Pupil premium strategy statement: Stationers' Crown Woods Academy

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The academy receives money for all students registered as eligible for free school meals at any point in the last 6 years or who has been 'looked after' for a period of 1 day or more (funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child).

At Stationers' Crown Woods Academy we aim to raise aspirations, breakdown barriers in order to build successful lives for the future - we believe in the 'transformability' of all of our students. A key element of this is addressing inequality and raising the attainment of students from lower-income families. Progress of all learners is formally reviewed by the academy leadership team and academy subject leaders to ensure good outcomes are achieved.
As part of the raising standards process a member of the academy leadership team works in conjunction with the small school leaders and the Associate Principal to ensure that achievement gaps between students eligible for the premium and others close. Regardless of any social or economic barriers, we aim to ensure that targeted additional support strategies will result in every pupil/student, being able to:

- Improve their level of attainment and progress.
- Close attainment gaps
- Access the curriculum
- Access extra-curricular activities

Personalised interventions and targets are implemented as appropriate.

Impact of expenditure 2017/2018

Prior attainment of pupils achieving grade 5 or above in English and maths

Prior attainment Group	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	25	18	132	61	97	28
Percentage	4	6	20	11	60	39

Progress 8 by prior attainment

Prior attainment group	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	25	18	132	61	97	28
Score	-0.25	-0.44	-0.37	-0.77	-0.3	-0.7

Attendance – The attendance for the disadvantaged students in 2016-2017 was 93.2%. The national average for the group is 92.5%. We continue to work hard to improve attendance further with the use of two support officers in each school and an attendance officer in each has had a significant impact on improving attendance to school.

Exclusions – The proportion of disadvantaged students excluded was 13.52% in 2017 compared to a national figure of 21.14%. The academy continues to work hard in order to reduce the number of exclusions for disadvantaged pupils through a range of strategies, work with external specialists and also through ongoing investment in the PSU, student counselling services and an on-site referral room.

1. Summary information			
Academic Year	**2017/18**	**Total pupil premium budget**	**£449,268**
Total number of students	**1361**	**Number of students eligible for pupil premium**	**438 (35.5%)**

2. Pupil Premium Profile 2017/18		
	Number of Pupil Premium	*Percentage of Cohort*
Year 7	**93**	**31.1%**
Year 8	**79**	**29.6%**
Year 9	**93**	**35.0%**
Year 10	**100**	**38.0%**
Year 11	**118**	**44.4%**
Total	**483**	**35.5%**

3. Actual attainment 2016/17	Students eligible for pupil premium	Students not eligible for pupil premium (national average)
% achieving Basics (A* - C English & Maths)	63%	69%
% achieving EBACC	20%	29%
Progress in English	0.07	0.09
Progress in Maths	-0.10	0.11
Progress 8 score average	-0.20	0.12
Attainment 8 score average	46.73	52.56

3a. Projected attainment (2017/18 measures)	Students eligible for pupil premium	Students not eligible for pupil premium (national average)
% achieving Basics (A* - C English & Maths)	61%	TBC
% achieving EBACC	19%	TBC
Progress 8 score average	-0.12	TBC
Attainment 8 score average	47.32	TBC

4. Attendance & Exclusions 2016/17	Students eligible for pupil premium	Students not eligible for pupil premium (national average)
Fixed term exclusions as a percentage of the pupil group	9%	4.58%
% of sessions missed due to Overall Absence	6.7%	4.1%
% Persistent absentees - absent for 10% or more sessions	18.7%	8.3%

4a. Attendance & Exclusions 2017/18	Students eligible for pupil premium	Students not eligible for pupil premium (national average)
Fixed term exclusions as a percentage of the pupil group	7%	TBC
% of sessions missed due to Overall Absence	6.4%	TBC
% Persistent absentees - absent for 10% or more sessions	15.6%	TBC

5. Pupil Premium Funding	
2013/2014	£503,100
2014/2015	£497,000
2015/2016	£470,305
2016/2017	£449,268

5. Barriers to future attainment (for students eligible for pupil premium including high ability)

Stationers' Crown Woods Academy is committed to outstanding standards of teaching and leadership at all levels. We have a relentless focus on school improvement to ensure disadvantaged students overcome educational and social barriers. A clear priority in the 2017/18 improvement plan is high quality teaching for all and raising the outcomes for disadvantaged students.
The academy recognises the impact that improved monitoring and individualised learning support will have on our disadvantaged students.
The strategies in place operate at the following levels:

1. **A whole-school approach promoting learning and setting high aspirations**
2. **Strategies to identity and support underperforming students**
3. **Strategies that target students from disadvantaged backgrounds.**
4. **Strategies that target higher ability students from disadvantaged backgrounds.**

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Pupil Premium students enter Year 7 with lower average KS2 scores than non premium students
B.	Pupil Premium students have lower reading ages than non pupil premium students
C.	Lack of household engagement and/or understanding of their child's education and of future destinations
D.	External and/or household factors regarding the value and importance of education seem to affect the children's own sense of control and autonomy when in school. Some have fixed mindsets about learning, views that effort and perseverance were irrelevant in the classroom – if you didn't have an 'innate talent' for learning, there was little point in trying
E.	Aspiration and motivational issues arising from external factors prevent more able students from achieving the highest grades.

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Attendance rates for students eligible for pupil premium in 2016/17 was 93.3% (below the target for all students of 95%). This reduces school hours and causes students to fall behind their peers. The proportion of pupil premium students among our persistent absentees is also higher than that of others.
G.	Complex external factors contribute to issues around aspirations, motivation and behaviour which leads to pupil premium students being excluded more than others.

6. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Pupil premium students in all classes achieve outcomes in line with (or above) their data indicators and nationally benchmarked data sets. Measured through termly data analysis at KS3 and KS4 Measured through progress made and actual outcomes at KS4	Students eligible for pupil premium make accelerated progress by the end of the year so that the majority meet or exceed national benchmarks. The academy has a clear strategy on how it plans to 'close the gap' which is communicated at all levels. Staff know the pupil premium students that they teach and can articulate clearly what they are doing to support pupil premium students. There is a consistency in approach across the academy. Students in the group achieve a positive progress 8 score The gap between disadvantaged and non-disadvantaged students nationally narrows.
B/C/D.	Improved rates of progress across the school for high attaining students eligible for pupil premium. Measured through termly data analysis at KS3 and KS4 Measured through progress made and actual outcomes at KS4	High attaining pupil premium students (identified from KS2 levels) make as much progress as non-pupil premium high attaining national comparator. The academy has a clear strategy on how it plans to 'close the gap' which is communicated at all levels. Staff know the pupil premium students that they teach and can articulate clearly what they are doing to support pupil premium students. There is a consistency in approach across the academy. Students in the cohort achieve a positive Progress 8 score. The gap between higher ability disadvantaged and national non-disadvantaged narrows. The HAP and PPG drive groups work closely with HoS to develop and drive a consistent strategy.

E.	Pupil premium students in open element subjects achieve outcomes in line with (or above) their data indicators and nationally benchmarked data sets. Measured through termly data analysis at KS3 and KS4 Measured through progress made and actual outcomes at KS4	Students eligible for pupil premium make accelerated progress by the end of the year so that the majority meet or exceed their rigorously set expected grades. The academy has a clear strategy on how it plans to 'close the gap' which is communicated at all levels. Staff know the pupil premium students that they teach and can articulate clearly what they are doing to support pupil premium students. There is a consistency in approach across the academy. Students in the group achieve a positive progress 8 score The gap between disadvantaged and national non-disadvantaged narrows.
F.	Increased attendance rates for students eligible for pupil premium to 95%. Measured through regular analysis of attendance data and national benchmarks.	The gap in attendance between disadvantaged and national non-disadvantaged students narrows. Reduce the proportion of persistently absent pupil premium students.

7. Planned expenditure	
Academic year	**2017/18**

Desired Outcome: A - Pupil Premium students in all classes achieve outcomes in line with (or above) their nationally benchmarked data indicators.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff are aware of their pupil premium students and where appropriate will prioritise and focus on these students.	Pupil Premium students remain a focus for all classes and where appropriate books are marked first and seating plans prioritise these students learning needs. Pupil Premium Audit to be carried out by PPG drive group which provides a strategic and highly personalised approach to tackling barriers (internal and external) for students working below expectations. Profile of a subgroup of pupil premium students is raised through rewards initiatives like 'soaring to success'.	The schools who performed best: *"Ensured that class and subject teachers knew which students were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress."* **OFSTED "The Pupil Premium" 2016**	Improving progress profile for pupil premium students. Pupil premium student progress is a constant item on agendas for accountability meetings. Weekly meetings with the pupil premium champion to discuss strategy, QA and impact. Monthly accountability meetings focus on scrutiny of student performance and learning walks. Through all QA activities pupil premium students are a priority. Student voice with pupil premium students to discuss learning.	Pupil Premium Champion and Drive Group.	Following each module review point.

Quality First Teaching leading to improved progress in line with national benchmarks.	Scrutiny of progress at class level to ensure best opportunities to maximise progress are taken, through subject curriculum time and intervention groups. Patterns and trends are tackled head on.	The schools who performed best: *"allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects"* **OFSTED "The Pupil Premium" 2016** Leaders of more successful schools emphasise the importance of 'quality teaching first. The academy aims to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their students and sharing best practice. This approach is supported by research which suggests that good teachers are important for students from all backgrounds and particularly for those from disadvantaged backgrounds.	Through regular analysis of data and behaviour reports. Deployment and effectiveness of staff will be monitored by senior leaders across the academy and in the small schools and also by academy subject leaders. The impact of classroom teaching and intervention will be assessed through data analysis. Accountability meetings focus on scrutiny of student performance and observations in learning walks. Through all QA activities pupil premium students are a priority.	Pupil Premium Champion, HoS, Associate Principal (T&L).	Following each module review point.
Improved Year 7 literacy. Outcomes for pupil premium year 7 students in line with their peers and national benchmarks. An enhanced and early focus on pupil premium students with low prior attainment on entry.	Effective use of Accelerated Reader. All students in Year 7 and 8 complete the Accelerated Reader or similar reading programme. A reading test is taken at the start of the year to determine a rigorous reading age. Selected books throughout the year stretch and challenge students and improve their comprehension. Pupil premium students identified as having low reading ages and not having met age related expectations are supported through small group teaching.	Accelerated Reader was shown to have a positive impact for weaker readers in a study conducted by Durham university in 2015. A recognised SEN intervention as well as an evidenced based approach to close gaps in learning. Students will be identified through analysis of module review points via progress checks and through discussions with class teachers.	QA of teaching and support to ensure that students are progressing as expected and that reading ages is in line with their peers. Data outcomes which show accelerated improvements to reading ages for those not having met age related expectations. Data outcomes for those students receiving additional small group support.	SENCO and deputy SENCO, PPG drive group.	Every module ongoing

	Year 7 and Year 11,12 and 13 paired reading.				
	Working with Eastcote Primary School to further improve literacy intervention and develop academic transition.	Children who grow up in poverty are more likely to do worse on a number of outcomes, including literacy. Low literacy can severely affect students in school progress and limit opportunities in life.	Accountability meetings with teachers, SENCO and pupil premium drive group. Feedback through pupil premium drive group meetings. Analysis of reading age data and KS2 outcomes.		Termly meetings
Pupil premium students receive high quality feedback to ensure they make improved progress in all year groups.	Whole school focus on high quality verbal and written feedback within marking and in lessons. Monitor green pen response to complete target work in response to feedback.	The EEF toolkit states that "Feedback studies tend to show very high effects on learning" up to 8 months in the cases of highest quality.	Small school leadership meetings evaluate the quality of feedback. Student voice with pupil premium students to discuss learning.	HoS and small school leaders, Associate Principal T&L.	Meetings, Planned book looks/book scrutiny - modular

Accurate predictions of student outcomes in all areas leads to appropriate intervention and support for underachieving pupil premium students.	Data is not entered in isolation and moderation discussions take place prior to data entry to ensure quality and consistency of data entered. Departmental meetings prior to data entry and raising standards cycle ensures discussion over accuracy of department data with an earned autonomy model.	Predictions from staff highlight students in need of support and intervention. Inaccurate predictions lead to inappropriate use of resources leading to missed opportunities to address potential underachievement.	Robust data analysis questioning gaps in data or unrealistic changes between data points and gaps between current grades and predictions. Close monitoring of data and trends to QA predictions within departments. Closer scrutiny for some subjects whilst others enjoy earned autonomy based on proven track records.	Subject Leaders, KS3 RSL, KS4 RSL, KS5 RSL, HoS Pupil Premium Champion	Following each module review.

Data is used effectively to ensure gaps between pupil premium students and their peers are closed through appropriate intervention.	The follow up process following a module review (as in the raising standards cycle) for class teachers, subject leaders and senior leaders informs planning and drives change. Raising standards meetings with pupil premium champion, senior leaders and subject leaders of English, Maths, EBACC and open element subjects. Clear strategy with timelines for intervention and recording of impact. Interventions including additional tuition, specific departmental support, Wellbeing support, Saturday Schools, Half term intervention, DoI trust support days, engagement with PiXL apps, differentiated work, parental involvement, peer mentoring.	The most effective schools: *"used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked"* **OFSTED – "The Pupil Premium" 2016**	Module reviews showing closing gaps in student performance. Weekly meetings with pupil premium champion to ensure correct students are being targeted for intervention and support and this is monitored and QA. Interrogation of data and follow up meetings to evaluate impact of intervention and support. Monitoring of entry and exit data for interventions to ensure that they offer at least a good ROI.	Pupil Premium Champion, RSL KS4, Subject leaders	Following each module review.

Improved attainment in Maths and English resulting in all Pupil Premium students achieving at least in line with national benchmarks.	Maths and English Tuition. - Targeted intervention through departments to close current gaps at KS3 KS3 and KS4 Maths – internal and external 1:1 tuition Supervised study intervention for additional English and Maths for targeted students Small group tutoring to support curriculum in Year 10 and 11 English and Maths Subsidisation of calculators/mathematical equipment and revision materials for KS4 students. Monitoring engagement with PiXL apps for both English and maths.	The most effective schools: *"allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects"* **OFSTED – "The Pupil Premium" 2016** EEF Toolkit identifies in school tuition as having a positive impact on progress of up to 4 months.	Improved Basics score at GCSE Positive English and maths element scores. Progress scores between disadvantaged students and non-disadvantaged students narrow. Closing gap at KS3 in English and maths.	Pupil premium Champion RSL KS3, RSL KS4	Following each module review and ongoing monitoring by RSL and Pupil premium drive group refining and the strategy to ensure value for money
Barriers of poor conduct or poor behaviour for learning are removed for those pupil premium students that experience difficulties in their learning.	Through behaviour analysis and staff feedback, increased behaviour management, pastoral support to identify barriers and regular parental contact are applied to improve behaviour. School leaders and student support officers to work with families to ensure students are engaged with education in an appropriate setting.	The EEF Toolkit suggests that *"targeted interventions"* matched to specific students with particular needs or behavioural issues can be effective, especially for older students. Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education or who are not involved at all. **DFE – Best Practice Parental Engagement**	Monitor behaviour through behaviour logs, conduct reports and progress checks. Behaviour drive group to review current practices and QA that all intervention is consistent with a focus on promoting a positive ethos, culture and behaviour for learning. QA of student support officers to engage with parents.	HoS, Pastoral teams, Behaviour drive group.	Termly ongoing

	Use of internal behaviour management tools e.g. acceptable behaviour contracts to modify student behaviour. Use of external agencies to support families in need. PSU/Alternative provision used where it is the best interest to meeting the needs of the individual student and improve their outcomes.	Engaging families in their children's learning is a powerful way of raising standards and well-being in schools. It is also essential for narrowing the attainment gap between learners from richer and poorer backgrounds. **Family and community engagement toolkit for schools**	Effective use of rewards and sanctions and promotion of positive ethos and culture. Use of behaviour logs to monitor improvements in behaviour. To apply these to improvements to progress checks to ensure removal of behaviour barrier translates into improved attainment. Work with families to explain how they can help the school to support their child - both whilst their child is at school and at home.		
Pupil premium students are proud of their achievements and enjoy celebrating their successes.	Celebration assemblies reflecting the schools high expectations see all students including pupil premium students highlighted as individuals for a contribution they have made. Reward schemes for a smaller targeted subgroup of students within the pupil premium group. Students targeted for intervention to raise their involvement in the school community. To ensure parents are contacted prior to intervention evenings and celebration events to ensure attendance at the event to engage with parents communicate important information and celebrate student success.	**The EEF Toolkit** states that "Behaviour Interventions" including rewards and school ethos will lead to additional student progress.	Highlighting pupil premium students for rewards and ensuring that names are reviewed before awards/celebration evenings. Meetings following module review will highlight pupil premium students for recognition. Tracking invitations to intervention sessions and rewards events. Celebration breakfasts for students including pupil premium students who demonstrate high levels of engagement and improvement.	Pupil Premium Champion, HoS, Associate Principal.	Termly ongoing

	Teachers, Tutors and school leaders to engage with parental (written or verbally) to celebrate successes in school.				
Improving engagement of Pupil Premium students through the use of uniform & trip grants.	Support for pupil premium student parents through student support/pastoral teams. All requests are approved centrally to ensure a consistent approach to financial support. Monitor participation of pupil premium and non-pupil premium students on school trips and sports participation through student survey LAC funding to support internal and external school activities and education. Support and encourage participation NCS Funding for year 11 students to actively encourage enrolment on this opportunity.		Ensure excellent relationships between pastoral teams and families to enable sensitive conversations to occur. Uniform subsidisation is well publicised at school events and relevant parents are directed to see designated member of staff. Monitoring trip lists and sports participation lists to ensure pupil premium students get the same opportunities as their peers.	Pupil Premium Champion, HoS	Termly ongoing. Pastoral teams regularly communicate – telephone and email with the families to ensure they are fully informed

All Pupil Premium students receive impartial career guidance which is appropriate, motivates and raises aspirations	Impartial careers guidance is provided to all students to inform them of their life choices from Year 7. All Pupil Premium students are seen as a priority in Year 10 and 11 by the impartial careers advisor to ensure all KS4 students are retained and appropriate destinations are applied for.	*"The provision of activities to increase career management learning, thus widening engagement as pupils start to see that they are not condemned to be trapped in a cycle of low level jobs or unemployment if they work to ensure they are not".* Career learning provides that trigger for improvement across the board. **Outstanding Careers 2013**	QA of Wellbeing Sessions Careers interviews prioritise students Tracking of internal applications	Naomi Young and Norman Doyle	Ongoing
Destination Post 16 and Post 18.	Additional support for Pupil Premium students for finding appropriate work experience placements in Year 10. Parents are called to encourage attendance at school events like the "careers fair", "UCAS evenings" "apprenticeship evenings" and "Sixth Form open evening" Following results students are supported to ensure their destination is successful and follow up through the next academic year ensure maximum rates for retention.		Hosting Sixth form colleges on our school site to ensure that students who are unlikely to progress to our sixth form apply, attend interviews and have a future destination in education, employment or training. Liaising with further education providers to ensure retention. Careers advisor to work with "at risk" groups of students.		
Total budgeted cost					**£250,000**

Desired Outcome: B - Improved rates of progress across for high attaining students eligible for pupil premium.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress for high attaining students to ensure that they are in line with, or above, national benchmarks.	Targeted intervention in Wellbeing sessions to support individual needs of all students – intervention within classes/ departments, developing meta-cognition skills, emotional wellbeing, learning skills, effective and consistent use of revision materials. Intervention classes for high attaining students with predictions at boundary thresholds. Engagement with parents and students to ensure all stakeholders are aware of and involved in strategies to support the achievement of the highest grades.	We want to provide extra support to stretch and challenge our high attaining students. Small group interventions with highly qualified staff are known to be effective in schools. We want our most able students to be creative, independent thinkers who are emotionally intelligent. The EEF Toolkit states that small group tuition can have impact of up to 4 additional months in student progress.	Targeting of specialist stretch and challenge teachers to deliver intervention. Module review to show attainment of highest grades. HAPs drive group to work with Pupil Premium Champion, Subject leaders and HoS. Student and parent voice	Pupil premium drive group, HAPS drive group Raising Standards team	Following each module review.

Raise pupil premium student aspiration for post 16.	Aspiration programme set up for all high ability students in year 10 and 11.

Students will have links to sixth form, careers and university opportunities that allow them to look at the possibilities open to them if they realise their full potential.

University Visits for Years 9 and 10 including to Russell group universities.

Student Leadership programme cumulating with a celebration event on completion. | *"Immersive experiences of university, including trips to universities, residential and summer schools – these were very highly rated by students and staff and used most often by the boost schools in the survey…… Making such visits compulsory and a core part of the curriculum should be stressed where students are reluctant to consider HE as a possibility."* **DFE Report on strategies to raise aspiration in Pupil Premium students. 2014** | Plan developed to map KS3 and KS4 CIAG opportunities through the year.

Sharing of the plan with parents and students.

QA of activities undertaken.

Student and parent voice activities.

Destination analysis. | Pupil Premium Lead

Head of Sixth Form

Careers Advisor

HoS

Careers Team | Termly ongoing |

High ability pupil premium students are supported socially and emotionally to respond to the expectation and challenge of achieving the highest grades.	Explore strategies and/or the use of tools such as the PASS survey to facilitate early identification of students displaying attitudes to their self or learning that need additional support through weekly groups to support revision, study techniques and how to manage the demands of KS4. Students identified individually as needing personalised intervention through pastoral support. Through bespoke intervention, targeted support and strategies are established.	The EEF toolkit shows that meta-cognition and self-regulation can add up to 8 months progress to the outcomes for a student. Strong social and emotional support, including working with families, ensures that any concerns about adolescent mental health fragility are addressed.	Entry and Exit data analysis to monitor impact of interventions. Student voice activities and QA of sessions.	Pupil Premium Champion, Inclusions Team, HoS	Termly ongoing

	Total budgeted cost	**£125,000**

Desired outcome: C - Increased attendance rates for students eligible for pupil premium.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Increased attendance rates for pupil premium students to be at 95% or above Reduce persistent absence rates of pupil premium students to be in line with national benchmarks and non-pupil premium students.	Attendance team identify early and respond quickly to students missing education. Attendance team offers strong social and emotional support and work with families to improve attendance. Embedded an effective attendance strategy which allows for a focus on attendance of FSM and pupil premium students in KS3 and KS4 Analysis of attendance data (historic and current) to identify barriers to learning and attendance. Attendance drive strategies particularly focus on pupil premium students.	*"Pupils have to be in school ....before the can access learning."* ...*" more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.* *."* Strong pastoral support ensures that support staff and teaching staff are working together to maximise attendance and develop positive and purposeful relationships with families.	Effective and embedded attendance strategy, shared with staff, students and parents through clear and transparent communication and INSET. All stakeholders understand that attendance to school leads to improved chances of success in schools and beyond and thus it matters to all students and families. Data reviews on a modular basis by attendance team in order to target and develop intervention plans. Scrutiny of attendance intervention strategies to ensure students involved are increasing their attendance Early parental engagement to support the schools the intervention strategy. Assist with transportation as appropriate on a case by case basis.	Attendance team Pupil Premium Champion HoS	Half termly attendance reports to track impact of intervention and overall data.
Total budgeted cost					**£75,000**