

**Co-op Academy Failsworth**

# **Pupil Premium & Covid-19 recovery funding plans**

**Pupil premium strategy for 2020/21 plus**

*Approved by the Local Governing Body: 24/09/20*

# Pupil Premium Strategy for 2020/21 plus

## 1. Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

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- ★ a summary of the barriers to future attainment
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- ★ the plan for the year, including:
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  - a review date
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## Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

Year	Summary objectives
<b>2020/21</b>	<p>To improve outcomes for all students by providing an engaging curriculum</p> <p>To provide accurate intervention at all levels for pupil premium students enhancing literacy, numeracy and progress in subjects</p> <p>To produce a pastoral action plan for those PP students that require additional care to maintain a positive state of wellbeing, eliminate disengagement and build self-esteem</p>
<b>2021/22</b>	<p>To further improve pupil premium outcomes and come in line with national average</p> <p>To increase the update of the Ebacc suite of subjects</p> <p>To evaluate and further enhance the curriculum</p>
<b>2022/23</b>	<p>To further improve pupil premium outcomes and be above national average</p> <p>To increase the update of the Ebacc suite of subjects</p> <p>To evaluate and further enhance the curriculum</p>

# The Pupil Premium Strategy for 2020/21

**Publish date:** 24.09.20

**Interim review date:** January 2021

**Review date:** September 2021

**Name of the senior leader signing off the strategy:** Zarina Ali

## The academy context, including pupil numbers

The Pupil Premium is funding additional to the main academy budget, which is based on the number of students who have received Free School Meals within the last 6 years. Additional funding is also provided for Children who are Looked After. It is for schools to decide how the additional funding is spent, provided it is used to close the well reported gap between the achievement of students who receive the Pupil Premium and their peers. Other sources of funding, Sports (primary), Catch up (secondary) and COVID-19 recovery (all) is separate to the pupil premium.

At Co-op Academy Failsworth, the proportion of pupils eligible for pupil premium is 42.3%. The number of pupil premium students are increasing year on year within our intake. In year 11, 36.5% of students are PP, but in our current year 7 this has drastically increased to nearly 50%% PP students. The majority of our Pupil Premium students live locally and are White British. Each year we have a cohort of pupil premium students who are on the ACE register and attendance is poor. These families have multi agency involvement and progress begins to deteriorate as the academic year continues. Our pastoral team work very hard in keeping these students safe and well. 20% of pupil premium students become persistent absentees despite our best efforts to provide pastoral and academic intervention to reintegrate them back into learning. Students who are Pupil Premium and are not on the ACE register benefit from the good curriculum and pedagogy and progress gains are made, these are evidenced from the PR data windows that run through the academic year.

The table below breaks down numbers further.

Year group	Cohort size	Pupil premium cohort				Percentage of pupil premium pupils in the year group
		B	G	SEND/ECHP	Total	
7	306	69	50	4	149	48.7%
8	287	57	71	1	128	44.6%
9	295	56	60	2	116	39.3%
10	275	59	48	4	107	38.9%
11	285	56	48	5	104	36.5%
<b>Totals</b>	<b>1448</b>	<b>297</b>	<b>307</b>	<b>16</b>	<b>604</b>	<b>41.7%</b>

### Allocated funding from the government

The funding allocated in the pupil premium grant for Co-op Academy is £546,315 for 2020/21 based upon each PP student receiving £655. The LAC PP total received is £9800, based upon £2345 per LAC student.

### A summary of the barriers to future attainment

<b>Internal barriers</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To improve outcomes for all students by providing a challenging curriculum which will accelerate the progress of PP students</li> <li><input type="checkbox"/> To incorporate High Ability PP students within the High Ability plan at KS4 to ensure student aspirations and parent expectations are high</li> <li><input type="checkbox"/> To improve Literacy and Numeracy skills for all students at KS3. This will ensure that the PP and NPP gap is significantly diminished.</li> </ul>
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### External barriers

- To improve PP attendance which deteriorates throughout the academic resulting in curriculum gaps increasing. This results in figure of approx. 20% PP PA
- To raise aspirations of families/carers of PP students

## Our rationale to explain why the funding is to be spent as such at the academy

At Co-op Academy Failsworth, we direct resources into overcoming the key barriers faced by our students eligible for Pupil Premium. Our 2019 exam results indicated a significant gap between pupil premium students and non-pupil premium students (-0.97 / -0.42). Our February 2020 data capture demonstrated predictions for the CO2020 were diminishing this gap between pupil premium and their peers coming in at -0.66 pupil premium and -0.42 non pupil premium. The 2020 results came in for PP at -0.6, allowing for a -0.39 gain from the previous academic year.

Our work is having an impact but the key is to accelerate learning for our PP students. Our predictions pre lockdown and attained grades in August demonstrate that we know our cohort very well. However, there is emerging evidence that the PP student learning gap has increased to 18months. Although we know that the White British P8 P8 figure for 2018 was -0.72 and for 2019 this figure was -0.68, we are aspirational at hitting our prediction this academic year and reaching national average. Therefore, our strategy is carefully designed with each pupil premium student in mind. The pastoral team know their students extremely well and as a data rich school with accurate predictions, we are acutely aware of our shortcomings. Our strategy is focused predominately upon improving attendance, progress, literacy, numeracy and wellbeing. We are committed to eliminating any barriers to success that students may have including hidden poverty via structured conversations. We are determined to remove the class ceiling and enhance capital culture and social mobility by ensuring our students receive good learning experience from the moment they walk into the academy.

## The Plan for 2020/21

**Focus area: Curriculum and Assessment**

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>To improve the quality of education within the classroom</p>	<p>All staff to deliver the new curriculum at KS3- Year 7, 8 and 9 All staff to deliver quality first teaching to ensure engagement and progress.</p> <p>To fully map the recovery curriculum to factor in lost learning time due to school closure during COVID RSW</p>	<p>Pupil receive consistently good quality teaching through a complete redevelopment and rewrite of the curriculum All teachers to deliver the mapped and planned sequence of learning to ensure no gaps in knowledge or understanding.</p> <p>Full mapping of the curriculum in all subject areas with consideration of implication of lost learning time due to COVID- curriculum to be resequenced not rewritten to account for this.</p> <p>Academy wide approach to development of curriculum and pedagogy leads to</p>	<p>CPD and Curriculum budget allocated</p>	<p>Coaching walks Book Scrutiny Fortnightly Head of Department Drop-ins Progress meetings following data drops</p>	<p>HoDs SLG RSW</p>

		<p>improved pedagogical approaches in the classroom.</p> <p>A focus on the development of a knowledge rich approach to curriculum and pedagogy leads to improved progress for all students, particularly PP and disadvantaged students.</p> <p>A focus on retrieval, practice, modelling and explaining as priorities for pedagogy will support the development of knowledge retention leading to improved learning and outcomes</p>			
To improve progress of literacy and numeracy by identification of students who are not secondary ready	<p>All year 7 students to complete the 2019 SATs papers in Ma/En</p> <p>All year 7 students to complete the GL assessment including the NRST reading test</p> <p>All students identified for intervention to use reading perceptual scale</p>	<p>Pupils will enroll onto the correct tier of support and there is a reduction in the number of pupils who see no impact or a reversal in literacy ability.</p> <p>Progress in literacy improves as seen in QWC (March 2021)</p>	Literacy budget allocated	<p>PR1 data drop PR2 data drop PR3 data drop Review of QWC subjects.</p> <p>Review at start and end of every intervention window.</p> <p>Pupil work review</p>	<p>CST RBR RSW</p>

	<p>at the start of each intervention to identify barriers to progress within interventions so these barriers can be addressed.</p>	<p>grades and pupils have reading ages that match their chronological age. (October 2020, February 2021, June2021)</p> <p>Progress in English improves as shown through PR data. (March 2021)</p> <p>By July 2021 students in year 7 have made significant progress to having reading ages at their chronological age.</p>			
<p>To improve teacher assessment within each lesson</p> <p>Teachers to know the data of each group and understand starting points for all subgroups.</p> <p>Clear understanding of the PP subgroup</p> <p>Assessment within the lesson to be</p>	<p>Understanding data sessions to be run for all new staff</p> <p>Assessment progress sheets to be completed after each assessment window with gaps in knowledge to be addressed the following lesson</p> <p>Assessments are in line with the new curriculum and assessment</p>	<p>Pupil premium figures to improve throughout the 5 year learning journey to ensure Nation Average is achieved.</p> <p>Year 11 PP -0.17 Year 10 PP - 0.3</p> <p>KS3 60% are on or above within their progress band at PR1 and 80% by PR2</p>	£0	<p>PR1 data drop PR2 data drop PR3 data drop</p> <p>Progress Review Strategy meets with HoDs</p> <p>Year 11 recovery plan Year 11 team meets</p> <p>Teacher Progress Reviews</p>	<p>Class teachers HoDs Year teams ZAL</p>

<p>used effectively to demonstrate progress of PP students.</p>	<p>protocol for the academy</p> <p>Moderation of assessments top take place after each window</p> <p>During coaching walks and assessment meetings teachers will be asked:</p> <ul style="list-style-type: none"> <li>● Who are your PP students?</li> <li>● What do you know about their learning in your subject?</li> <li>● What do you do each lesson to assess their learning?</li> <li>● How can you demonstrate their progress?</li> </ul> <p>ZAL</p>				
<p>Assessment to have a clear purpose and enhance the learning from the curriculum</p> <p>Assessment is designed thoughtfully to shape future learning</p> <p>Assessment to be</p>	<p><b>KS3</b></p> <p>Reminder of the new KS3 data system based upon RAW scores</p> <p>Development of term 3 assessments that enhance the curriculum and identify gaps in knowledge</p> <p>In depth analysis of the data to identify students</p>	<p>Assessment to inform the planning of the next key steps of the curriculum</p> <p>Assessment should accurately assess the curriculum skills taught</p>	<p>£0</p>	<p>PR1 data drop PR2 data drop PR3 data drop</p> <p>Progress Review Strategy meets with HoDs</p> <p>Year 10 recovery plan Year team meets</p> <p>Critical student</p>	<p>Class teachers HoDs ZAL</p>

<p>designed carefully not to become a barrier for those that become bored or disaffected</p> <p>To ensure parents receive a clear progress review informing them of their child's learning experience within the Academy</p>	<p>that are not on track and those that are exceeding expectations</p> <p>To launch term 1 year 9 assessments and work upon the term 2 assessments</p> <p><b>KS4</b> RAG profiling of each year group after each data drop.</p> <p>Analysis completed for each subgroup WAG Vs PRE WAG Vs Tgt PRE Vs Tgt</p> <p>Intervention put into place for each RAG cohort</p> <p>ZAL</p>	<p>Assessment analysis to inform leaders where T&amp;L support may be required</p> <p>Leaders ensure that interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum</p> <p>Pupil premium figures to improve throughout the 5 year learning journey to ensure Nation Average is achieved.</p> <p>Year 11 PP -0.17 Year 10 PP - -0.3</p> <p>KS3 60% are on or above within their progress band at PR1 and 80% by PR2</p>		<p>identification plan</p> <p>Teacher Progress Reviews</p> <p>Feedback from parents regarding progress reviews sent home</p>	
<p>To diminish the gap between PP and NPP for High Ability students To ensure the 14 PP students classed as High Ability achieve their potential</p>	<p><b>Please see High Ability Plan</b></p> <p>Independent Learning Calendars (ILCs) to be set up to promote further reading and research</p> <p>Creation of an Elite</p>	<p>Make parental contact to ensure attendance to launch assemblies.</p> <p>ILCs to be launched with HoD input. Monitor HA students accessing these</p>	<p>UoM Gateways programme - £50 printing costs</p> <p>Universify - £0 (fully subsidised by CAT)</p> <p>The Brilliant Club - Scholars Programme -</p>	<p>Data drops Book looks Drop ins</p>	<p>ZAL DCL NCA</p>

	<p>group with parental involvement run via a series of assemblies</p> <p>To provide online tutoring with those students in key areas</p> <p>ZAL</p>	<p>resources</p> <p>Regular contact with parents with workshops guiding them on how to help at home.</p> <p>Celebration of success.</p> <p>UoM Gateways programme continues to run for HA PP students in Years 8 &amp; 9, and will be launched for HA PP Year 7's. The programme will run as a virtual intervention this academic year</p> <p>The Brilliant Club Scholars Programme will run in the Spring term for 12x Year 8 HAPP students</p> <p>Universify will continue to run for Year 10 &amp; Year 11 students</p> <p>Structured conversations for</p>	<p>£1980 (£1000 of which is subsidised by CAT</p> <p>ILC printing costs £2000</p>	<p>Structured conversation feedback</p>	
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		<p>returning to school to prioritise PP HA students.</p> <p>PP HA students to be assigned a mentor who will do weekly check ins with the pupils and monthly catch ups with the parents.</p>			
<p>To implement a year 11 recovery plan for all PP students to ensure any gaps in knowledge and skill lost during lockdown are covered</p>	<ul style="list-style-type: none"> <li>• Online tutoring for Maths and Science for critical students over the summer break</li> <li>• Online tutoring to continue for key students in Ma/En and Sc</li> <li>• Period 6 to prioritise PP students and PP HA students. These groups have HoDs/ Directors delivering P6</li> <li>• PP groups with grade 4 predictions but are borderline a grade 3 will be taught by subject post holders</li> <li>• PP students who have not interacted with any home learning to be targeted for</li> </ul>	<p>Year 11 PP -0.17</p> <p>NCA</p> <p>Robust attendance monitoring in place to ensure that all PP year 11 attendance is above national average of PP 91%</p> <p>Year 11 PA up to March 2020 was 13.5% 20-21 target to reduce to less than national average 12%</p> <p>Academy PP target of 93% for Year 11</p> <p>Week 2 attendance for Year 11 cumulative attendance is 98.43%</p>	<p>Online tutoring £40,000</p> <p>Study sessions £9000</p> <p>PP academic mentoring £6000</p> <p>Blue folder printing £2000</p> <p>Progress TA salaries</p>	<p>Data</p> <p>Improved RAW marks in subjects</p> <p>Mocks data shows progress from PR2 last year</p>	<p>ZAL</p> <p>DCL</p> <p>ABE</p> <p>Teaching staff</p>

	<p>Thursday CPD intervention</p> <ul style="list-style-type: none"> <li>● Private study sessions open to all before and after school with teachers</li> <li>● HA PP – please see HA PP plan</li> <li>● All students to have the blue folder knowledge organizers and revise in family time and use this for P6</li> <li>● PR windows to set new direction and cohort for recovery</li> <li>● CDZ to work exclusively with a cohort of underachieving HA PP Y11 students to act as a mentor and be a regular point of parental contact.</li> <li>● Full mapping of Y11 curriculum to resequencing learning and account for gaps due school closure.</li> <li>● How to learn and how to revise session delivered during family time to Y11 prior to mocks.</li> </ul> <p>ZAL</p>				
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	DCL				
All PP students to achieve their target grade or better	3 x Progress TAs to work with PP students to work with our key critical PP students to eliminate barriers such as attendance, behaviour and improve academic progress	All students learning and making progress throughout the academic year	3x progress TAs salary CDZ SAH HWA	Data drops Coaching walks Attendance improves Book Looks	ZAL DCL ABE Teaching staff
Mocks 1 and Mocks 2 to be flexible to the needs of the subject  To allow all students and in particular our PP students the opportunity to recover the time lost and improve RAW marks for the 60% element	Mocks 1 – All pot 1 and pot 2 subjects will complete a mock paper under exam conditions.  Pot 3 subjects (60/40%) will be allocated a day during mock 1 to allow students to make gains on the 60% element that are predominately skill or [practical based  To target key PP students in the run up to mocks and ensure all PP students can sit the exam in a format they are comfortable with.	Mocks 1 allows students to demonstrate their current learning and allows for accurate intervention by class teachers to ensure progress is accurate and effective  Allowing mocks to be accessible to all	PP academic Mentoring £6000	Mock data improves  PP attendance improves  Behaviour data improves	ZAL DCL ABE
Thursday CPD intervention from 2-4pm for all including PP students	PP students to be provided an opportunity to recap the work covered in lockdown and over the summer	Ensuring no gaps remain from the work set by teachers for home learning	£0 as directed time is reallocated	Data drops Coaching walks Attendance improves Book Looks	ZAL HoDS Teaching staff

	<p>holidays</p> <p>Small group intervention weaved into term 1 to allow access to all subjects</p>				
<b>Focus area: Pedagogy</b>					
<b>Desired outcome</b>	<b>Actions, including timescales and identification of those responsible for leading</b>	<b>Success criteria</b>	<b>Costs</b>	<b>Monitoring arrangements</b>	<b>Ongoing evaluation of success</b>
<p>Development of Retrieval Practice, Modelling and Explaining (Y10 and 11)</p> <p>Supporting the development of working memory and long term memory</p>	<p>Year 10 and 11 will focus on practice quizzing. Each lesson will start with a series of 6 retrieval questions across the academy in all subject areas. A common template is used</p> <p>Priorities for pedagogy identified- these being the best methods to mitigate the impact of COVID on knowledge and memory:</p>	<p>CPD- all teachers receive intensive CPD on the pedagogical approaches, standards frameworks and language across the academy creating a shared understanding by all</p> <p>All lessons and curriculum resequencing QA'd to ensure consistency and effectiveness</p> <p>A standard template will be used by every</p>	<p>CPD Budget Allocated</p> <p>Opportunity Area Funding the support development of curriculum and pedagogy</p>	<p>Coaching walks</p> <p>Book Scrutiny</p> <p>Fortnightly Head of Department Drop-ins</p> <p>Progress meetings following data drops</p>	<p>RSW</p> <p>PBR</p> <p>RBR</p> <p>CST</p>

	<p>Quizzing, Use of Knowledge Organisers, Independent and Guided Practice, Modelling, Dual Coding, Elaborative Interrogation, Daily/Weekly/Monthly Review, Scaffolding, Concrete and Abstract Examples, Head on Misconceptions</p>	<p>subject and teacher and will be copied onto PowerPoints</p> <p>Drop-in to ensure 100% consistency</p> <p>Y10 and 11 progress data</p> <p>Scrutiny of in-class test results and summative assessment points</p>			
Exam/ Knowledge organisers	<p>Using evidence and research all subjects have created knowledge organisers for each topic they teach. Every lesson, knowledge organisers are used to form in-lesson quizzes.</p> <p>Emboldening key words allows pupils to peer-mark the complex definitions, working out which terms are vital in them.</p>	<p>All knowledge organisers have been quality assured by RSW as part of the curriculum development (intent) phase.</p> <p>Fortnightly drop-ins will include KS3 and the quality assurance of the new curriculum Coaching walks/MER Book scrutiny Curriculum reviews and deep dives into books, learning and curriculum taught half-termly with HoDs</p>	<p>CPD Budget Allocated</p> <p>Opportunity Area Funding the support development of curriculum and pedagogy</p>	<p>Coaching walks</p> <p>Book Scrutiny</p> <p>Fortnightly Head of Department Drop-ins</p> <p>Progress meetings following data drops</p>	<p>RDA</p> <p>RBR</p>

	<p>Pupils check knowledge retained in memory, self-check and correct any spelling mistakes, omissions or inaccuracies (in a green pen). They learn the most valuable knowledge in every subject by heart.</p> <p>CPD to all staff as part of the curriculum and pedagogy strategic plan-modelling the theory and research behind knowledge organisers as well as use and application in the classroom</p>	<p>SLT Drop-ins Analysis of PP progress data</p> <p>All knowledge organisers have been uploaded onto classcharts, all year 11 students have been issued hard copies of knowledge organisers. All homework for Years 7-9 will focus on retrieval and recall using Knowledge Organisers. Year 10&amp;11 homework will focus on retrieval, recall &amp; exam practice. Homework set will reference either an online revision resource or page(s) within a revision guide to support independent study and encourage a revision culture across the Academy. Setting of homework and quality of homework will be Quality assured twice per term to ensure compliance and that the quality of work completed meets</p>			
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		<p>Academy standards.</p> <p>Teachers use knowledge organisers more effectively within the classroom to improve memory, knowledge and retention</p>			
CPD	CPD programme (full year) dedicated to the development of curriculum and pedagogy	<p>RSW QA of all CPD</p> <p>Bespoke and carefully chosen topics</p> <p>Monitoring full staff engagement</p> <p>Evidence of professional learning implemented into classroom practice through:</p> <ul style="list-style-type: none"> <li>● Drop-ins</li> <li>● MER/Coaching Walks</li> <li>● Sharing good practice CPD examples</li> <li>● Book scrutiny</li> <li>● Curriculum review and deep dives into books</li> </ul>	<p>CPD Budget Allocated</p> <p>Opportunity Area</p> <p>Funding the support development of curriculum and pedagogy</p>	<p>Coaching walks</p> <p>Book Scrutiny</p> <p>Fortnightly Head of Department Drop-ins</p> <p>Progress meetings following data drops</p>	RSW

**Focus area: Culture, Climate and Behaviour**

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
All students to experience meet and greet at the start of each learning experience	<p>Staff to be at the door at the start of each lesson to meet and greet.</p> <p>Every conversation is an investment. PP students who experience daily poverty have limited vocabulary and limited conversations with adults. Meet and greet is an opportunity for us to demonstrate that we are interested and have time to invest. Communication with students is key and a major building block in securing good relationships.</p>	<p>A good calm start to each lesson with clear routines and high expectations.</p> <p>Year 11 PP -0.17 Year 10 PP - -0.3</p> <p>KS3 60% are on or above within their progress band at PR1 and 80% by PR2</p> <p>Attendance for all PP students to be in line with 95%</p>	£0	<p>SLG and HoDs to monitor the start of each lesson and provide feedback and support</p> <p>Heads of Year to monitor the start of each lesson and provide feedback and support</p>	JSM Teaching staff
To improve the behavioural climate for all students including PP students.	Robust weekly analysis of reflections system climate data allowing for timely and bespoke intervention - Population/Class	Earlier intervention leading to a reduction in Red incidents and an improvement in the behaviour climate in the Academy	Progress TA salary  SAH CDZ HWA	Progress TA's to meet with AHT KS3 and KS4 monthly. Action plans updated with impact.	JSM NCA DCL HoY Teaching staff

<p>Poor behaviour is a form of communication. We wish to understand why our students are creating a behaviour climate and will work with them to eliminate barriers and raise personal expectations.</p>	<p>Moves, Parental Meets, Managed Move discussions, Alternate Provision placements</p> <p>Analysis of 'High Tariff' Amber students who are consistently displaying low level disruption in lessons. HWA (KS3) &amp; SAH (KS4) to be linked to provide mentoring, regular parental communication and be a role model for these students. Amber data analysed each HT and cohorts of students created - each cohort last a HT - 1 Year Contract</p> <p>High staff presence on corridors and social time re-affirming our high expectations of conduct in all areas of the Academy.</p> <p>DCL - Y10 &amp; Y11 NCA - Y9 JSM - Y7 &amp; Y8</p>	<p>Reduction in the amount of Amber Sanctions each cohort receives leading to an improvement in the behaviour climate in classrooms.</p>		<p>HoY to meet and feedback fortnightly to AHT KS3 and KS4 Action plans to be dated and updated with impact. Review after 6 weeks.</p> <p>Analysis of reflections room data to lead to HoY meets, AHT parental meets, managed move proposals and potential placement in Alternate Provision</p> <p>To record all data collected and audit the impact of the review meets</p> <p>To monitor the effectiveness of these bespoke Timetables</p>	
<p>Attendance to stay above 95% for all students in particular PP</p>	<p>NCA</p> <p>HoY to analyse the previous academic year</p>	<p>Attendance to remain above 95% across all year groups and 95% for all PP pupils.</p>	<p>WLE attendance Progress TA salary</p>	<p>Students and parental meets to take place regarding attendance for those</p>	<p>NCA Attendance team HoY</p>

<p>students.</p> <p>Once a student's attendance falls below 95%, their attainment and progress falls significantly. By October half term, these students have missed a large volume of learning thus catch up becomes very difficult. This results in disengagement and a lack of self-esteem. Parental engagement also becomes difficult and at times non-existent.</p> <p>Our aim is to catch these students before they fall into this downwards spiral and ensure they are making progress in line with their peers.</p>	<p>and identify the students and parents they will work with.</p> <p>HoY to weekly monitor their year group and be proactive in keeping attendance above 95%</p> <p>HoY to help reintegrate these students back into lessons and to eliminate any external barriers to learning</p> <p>JFA – attendance officer will have a key focus of PP attendance across all year groups</p>	<p>Targeted pupils from 2019-20 already had attendance monitoring phone call in first week of school to ensure pupils and parents are aware of Academy expectations and any potential barriers to non-attendance have been highlighted early.</p> <p>Reintegration package in place for school refusers from 2019-20 to begin part time reintegration back into school for 2020-21 academic year.</p>		<p>at risk.</p> <p>Parental meetings with the HoY and AHT.</p> <p>Home visits for poor attendance as an effort to get them into school.</p> <p>Assemblies to drive the importance of attendance</p>	
<p>To poverty proof the school.</p> <p>To open positive and safe lines of communication with all students and</p>	<p>To profile every PP student and identify their barriers to success. ACEs, Attendance, pastoral care etc</p> <p>Year group PP review</p>	<p>To open positive and safe lines of communication with all students and parents/carers. This will allow us to understand and</p>	<p>No DFE visits are to take place at the moment however Jamies farm (£2000)</p> <p>£400 on stationary and equipment for the</p>	<p>Structured review panels to ensure we understand the needs and daily barriers a PP student faces. To meet the student, invest in them and</p>	<p>NCA ZAL HoY</p>

<p>parents/carers. This will allow us to understand the barriers that influence these students in everyday life.</p> <p>To address hidden poverty. (Eg, PP student dressed well for school but has no equipment at home to complete any homework or revise)</p> <p>To build cultural capital, increase social mobility and self-belief.</p>	<p>meetings to take place by leaders within the school Year group PP inclusion panel meetings to take place half termly</p> <p>To maintain positive parental contact with PP student families/carers</p> <p>To produce an action plan that empowers the student and guarantees GCSE success and overall wellbeing</p> <p>Participating in the Jamies Farm Project</p> <p>ZAL and NCA</p> <p>Participating in the Oldham Opportunity Area, two year project known as 'Parent Power'.</p>	<p>overcome barriers that influence these students in everyday life.</p> <p>Year 11 PP -0.17 Year 10 PP - -0.3</p> <p>KS3 60% are on or above within their progress band at PR1 and 80% by PR2</p> <p>Structured conversations for all pupils with PP and vulnerable pupils completed first. SC will help to identify any barriers/concerns that pupils may face.</p> <p>Students then assigned a mentor for support and to help break down the barriers</p> <p>Mentor also works with the family to help support the breakdown of barriers within the family home to create stronger home/school links</p> <p>£3000 spent on school</p>	<p>students</p> <p>£3773 hardship fund</p>	<p>allow them to explain what they need to allow them to move forward.</p> <p>To use the school hardship fund to ensure all students are fully equipped to have a successful day.</p> <p>Helping young people flourish in the community, at home and at school.</p> <p>Pupil premium students selected. Oldham Power will work with students and parents to eliminate cultural barriers and myths that hinders them from applying for university. To aid social mobility, build parental confidence and educate parents. This project is personalized to the needs of the parents allowing them to support their children into further education.</p>	
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		uniforms for pupils who need it. Additional equipment purchased such as pens, rules etc for pupils.			
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