pupils and submit these to Line Manager. The progress of PP pupils to be a key agenda item of every line management meeting and after every data point as evidenced in minutes of meetings	No additional cost	Termly

Action 2 Provide Inset on key T&L strategies

Rationale: The Sutton Trust has identified the need for schools to use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress.

Sept 2016 - April 2017	LK BI RD	Provide Inset on the following key T & L strategies as evidenced by the EEF, which showed that these strategies had a high impact for a low cost.	Provide preparation time for internal trainers and to prepare resources £300	
------------------------------	----------------	---	--	--

		Quality feedback +8 Mastery Learning +5 Meta – Cognition +8 Reading Comprehension strategies +5 As a result, these strategies will be embedded in all lessons and help subjects to narrow the baseline gaps in all year groups.		
Action 3 Implement an Action Research grant for subject / pastoral areas to develop T & L strategies to better support Pupil Premium pupils.				
Rationale: The Sutton Trust has identified the need for schools to develop a strong commitment to the promotion of rigorous evidence, particularly where it has been tested in randomised control trials. As we move towards a more school-led system, opportunities to build capacity on the effective use of evidence between schools and across trusts should be encouraged and recognised.				
Sept 2016 – July 2017	LK BI Rm	Subject areas / Pastoral Leaders to bid for resources to design and deliver projects which narrow or eliminate an identified gap in attainment or attitude to learning from the start of the project to its conclusion.	£15,000 to attend Inset, (Including PIXL training support), buy in SLE's, buy resources and buy rewards.	
Action 4 Improve Q / A through observation and line management ensuring that progress of Pupil Premium pupils is a key indicator.				
Rational The Sutton Trust has correctly identified that, the data suggests that we still have much to do to ensure that those from poorer families do as well as their classmates.				
Sept 2016- July 2017	LK BI SLT Governor	Carry out an internal review of Pupil Premium effectiveness prior to commissioning an external review. Training of SLT and Middle Leaders in the carrying out of Pupil Premium Q / A to ensure that identified baseline gaps in attainment, progress, ATL, attendance and participation are narrowing or being eliminated. Appoint a Senior Leader and a member of the Governing Body to be Pupil Premium Champions and ensure that money spent is giving value for money.	Training of SLT and Governor. £500 £500 for Pupil Premium Review	
Key Objective 2 Curriculum: to develop further the breadth of the curriculum and the intervention strategies available to ensure that those eligible for the Pupil Premium, in all year groups, make progress in line with, or exceeding, the progress of their Non-Pupil Premium peers.				

Current situation: The gaps in attainment evident at the point of entry into Airedale Academy in terms of APS stubbornly remain. In year 11 maths for example, the gap between Pupil Premium pupils and their Non- Pupil Premium peers for 3 levels of progress is 24%. For 4 levels of progress the gap is 13%. (Sept 2016). In English the 3 levels gap is 16% whilst the 4 levels gap is 32%. Such gaps are mirrored in most other subjects and in all year groups.

The objective will be met through the following actions:

1. Ensure that students in years 7&8 with a reading age below 9.6 years (the identified age of functional literacy) are supported with additional reading interventions (Lexia, toe 2 toe, etc) in form time, as part of the English curriculum and where necessary as part of a withdrawal programme for 1:1 support
2. Deploy intervention teachers in maths and English to support Pupil Premium progress in all year groups by creating smaller teaching groups, tailored small group intervention and 1:1 or 1:2 intensive intervention.
3. Provide subject specific after school catch up (Period 6), weekends and during holiday periods for year 11 Pupil Premium students in danger of not completing Progress 8 subjects.
4. Develop a personalised curriculum to meet the need of Pupil Premium students who are not accessing mainstream Progress 8 curriculum.
5. Provide a study support facility (Period 6) on 5 afternoons a week for all Pupil Premium students to have access to resources, ICT facilities, mentoring etc.
6. Provide a study area for years 10 & 11 Pupil Premium students which offers personalised 1:1 / 1:2 support for catch up. The need could be caused by absence or personal difficulties of a social and emotional nature.
7. Potential NEET Pupil Premium students identified in years 10 & 11 and offered support in terms of 1:1 CEG mentoring, college visits, University visits, Help with UCAS applications, careers fair, employer visits.
8. Offer Pupil Premium students support around meta-cognition and self-regulation through mentoring and 1:1 support.

Action 1. Ensure that students in years 7&8 with a reading age below 9.6 years (the identified age of functional literacy) are supported with additional reading interventions (Lexia, Toe 2 Toe, etc) in tutor time, as part of the English curriculum and where necessary as part of a withdrawal programme for 1:1 support

Rationale: The DFE report “Reading: the next steps” shows that The gap – between those with a firm grasp of literacy and those without – is established early in a child’s education and widens over time. In 2014, only one in three pupils who had just reached the current expected standard in English when in key stage 2 achieved five good GCSEs, including English and mathematics. By contrast, almost three in four of those with a high level 4 in English achieved this GCSE standard. This situation is mirrored at Airedale Academy. EEF shows that ‘Reading Comprehension Strategies’ can give a +5 months boost for moderate cost. Furthermore, Peer Tutoring can have a +5 months impact for low cost.

Dates	Staff	Action / success criteria	Cost	Review
Autumn term	Re Va TF	Data analysis from KS 2 and Y7 baseline reading tests to identify target cohort. Data analysis from Y9 baseline reading tests and first Y9 data drop to identify target cohort.		Termly 2016 - 2017

Spring 2017		Reading scheme purchased and used by ESA's, SENCO & selected teachers in form time, withdrawal sessions and some lessons to boost the reading ages of the cohort from the baseline.	Scheme purchase £260 Training of ESA's £500	
Spring 2017		Students in year 9 identified as 'reading champions'. They are trained to work with younger pupils and help improve reading ages from the baseline.	£250 for training and purchase of reading champion badges.	
		Parents invited to 'How to support your child's reading workshops.'	£200 for materials.	
Action 2. Deploy intervention teachers in maths and English to support Pupil Premium progress in all year groups by creating smaller teaching groups, tailored small group intervention and 1:1 or 1:2 intensive intervention around phonics, reading comprehension strategies and functional numeracy skills.				
Rationale: Pupil Premium students perform worse than their Non- Pupil Premium peers at GCSE level in maths and English. This impacts on their chances of accessing level 3 courses and as a result, future employment. The EEF has shown that the use of 1:1 intervention, phonics and reading comprehension strategies can have a medium impact (+5 months) for a relatively low cost.				
Autumn Term		Purchase of a numeracy programme such as 'Numicom' and training of staff to use it effectively.	Resources £824 Training of staff £500	Termly
December 2016		Year 7 maths intervention during form time & after school to boost the functional numeracy skills of identified PP students	ESA additional hours 2X4 hours per week £3500	
Sept - July		Years 10 & 11 intervention through 'small group' work and 1:1 intervention with a mentor to help boost levels of Progress of identified PP students.	Employment of maths mentor £18,525 Employment of additional teachers in maths & English to lead intervention. £ 81,700	
Action 3. Provide subject specific after school catch up (Period 6), weekends and during holiday periods for year 11 Pupil Premium students in danger of not completing Progress 8 subjects.				
Rationale: The EEF has shown that mastery learning, where chunks of learning objectives are pursued until they are achieved, can bring about an additional five months progress over the course of a school year compared to traditional approaches.				

From Nov 2016-July 2017	Maths team English team	P6 Tuesday / Thursday devoted to maths & English intervention for year 11 to aid mastery for PP students.	Refreshments £150	
March 2017 – July 2017		Saturday morning intervention	Refreshments £450	
From Nov 2016–July 2017	Non-Core teams	P 6 intervention on Monday, Wednesday & Friday to aid mastery for PP students	Refreshments £300 Rewards for attendance £375	
Action 4. Develop a personalised curriculum to meet the need of Pupil Premium students who are not accessing mainstream Progress 8 curriculum.				
Rationale: “Generally speaking highly attaining and highly achieving students are not being permanently excluded or fixed term excluded from school... The biggest inequality is that students that don’t attend and don’t achieve are... over-represented.” Gazeley & Marrable. Finding a curriculum that engages students and gives them a better chance of succeeding is vital.				
Sep 2016-July 2017	EW Dn Rd Lk Progress Leaders	Ensure that all PP students who are in danger of exclusion are identified and setting arrangements are checked. Ensure that those PP students in danger of exclusion are supported through a period of personalised learning.	Mentors X2 at a cost of £40,200 ESA at a cost of £12,570	
Action 5. Provide a study support facility (Period 6) on 5 afternoons a week for all Pupil Premium students to have access to resources, ICT facilities, mentoring etc.				
Rationale: Many of our PP students miss out, through no fault of their own, on ICT facilities, books, a quiet place to study, advice and encouragement to study. EEF research has shown that 1:1 tutoring, and the use of digital technology can be motivational and lead to a moderate gain of +5 months for a low cost. The EEF has shown that mastery learning, where chunks of learning objectives are pursued until they are achieved, can bring about an additional five months progress over the course of a school year compared to traditional approaches.				
Oct 2016-July 2017	Cover Supervisors	Identified Pupil Premium students are targeted to attend P6 study support to ensure mastery of topics so they make good progress in all subjects.	Cover supervisor for 5 hours a week at a cost of £ 2250	
Action 6. Provide a study area for years 10 & 11 Pupil Premium students which offers personalised 1:1 / 1:2 support for catch up. The need could be caused by absence or personal difficulties of a social and emotional nature.				

Rationale: EEF research has shown that 1:1 tutoring can be motivational and lead to a moderate gain of +5 months for a low cost. The EEF has shown that mastery learning, where chunks of learning objectives are pursued until they are achieved, can bring about an additional five months progress over the course of a school year compared to traditional approaches.				
Oct 2016-July 2017	Tracey Heptinstall Karina Eustace Laura Reader	PP students who have fallen behind with work, or who need intensive support to complete work, are identified and booked into the Study Area. This should ensure that PP students do not fall behind in P8 subjects.	Learning Support Mentor at a cost of £40,200	
Action 7. Potential NEET Pupil Premium students identified in years 10 & 11 and offered support in terms of 1:1 CEG mentoring, college visits, University visits, Help with UCAS applications, careers fair and employer visits.				
Rationale: PP students at Airedale often make up the greatest % of our NEET cohort. They are more usually from workless households and have lower aspirations than their Non PP peers. Research by the Sutton Trust has shown that visits to colleges and Universities can reduce the gap in applications to FE and HE. Other initiatives include (amongst other things) a range of school-university partnerships, projects where university students work on a voluntary basis with school pupils, additional tuition activities, web-based courses, careers advice/visits and information sessions for parents/carers.				
Oct 2016-July 2017	Y 11 progress Leader Careers Officer Mariel Sanderson	PP students mentored by form tutors to help with UCAs application process. PP students are prioritised for college visits, careers fair entry and university visits. PP students are offered 1:1 CEG support from a trained careers advisor. This will help to reduce the number of PP students who are NEET.	Travel costs £550 Enterprise activities £1800 Proportion of Careers Advisor salary £14,900	
Action 8. Offer Pupil Premium students support around meta-cognition and self-regulation through mentoring and 1:1 support.				
Rationale: The EEF has shown that interventions around Metacognition & Self-regulation and mentoring through 1:1 support can bring about +8 months progress for metacognition and +5 months progress for 1:1 mentoring for a relatively low cost.				
January 2017-July 2017	PSHE co-ordinator Assistant Principal T&L	Audit PHSRE provision and build in time for Metacognition learning opportunities. Deliver Inset for staff about the use of Metacognition in lessons.	Resources £150 Staff time £300	

	Progress Leaders		Delivery of Inset £150	
<p>Key objective 3 Attendance: to devise and implement strategies aimed at reducing and eventually eliminating the attendance gap between those eligible for the Pupil Premium and their Non-Pupil Premium peers.</p>				
<p><i>Current situation: Analysis of data from last year shows that although overall attendance improved on the previous year, the gap between the attendance of PP and Non-PP students remained. Whilst the gap varied from year group to year group and varied throughout the year, there was an average attendance gap of around 4%. This was especially so with regard to unauthorised absence. In addition, PP students were more likely to be late to school with an average gap of 1.24%</i></p>				
<p>The objective will be met through the following actions:</p> <ol style="list-style-type: none"> 1. A research visit to a school in our ‘family’ of schools who are reducing PP PA faster than us. 2. Appointment of an attendance champion to lead the attendance improvement strategy. 3. Employment of EWO to prioritise working with the families of PP students. 4. Greater co-operation across the MAT to devise MAT wide attendance strategies and work with families who have children in different phases of the MAT. 5. Reward improved and sustained attendance and punctuality by PP students. 6. Devise a clear structure of responsibility for monitoring the attendance and providing mentoring to PP students in danger of falling into PA category. 7. Provide a basic uniform stock to support those PP students out of uniform through no fault of their own and where this is impacting on their attendance. 				
<p>Action 1 A research visit to a school in our ‘family’ of schools who are reducing PP PA faster than us.</p>				
<p>Rationale: The EEF Family of Schools data shows us to be mid table on a range of PP indicators. We may be able to share in the good practice of a school in our family who are doing better than us with the attendance of PP students</p>				
Nov – Dec 2016	Helen Tordoff Debbie Arnold	Identify and visit a school to discuss strategies. Share and implement these strategies with Progress Leaders and attendance team.		Half termly

		Current gaps in attendance between PP students and their Non- PP peers are reduced from their current position of 4%		
Action 2. Appointment of an attendance champion to lead the attendance improvement strategy.				
Rationale: Effective leadership has been shown by the EEF to be vital in bringing about improved life chances for PP students. Leadership on attendance with a designated member of senior staff responsible for attendance. (DoE 2012)				
Sept – July 2017	Principal / Vice Principal	Attendance champion appointed. Lead weekly meetings of the attendance team. Advise form tutors on attendance strategy. Deploy attendance mentors to focus on PP students in PA Current gaps in attendance between PP students and their Non- PP peers are reduced from their current position of 4%	£ £2550 £1350	
Action 3 Employment of EWO to prioritise working with the families of PP students.				
Rationale: Social and emotional learning and 1:1 mentoring have been shown by the EEF to bring about moderate improvement in outcomes for a moderate cost. Research by NFER shows that the work done by EWO's in the lead up to potential prosecutions for non- attendance is more effective at bringing about improved attendance than prosecution itself.				
Sept 2016-July 2017	Principal / Vice Principal	P /T EWO to work with PP students and their parents to improve the attendance of individual PP students in all year groups. Current gaps in attendance between PP students and their Non- PP peers are reduced from their current position of 4%	Salary £24,000 Supervision costs for EWO £1500	Half termly
Action 4 Greater co-operation across the MAT to devise 'MAT-wide' attendance strategies and work with families who have children in different phases of the MAT				
Rationale: Research shows (Research Report 424 DfES) that children with poor attendance are at a disadvantage later in life. They often find it harder to make and maintain friendships, are less likely to gain good qualifications, earn lower wages, have a higher chance of being unemployed, have low self-				

esteem. Children with low attendance in the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development.. They have little chance of catching up their peers if their attendance is bad. (Charlie Taylor) Very poor attendance can be an indication of neglect (see Neglect Toolkit ISCB 2014).

Oct 2016-July 2017	Principal / CEO Assistant Principal (MAT Partnerships) EWO	Agree MAT wide strategies on how to deal with PP students who are classed as PA. Share information on the attendance of siblings in different phases of the MAT Take a holistic approach to the attendance of siblings and the support given to them and their parent / carer, with the aim of breaking the cycle of poor attendance in whole families.	£200	Half termly
--------------------	--	---	------	-------------

Action 5 Reward improved and sustained attendance and punctuality by PP students.

Rationale: 70% of schools with an improving attendance had a rewards system in place along with a sanctions system to be applied to those pupils who didn't improve. (DoE 2012)

Oct 2016-July 2017	Attendance Champion EWO Attendance Mentors Progress Leaders	Small prizes, certificates, entry in prize draws, group activities, social events are offered to PP students who show improved and sustained attendance. This should lead to a reduction in the gaps in attendance and punctuality. After school detention for lateness, referral to EWO or attendance mentors for those with poor attendance. Warning letters to parents, parental support plans and as a last resort, parental prosecutions are sanctions which can be applied. Current gaps in attendance between PP students and their Non- PP peers are reduced from their current	Rewards £ 515	Half termly
--------------------	--	--	---------------	-------------

		position of 4% and for lateness from 1.24%		
Action 6 Devise a clear structure of responsibility for monitoring the attendance of, and providing mentoring to, PP students in danger of falling into PA category.				
Rationale: Key to the issue of addressing the prevention of absence and promotion of attendance is the ethos and culture within schools. This includes the following: • A “whole school” approach which reinforces good attendance, highlights the links between attendance and attainment and permeates all aspects of school life; • Leadership on attendance with a designated member of senior staff responsible for attendance; • Attendance being treated as a priority and valued highly; • Attendance being regularly discussed by the Senior Management Team and Board of Governors. (DoE 2012)				
Sept 2016 – July 2017	Attendance Champion Assistant Principal EWO Attendance Mentors Form Tutors	Agreed strategy of levels of intervention in the management of the attendance of PP students according to the degree of support needed. This shares the caseloads and makes the management of the PP attendance gap more effective. Form tutor providing the first level of intervention, Attendance mentors the second, Progress Leaders the third and the EWO the fourth level of Intervention. This will help to reduce the current gaps in attendance between PP students and their Non- PP peers are from their current position of 4% and for lateness from 1.24%.		Half termly
Action 7 Provide a basic uniform stock to support those PP students out of uniform through no fault of their own and where this is impacting on their attendance.				
Rationale: One reason often cited for non-attendance by some PP students is a lack of uniform either because they don't have any, what they have is damaged or is not clean.				
Sept 2016-July 2017	EWO Attendance Mentors Attendance Champion	Purchase a stock of basic items of school uniform which can be loaned out for a short period to PP students. Provide a hardship fund for the purchase of uniform for PP students who would otherwise be absent from school because of family hardship. This will help to reduce the current	£300 £ 750	Half termly

		gaps in attendance between PP students and their Non- PP peers are from their current position of 4%		
<p>Key objective 4: Behaviour: to develop and implement a range of strategies aimed at supporting the emotional, social and behavioural well- being of those eligible for the Pupil Premium, aimed at reducing further, the inclusion and exclusion gap between those eligible for the Pupil Premium and their Non-Pupil Premium peers.</p>				
<p><i>Current situation: The work of behaviour mentors has resulted in fewer Pupil Premium students receiving a fixed- term exclusion when compared to their Non-Pupil Premium peers. Pupil Premium students are 10% less likely to be excluded than their Non-Pupil Premium peers. They are involved in 10% fewer reportable incidents and lose 18% fewer days due to exclusion when compared to their Non-Pupil Premium peers. Pupil Premium students had 25% more access to alternative provision when compared to their Non-Pupil Premium peers. This is an unpredictable situation and fluctuates from year to year. Our ongoing work aims to stabilise this trend.</i></p>				
<p>The objective will be met through the following actions</p> <ol style="list-style-type: none"> 1. Employment of behaviour mentors to intervene with Pupil Premium students on a 1:1 basis to offer emotional and social support 2. The use of restorative practice when dealing with incidents involving Pupil Premium students 3. Develop a programme of emotional and study support for vulnerable Pupil Premium students 4. Develop a new supportive environment for those Pupil Premium students in danger of exclusion, so they can reflect, self-evaluate, develop coping strategies and re-integrate into the wider school community 5. Offer alternative provision (onsite / offsite) for Pupil Premium students in danger of Permanent Exclusion. 				
<p>Action 1 Employment of behaviour mentors to intervene with Pupil Premium students on a 1:1 basis to offer emotional and social support.</p> <ul style="list-style-type: none"> o Rationale: Young adults who face an opportunity gap but have a mentor are 55% more likely to be enrolled in college than those who did not have a mentor. (<i>The Mentoring Effect, 2014</i>). In addition to better school attendance and a better chance of going on to higher education, mentored youth maintain better attitudes toward school. (<i>The Role of Risk, 2013</i>) 				
Sept 2016-July 1017	Assistant Principal Behaviour Assistant principal Support for Achievement Behaviour Mentors Progress Leaders	At risk PP students identified. Mentors / progress Leaders trained in Assertive Mentoring techniques. Each given a controlled caseload of Vulnerable PP students	Proportion of Mentor salaries £ 40,200	Half termly
<p>Action 2 The use of restorative practice when dealing with incidents involving Pupil Premium students</p>				
<p>Rationale: A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. In Barnet, an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.</p>				

Nov 2016-Jan 2017	Assistant Principal Behaviour Behaviour Manager Step Out Team	Training of these two key members of staff in Restorative Practice techniques.	Training / Cover costs £1000	Termly
Jan 2017-July 2017		Training of the rest of the mentors and Progress Leaders by the two key leaders.		
		Restorative techniques are applied when dealing with incidents involving Pupil Premium students		
Action 3 Develop a programme of emotional and study support for vulnerable Pupil Premium students				
Rationale: Extensive developmental research indicates that the effective mastery of social and emotional skills supports the achievement of positive life outcomes, including good health and social wellbeing, educational attainment and employment and the avoidance of behavioural and social difficulties. (Early Intervention Foundation 2015)				
Oct 2016-July 2017	Assistant Principal Support for Achievement Learning support team	Visit other schools to find examples of good practice.	Cover costs £600	Half termly
		Build and train a small team of learning support mentors.		
		Identify a cohort of Pupil Premium students to follow the programme.		
		Design and deliver a programme around resilience, anger management, positive choices, interpersonal relationships, metacognition and self-regulation etc.	Resources £ 150	
		Use outside agencies to support the programme e.g. The Hut, Early Help Hub, Castleford Well Women team, STAR bereavement team etc.	Staff time £300	
Action 4 Develop a new supportive environment for those Pupil Premium students in danger of exclusion, so they can reflect, self-evaluate, develop coping strategies and re-integrate into the wider school community. At the same time, they can avoid falling behind in P 8 subjects.				

Rationale: Small group classroom-based interventions resulted in significant improvements in pupil and teacher rated social and emotional skills, emotional problems, peer relationship problems and prosocial behaviour (small to medium effect sizes reported). (Early Intervention Foundation 2015) Social and emotional learning and 1:1 mentoring have been shown by the EEF to bring about moderate improvement in outcomes for a moderate cost.				
Oct 2016-July 2017	Assistant Principal Behaviour Assistant Principal Support for Achievement Learning Support mentors	<p>Visit other schools to find examples of good practice.</p> <p>Design a new stimulating and supportive learning environment in which to deliver a programme which enhances the social and emotional skills of Pupil Premium students.</p> <p>Design and deliver a programme of emotional and social support for Pupil Premium students in danger of exclusion.</p> <p>Work with outside agencies e.g. The Hut, Castleford Women's centre to offer targeted support to Pupil Premium students in danger of exclusion.</p> <p>Offer small group tuition to Pupil Premium students who have fallen behind in P 8 subjects due to behavioural, emotional and social issues.</p>	<p>Resources £ 150</p> <p>Building costs £28,500</p> <p>Staff time £300</p>	Half termly
Action 5 Offer alternative provision (onsite / offsite) for Pupil Premium students in danger of exclusion.				
Rationale: Ofsted Report into Alternative provision February 2016, No. 160011 noted that some provision could be of good quality and meet the need of pupils if it was carefully selected and monitored by schools.				
Sept 2016 - July 2017	Assistant Principal Behaviour Behaviour Team	<p>Work in partnership with other local schools to share details of good providers.</p> <p>Visit potential providers.</p>	<p>Cost of placements £3000 X 10 =£30,000</p>	Half termly review

		<p>Check the registration status of potential providers</p> <p>Check safe guarding procedures at potential providers to include e-safety.</p> <p>Carry out a risk assessment before ant pupil is placed in an alternative provision</p> <p>Discuss the expected outcomes with the Pupil Premium students, their parents and the provider.</p> <p>Evaluate the quality of provision of academic, social, personal and employability skills through regular visits.</p> <p>Ensure that pupils have access to careers advice Ensure that attendance at the alternative site is closely monitored</p> <p>Ensure that a balanced curriculum is offered to pupils when back on school site, especially maths and English</p> <p>Periodically, seek the views of the pupil / parent on the success of the alternative placement.</p> <p>Provide practical and financial support for transport to offsite alternative provision for Pupil Premium students.</p>		
--	--	---	--	--

Key objective 5: Access to enrichment opportunities: to develop and implement a range of strategies to enable those eligible for the Pupil Premium to access leaning opportunities outside the classroom at the same rate or better than their Non-Pupil Premium peers.

<i>Current situation: Pupil Premium students are under-represented compared to their Non-Pupil Premium peers on trips, visits and participation in enrichment activities. This may be due to a lack of resources or self-confidence to put themselves forward.</i>				
Action 1 Publicise the benefits of enrichment activities to all pupils but especially to Pupil Premium students.				
Rationale: The '7 benefits of Extra-curricular activities' by Joy Burgess summarises the main wide-reaching benefits which would be especially useful to Pupil Premium students				
Nov 2016-Jan 2017	SLT Progress Leaders	Assembly on the benefits. Audit of what is on offer	No cost	Jan 2017
Action 2 Set up and administer an Academic Subsidy fund to enable Pupil Premium students to access visits and trips.				
Rationale: Research conducted by the National Centre for Educational Statistics found that participation in extra-curricular activities has a positive correlation to the students' attendance, exam scores and levels of educational and personal aspiration.				
Oct 2016-July 2017	Vice Principal Business Manager	Apportion a sum of money to be used to subsidise PP students so they can access visits and trips. Make staff aware of how this can be allocated	£4000	Termly review
Action 3 Support PP students in accessing Peripatetic music lessons				
Rationale: Research conducted by the National Centre for Educational Statistics found that participation in extra-curricular activities has a positive correlation to the students' attendance, exam scores and levels of educational and personal aspiration.				
Oct 2016- July 2017	Head of Music	Identify PP students who would otherwise miss out on music tuition	£1250	Termly review
Action 4 Support PP students to participate in the National Citizenship Services				
Rationale: Research conducted by the National Centre for Educational Statistics found that participation in extra-curricular activities has a positive correlation to the students' attendance, exam scores and levels of educational and personal aspiration.				
Dec 2016- July 2017	Vice Principal Year 11 Progress Leader Business Manager	Invite NCS to deliver a presentation in assembly Invite PP students to apply. Support PP students in their application. Offer financial support to PP students to enable them to participate.	£500	July 2017

Expected income form The Pupil Premium £324,000

Planned expenditure £375,019