



Castle Phoenix Trust Pupil Premium Strategy/Self-Evaluation (FOXFORD)

1. Summary information					
School	Foxford Community School				
Academic Year	2020/21	Total PP budget (amended to include £72k catch-up)	£392,880	Date of most recent PP Review	January 2020
Total number of pupils	1004	Number of pupils eligible for PP	366	Date for next internal review of this strategy	October 2020

2. Current attainment							
	Students eligible for PPG		All students		Closing the gap? (Comparing 2019-20 figures with 2018-19 figures)		
	2018-19	2019-20	2018-19	2019-20	Yes/No	PPG figure	All figure
Progress 8 score average	-1.08	-0.47	-0.74	-0.02	No (+0.11)	↑	↑
Attainment 8 score average	28.85	35.32	33.37	38.18	Yes (-1.66)	↑	↑
English and Maths (Strong passes)	13.3	22.4	23.7	28.7	Yes (-5.4)	↑	↑
English and Maths (Standard passes)	31.7	41.8	43.8	48.5	Yes (-6.7)	↑	↑
English (standard pass)	36.7	47.8	50.3	57.5	Yes (-3.9)	↑	↑
Maths (standard pass)	46.7	49.3	53.3	57.5	No (+1.6)	↑	↑

3. Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Reduced P8 gap between PPG students and all students (school and national).
B.	Narrow the achievement gap at KS4 between PPG students and all students so that it is more in line with KS3 figures.
C.	Literacy skills of disadvantaged pupils are generally lower than for non disadvantaged, meaning that access to the wider curriculum is impacted.
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>	
D.	Lack of aspiration; disadvantaged pupils tend not to understand the value of education and the opportunities it affords.
E.	Social, emotional and mental health issues are prevalent in a larger proportion of disadvantaged pupils compared to non-disadvantaged at Foxford.
F.	Attendance of disadvantaged students is lower than non-disadvantaged.
G.	Parent engagement is lower overall and for some there are significant family issues.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Reduced P8 gap between PPG students and all students (school and national).	Gap is in line with national figures.
B.	Narrow the achievement gap at KS4 between PPG students and all students so that it is more in line with KS3 figures.	Gap is narrower in year 10 and year 11.
C.	Enhance literacy skills of PP students to support access to the wider curriculum and progression routes.	Disadvantaged pupils to make at least expected progress in English. Reading ages to increase at the expected levels with closing gaps. Evidenced from Accelerated Reader. Accelerated Reader fully embedded throughout KS3 with targeted support groups. Enhanced use of the library and homework clubs.
D.	Increased aspiration leading to greater engagement in independent learning.	Home learning completion rates improve for PPG students in all year groups.
E.	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils.	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils
F.	Attendance of disadvantaged students improves.	Attendance improves in line with national averages and gap between disadvantaged and non-disadvantaged closes
G.	Parent engagement is low and for some there are significant family issues.	Improved levels of parental engagement and stronger PP parent attendance at Progress/engagement events.

5. Planned expenditure

Academic year

September 2020 - September 2021

Demonstrating how we are using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Approach to address barrier to learning	Action	Barrier	Evidence base	Planned outcome	Staff lead and costs
a. Class seating plans	Purchase of ClassCharts software to support clear identification and awareness of contextual factors surrounding disadvantaged students, allowing for targeted support in lessons. ClassCharts also enables specific identification of target groups such as THRIVE+ and A List.	A & B	Termly formal QA process SQH monitoring	ClassCharts and the associated support from key staff will ensure that every teacher knows which students are disadvantaged. This will allow for wave one intervention to take place in the classroom. Additional in-school training given to teachers will ensure that seating plans are utilised, using the new ClassCharts software. ClassCharts to boost confidence of teachers surrounding their interventions for disadvantaged students, as well as enable targeted questions to happen more freely. Staff also able to see learning gaps and IEPs at the click of a button.	SQH Faculty leads
b. High quality learning and teaching	Embed the principles of great teaching to ensure lessons deliver great learning for all students through effective explanation, modelling, practice, questioning, challenge and feedback. Leadership team capacity to ensure that learning and teaching and interventions are effectively modelled to teaching staff. All staff to be coached throughout the school year. Train 10 more staff members to become beginner coaches and three to be advanced coaches.	A & B	QA process Coaching cycle Book scrutiny	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAGG rating each curriculum area will help leaders to review where gaps exist in students' knowledge. A cycle of plan-do-review will also support leaders' understanding of effective catch up in the classroom. Professional development activities are provided to support teacher reflection and development for all students. The QA process demonstrates that all students, including disadvantaged students, are learning. Leadership of learning and teaching to lead to improved practice being seen across the school, having positive impact on student outcomes in all year groups and subject areas.	KEH REC Faculty leads Lead practitioners

	<p>Purchase Walkthrus CPD package to match teacher development need to specific improvement activity.</p> <p>Purchase classroom visualisers to enable staff to provide high quality demonstrations from the front of the room.</p> <p>Leaders to track and monitor intervention and catch up strategies closely, looking at low effort for high impact successes, continually refining practice to ensure learning gaps are closed in the most effective and timely manner.</p> <p>Staff to attend virtual webinars on learning and teaching, as well as remote learning practices to support strategies which can be employed and shared.</p> <p>Introduction of Learning & Teaching Journals whereby all strengths and targets are discussed and noted on the journal. Each half-term, a printed copy is given to the teacher so that impact can be considered and noted.</p>			<p>The coaching cycle ensures that all teaching staff have a chosen focus principle which is reviewed termly. Staff coaching is more important than ever to support with school improvement. Coaching will also improve staff morale and have a positive influence on learning and teaching for all. Coaching to have a visible positive impact on student outcomes.</p> <p>Walkthrus: coaching for all staff has led to the identification of a focus area for improvement. The Walkthrus CPD package forms part of the toolkit from which teachers can draw to improve practice.</p> <p>Visualisers support high quality learning and teaching by enabling staff to model from the front. This supports staff confidence as well as student engagement.</p> <p>Support for leaders to carry out reviews of intervention and catch up strategies, as well as quality first teaching from SLT, Trust specialists and lead learning practitioners.</p> <p>Webinars to support staff confidence with developing learning and teaching skills, sharing of good practice and improving standards in the classroom, as well as remote learning.</p>	
c. High quality feedback	High quality feedback following the STAR marking principle is given to every student in every subject.	A & B	Termly formal QA process Learning walks Work scrutiny	STAR marking principle is being consistently applied to ensure progress of disadvantaged students accelerates.	KEH Faculty leads Lead practitioners

<p>d. Increasing literacy levels</p>	<p>Disadvantaged students display lower literacy levels than their peers which creates barriers to learning in all subjects.</p> <p>Implement reading tests for all Year 7 students (Edinburgh Reading Age Test).</p> <p>Purchase of Lexonik phonics programme. This intervention is being introduced in Year 7 and will be rolled out to all years.</p> <p>Small group tuition for students in Year 7 who require support with literacy and/or numeracy; one learning mentor to lead on delivery through sessions both after school and during the school day.</p> <p>Read to Achieve tutor programme introduced and literacy marking activities being used.</p> <p>Reinstatement of the Foxford literacy marking code so that all staff address literacy errors and students respond to them. Stickers with code keys on are now on the front of books.</p> <p>Reintroduction of Oracy skills improvement for disadvantaged students with relaunch of Talking Points for use in lessons. All disadvantaged students baselined in Autumn 2 with retest planned for Summer 2.</p>	<p>C</p>	<p>Lexonik pre and post testing</p>	<p>Book scrutinies will confirm literacy marking actions and student responses are in place.</p> <p>Identify the ability of all students in Year 7 so that literacy needs can be met (Edinburgh Reading Age Test).</p> <p>Lexonik: impact will be improved literacy levels and vocabulary of all students, shown by an increase in reading ages by the end of the school year.</p> <p>Small group tuition to make improved progress in literacy and/or numeracy by the end of the school year, monitored through data captures.</p> <p>QA of Tutor Sessions will confirm positive engagement with Read to Achieve programme.</p>	<p>KEH, JQP, FQM, EER</p>
<p>Total budgeted cost</p>					<p>£144,198</p>

ii. Targeted support

Approach to address barrier to learning	Action	Barrier	Evidence base	Planned outcome	Staff lead and costs
a. Developing student aspirations	Ensure that all Year 10 and 11 disadvantaged students benefit from a one to one careers interview that does not impact on lesson time.	D	Register of careers interviews	Essential advice and guidance from the school's careers team, allowing students to think clearly and plan ahead for the next academic year and beyond. All PPG students in years 10 and 11 have a careers interview by the end of the autumn term. Destinations of disadvantaged students improves to include more students who are studying at post-16. Number of NEET to be low.	NSG, HQC
b. Social and emotional learning	Introduce Level Best strategy to support students in self-regulating their behavioural and emotional responses. OB2L – identifying the most vulnerable students who have potential barriers to learning in all four categories – Learning, Welfare, School Expectations and Deprivation will be provided with a core offer of additional support.	A, B, D, E & F	OB2L* attainment and progress Emotional timetables Welfare screening	Every student demonstrates high self-esteem, positive self-efficacy, resilience, mental stability and a sense of belonging. Next year the OB2L strategy as a targeted intervention will be initiated.	SQH SEND Year leaders Learning mentors DQM, FQM
c. QA process	To re-launch data and assessment, with QA1-5 implemented across all year groups and all data captures.	A, B & F	QA1-5 forms and data tracking	All staff are aware of HA PP SEN A list and Thrive+ in all classes. Data is used to target intervention in class and at faculty level. All staff can and do use the data systems and targets and use these to close gaps. Results are in-line with targets.	MQS Year leaders Faculty leaders
d.	Period 6 intervention for Year 11 and, later in the year, Year 10 students, to be bespoke and targeted.	A, B & F	QA1-5 forms	Year 11 team to work with core faculty leaders and HLTA's to ensure Period 6 intervention reduces gaps in subject	TEJ, CHG, BSS HLTA support

<p>Academic intervention</p>	<p>Ensure that Period 6 intervention is at least as effective as students' classroom teaching.</p> <p>Purchase English, maths and science revision guides for all Year 11 students to ensure that independent work can be completed at home.</p> <p>Purchase GCSE Pod to support students with remote and home learning in all GCSE/equivalent subjects.</p> <p>Purchase Language Nut to support students with their Spanish language knowledge.</p> <p>Purchase Hegarty Maths to ensure all students can access and benefit from an online maths platform, to aid remote/home learning as well as support PDTT.</p> <p>Purchase TT Rockstars to ensure any gaps in learning regarding basic numeracy skills can be addressed.</p> <p>Purchase Tassomai Science to ensure all students can access and benefit from an online science platform, to aid remote/home learning as well as support PDTT.</p> <p>'A List' interventions in Year 11, including assertive mentoring, to be monitored by SLT. Students to receive one to one support with regards to improving progress in school- both academic and pastoral strategies will be employed on an individualised basis to make necessary improvements. Disadvantaged students are over-represented in this area to provide bespoke support and further close the attainment gap. Weekly RAP (Raising Attainment Plan) meetings are held to review progress and steer strategies.</p>		<p>and data tracking</p> <p>Mentoring forms</p> <p>Student voice</p>	<p>knowledge and support students in preparing for their assessments throughout the year.</p> <p>Tracking home learning engagement in Year 11 to highlight the successful use of revision guides at home. Improved attainment and progress between data captures and end of year results.</p> <p>GCSE Pod to allow students, particularly at GCSE, to address any gaps in learning. Independent learning and revision skills will be improved as knowledge and skills can be practiced remotely. Impact shown between data captures and student outcomes.</p> <p>Language Nut: improved outcomes and confidence for students of Spanish.</p> <p>Hegarty Maths: tracking students' engagement, completion and successes, on an individual basis, leading to improved confidence and attainment/progress in maths.</p> <p>TT Rockstars: tracking students' engagement, completion and successes, on an individual basis, leading to improved confidence and attainment/progress in maths basic skills.</p> <p>Tassomai: tracking students' engagement, completion and successes, on an individual basis, leading to improved confidence and attainment/progress in science.</p> <p>A List: improved attainment and progress in end of year outcomes, monitored through data captures.</p>	
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<p>e. Specialist intervention</p>	<p>Specialist interventions are employed by the school to ensure that the differing needs of all students, with a clear focus on the most vulnerable and disadvantaged, are being met. These interventions can be academic or pastoral, or a combination of the two. They are decided upon according to need and are allocated on an individualised basis.</p> <p>Direct leadership time from the SENCO to coordinate intervention programme for Year 7 students who require catch up.</p> <p>Purchase of SEND resources for THRIVE, such as sensory resources and other specialist equipment.</p> <p>Purchase wellbeing resources.</p> <p>Art therapy for targeted students, providing an outlet for students who find verbalising ideas difficult.</p> <p>Ensure that the remote learning offer, which also aids home learning throughout the year, is made available to all parents, in the event of student absence for any reason. This will also support with closing any gaps in knowledge or skills.</p>		<p>Specialist reports</p>	<p>The expected outcome of all expenditure on specialist interventions is that all targeted disadvantaged students will make improved progress and feel emotionally safe and secure in school.</p> <p>Identified Year 7 catch up students to make good progress through data captures.</p> <p>SEND resources support students in feeling safe in THRIVE and that their individual needs are catered for. Progress and engagement with school will improve as a result.</p> <p>Wellbeing resources to ensure staff and students are being supported, allowing all to progress with the best possible outcomes.</p> <p>Art therapy to improve the confidence and aid communication with some of our most vulnerable students.</p> <p>The process of accessing online learning resources has been greatly simplified, with a more extensive range of resources on offer. This is bespoke to all year groups.</p>	<p>SQH TQW</p>
<p>f. Implement a HA strategy which includes HA PP students</p>	<p>Implement a strategy to target disadvantaged Higher Ability (HA) students to run throughout the year.</p> <p>Bespoke external support for HA students and their parents/carers from Elevate.</p>	<p>A and D</p>	<p>Data collections</p>	<p>Progress of PP HA students improves at each data collection and end of year outcomes.</p> <p>Elevate: students will benefit from understanding how to revise, how to relieve stress and best strategies for study skills.</p>	<p>MQS</p>
<p>Total budgeted cost</p>					<p>£197,507</p>

iii. Other approaches					
Approach to address barrier to learning	Action	Barrier	Evidence base	Planned outcome	Staff lead and costs
a. Extracurricular activities.	Ensure that the percentage of PPG students attending a trip, or an additional extra-curricular activity, reflects the percentage of PPG students who are eligible to take part.	D & E	School trip register Extra-curricular log	Improved engagement with enrichment activities and trips to enable them to explore interests and talents, participating in ways which might not otherwise be available to them.	ASM
b. Improving PP attendance and reducing PP PA	Incentivise improvements in attendance for all students, with a clear focus on the most vulnerable and disadvantaged. This includes graduation rewards and other targeted incentives. Counselling time and bereavement support for disadvantaged students. Ensuring that all external factors such as uniform, PE kit, equipment and hygiene factors are catered for to prevent any such reasons for nonattendance.	F	Ongoing evaluations of impact Attendance data for PP students	Encouragement for students to attend school and parent cooperation with attendance strategies to lead to an improvement in attendance figures across the school. Having additional counselling time available will allow for more students to have access to specialised guidance and advice over their anxieties that affect school performance, particularly attendance. This will have an overall positive impact on wellbeing, leading to improved attendance and engagement. Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages.	SQH Year leaders Assistant year leaders Safeguarding
	Text messages are sent to parents of disadvantaged students when they are absent with a follow up phone call. The immediacy of the text message allows poor attendance to be tackled quickly and effectively.	F & G	Ongoing evaluations of impact Attendance data for PP students	Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages.	SQH Year leaders Assistant year leaders Safeguarding
	Attendance Officer will ensure consistent practice of attendance across different sites. Where the attendance of disadvantaged students falls, intervention will be put in place to support the improvement of attendance. Where there are	F & G	Ongoing evaluations of impact.	Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages.	SQH Year leaders Assistant year leaders Safeguarding

	family concerns which are impacting on attendance, further support and guidance will be given.		Attendance data for PP students.		
	Monitor attendance at Progress Evenings of PP parents. PP parents/carers are contacted with early notice of events.	F & G	Attendance Registers	The gap in attendance between disadvantaged and non-disadvantaged diminishes.	ASM, SQH SLT Link
c. THRIVE+	Assistant Year Leader/Attendance Officer to make first day contact with disadvantaged students when they are absent for more than a couple of days and participate with the absent management process when it escalates by working with parents. THRIVE+ mentor to proactively support improved behaviour and to monitor pastoral barriers to learning.	A, B, D, E, F & G	Termly Monitoring	The gap in attendance between disadvantaged and non-disadvantaged diminishes. Increased parent engagement and support. Increase in PP ATLS Decrease in SIMS Behaviour Incidents.	ASM
d. Parents encourage students to help raise aspirations and standards of behaviour	To improve communication and relationships with disadvantaged parents using: Twitter, Firefly, Progress Evenings and Academy Events. Parents to receive phone call to invite and remind them of all school events. Purchase of online parents evening system to enable parents evenings to be virtual. Purchase MyEd app for parents.	A, B, D, E, F & G	Termly Monitoring	All parents of PP students attend at least two parent meetings. Parents of PP students feel well informed and supported. Parents evening system will enable parents to be more flexible, encouraging greater involvement in their child's schooling. Parents evenings allow the school to maintain good communication with parents/carers regarding academic performance, engagement with school and advice regarding options or progression. MyEd: this will allow parents/carers to track their child's progress and will alert them to school expectations being met or not immediately, enabling them to support with greater impact.	
e. Digital Learning and Engagement	All PP students have access to Firefly and GCSE pod to aide their progress in subjects.	A, B, C & D	Termly Monitoring	PP students regularly complete their home learning. PP students regularly engage with Digital Learning.	CHG
Total budgeted cost					£51,175

6. Review of expenditure

i. Quality of teaching for all

Approach to address barrier to learning	Action	Planned outcome	Actual outcomes/Impact	Lessons learned (and whether the approach will be continued)
Class Seating Plans	Staff awareness of all disadvantaged students is not always clear and needs addressing through creation of an A-List, THRIVE+ list, briefings and appraisal.	Ensure every teacher knows which students are disadvantaged. This will allow for first wave intervention to take place in the classroom. In-school training given to teachers to ensure seating plans are utilised using new Classcharts software.	All seating plans in place in all subject areas.	Continue into next year, along with a review of how ClassCharts can be more widely used for other purposes in addition to seating plans.
High quality Learning and Teaching	Embed the principles of great teaching to ensure lessons deliver great learning for all students through effective explanation, modelling, practice, questioning, challenge and feedback.	The coaching cycle ensures that all teaching staff have a chosen focus principle which is reviewed termly. Professional development activities are provided to support teacher reflection and development for all students. The QA process demonstrates that all students, including disadvantaged students, are learning.	Coaching cycle established, with teachers embracing the concept of coaching. Good feedback from staff and improved standards of teaching and learning seen in most areas of the school. Impact: Three quarters of all lessons formally observed met the 'great' criteria which includes individualised provision for the disadvantaged. Informal lesson drop-ins show an 8% improvement over the year.	Coaching cycle to be amended for 2021/22 to be more collaborative within coaching triads. This is based on feedback from staff and evidence based research.
High quality feedback	High quality feedback following the STAR marking principle is given to every student in every lesson.	QA book scrutinies and student voice will confirm that the STAR marking principle is being consistently applied to ensure progress of disadvantaged students accelerates.	STAR marking fully embedded into school practice, in all areas of the school. Impact: Over the academic year there was a 28% improvement in the quality of feedback given with 70% of exceeding expectations of the marking policy. 100% of staff have adopted the new marking policy.	All faculty areas are developing their feedback practice, making sure that 'the loop' is always closed. Aim for 100% exceeding expectations regarding marking policy.

<p>Increasing literacy levels</p>	<p>Disadvantaged students display lower literacy levels than their peers which creates barriers to learning in all subjects. Lexoniks phonics intervention is being introduced in year 7 and will be rolled out to all years. Read to Achieve tutor programme introduced and literacy marking activities being used.</p>	<p>All students on the Lexoniks programme are assessed before and after the programme and will demonstrate progress in their reading age. QA of Tutor Sessions will confirm positive engagement with Read to Achieve programme. Book scrutinies will confirm literacy marking actions and student responses are in place.</p>	<p>Impact: All Year 7 students whose reading age was below their chronological age (included disadvantaged) completed the Lexonik programme with an average increase in reading age of 25 months. Read to Achieve Programme for all students in Y7 – Y9 was resourced and delivered.</p>	
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ii. Targeted support

Approach to address barrier to learning	Action	Planned outcome	Actual outcomes/Impact	Lessons learned (and whether the approach will be continued)
Developing Student Aspirations	Careers guidance - Every PP student in year 10 and year 11 has at least one careers interview in order to raise aspirations. GATSBY?	All PPG students in years 10 and 11 have a careers interview by the end of the autumn term. Destinations of disadvantaged students improves to include more students who are studying at post-16. Number of NEET to be low.	Careers interviews were hampered by Covid but almost all Year 11 students have now had their interviews, with most Year 10 PP students also having had preliminary interviews. PP into Post 16: 25% of y12 cohort are PP- improved on previous years, providing proactive, aspirational pathways for disadvantaged students. NEET figure: 1.3% (impact of Covid)	To continue as good feedback received.
Social and Emotional Learning	Joe Spark has been commissioned to deliver Level Best training to a group called Team Change. OB2L – identifying the most vulnerable students who have potential barriers to learning in all four categories – Learning, Welfare, School Expectations and Deprivation will be provided with a core offer of additional support.	Students identifies will targets areas for change and be supported in learning to self-regulate. Every OB2L* student demonstrates high self-esteem, positive self-efficacy, resilience, mental stability and a sense of belonging.	OB2L has transformed into SSS meetings, where students' individual needs are discussed, with actions and plans in place as a result. This is now standard practice in all year groups.	To continue, with developments made with regards to ease of access to data and closer scrutiny of it, at an earlier stage.
QA process	To re-launch data and assessment, with QA1-5 implemented across all year groups and all data captures.	All staff are aware of HA PP SEN A list and Thrive+ in all classes. Data is used to target intervention in class and at faculty level. All staff can and do use the data systems and targets and use these to close gaps. Results are in-line with targets.	QA process has been fully reviewed and is now fully in place for all year groups and in all faculty areas. Results impact: PP progress at end of KS4 improved significantly, as did progress of all students, and the gap between PP and non-PP students within Foxford cohort narrowed by 0.8.	Reviewed and strengthened for 2021/22.

Academic intervention	Core intervention groups – subject specialists will provide additional small group intervention for targeted PP students following data capture and assessments.		Intervention groups now extended to A/B/C lists in all year groups, making use of THRIVE+ methodology.	Continue and strengthen.
Specialist intervention	Students to be able to access specialist support when appropriate and once in-house intervention have shown little impact.	Targeted PP students make improved progress in their area of need.	Specialist support offered with NTP. Progress was hampered by Covid but good outcomes for the students that fully engaged.	Reviewed fully for 2021/22: brought more in-house to ensure we have control over the tutor input.

iii. Other approaches

Approach to address barrier to learning	Action	Planned outcome	Actual outcomes/Impact	Lessons learned (and whether the approach will be continued)
Extracurricular activities.	Ensure that the percentage of PPG students attending a trip, or an additional extra-curricular activity, reflects the percentage of PPG students who are eligible to take part.	Improved engagement with enrichment activities and trips to enable them to explore interests and talents, participating in ways which might not otherwise be available to them.	Hampered heavily by Covid but a new system brought in with the Central Cultural Capital Record (CCCR) for 2021/22.	CCCR in place from September and kept up-to-date throughout the year. Additional capacity in SLT to coordinate.
Improving PP attendance and reducing PP PA.	Ensuring that all external factors such as uniform, PE kit, equipment and hygiene factors are catered for to prevent any such reasons for nonattendance.	Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages	Attendance now in line with national averages but persistent absenteeism still a concern. Ongoing impact from Covid.	Still work to do here-renewed processes to prioritise PP students' attendance.
	Text messages are sent to parents of disadvantaged students when they are absent with a follow up phone call. The immediacy of the text message allows poor attendance to be tackled quickly and effectively.	Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages	Persistent absenteeism still a concern due to ongoing impact from Covid.	New processes in place.
	Attendance Officer will ensure consistent practice of attendance across different sites. Where the attendance of disadvantaged students falls, intervention will be put in place to support the improvement of attendance. Where there are family concerns which are impacting on attendance, further support and guidance will be given.	Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages	Persistent absenteeism still a concern due to ongoing impact from Covid.	New processes in place.

	Monitor attendance at Progress Evening of PP parents. PP parents/carers are contacted with early notice of events.	The gap in attendance between disadvantaged and non-disadvantaged diminishes.	Persistent absenteeism still a concern due to ongoing impact from Covid.	New processes in place.
THRIVE+	Assistant Year Leader/Attendance Officer to make first day contact with disadvantaged students when they are absent for more than a couple of days and participate with the absent management process when it escalates by working with parents. THRIVE+ mentor to proactively support improved behaviour and to monitor pastoral barriers to learning.	The gap in attendance between disadvantaged and non-disadvantaged diminishes. Increased parent engagement and support. Increase in PP ATLS Decrease in SIMS Behaviour Incidents.	PP ATL improved; parental engagement difficult due to Covid but good engagement through Teams to parents evenings. Decrease in SIMS behaviour incidents achieved.	To continue through reviewed and renewed PP Pledge (10 Steps).
Parents encourage students to help raise aspirations and standards of behaviour.	To improve communication and relationships with disadvantaged parents using: Twitter, Firefly, Progress Evenings and Academy Events.	All parents of PP students attend at least two parent meetings. Parents of PP students feel well informed and supported.	Parental engagement difficult due to Covid but good engagement through Teams to parents evenings.	To continue as a priority for 2021/22 as part of renewed PP Pledge.
Digital Learning and Engagement	All PP students have access to Firefly and GCSE pod to aide their progress in subjects.	PP students regularly complete their home learning. PP students regularly engage with Digital Learning.	Good standard of engagement during lockdown. Much improved with new protocols by January 2021 lockdown.	New homework/remote learning policy and protocols for September 2021 with new leadership and renewed focus.