

## Thirsk School and Sixth Form College: Pupil premium strategy statement

1. Summary information					
<b>School</b>	Thirsk School and Sixth Form College				
<b>Academic Year</b>	19/20	<b>Total PP budget</b>	£155,035	<b>Date of most recent PP Review</b>	2409/19
<b>Total number of pupils (main school / 6<sup>th</sup> Form)</b>	821 /99	<b>Breakdown of allocation</b>	See below	<b>Date for next internal review of this strategy</b>	01/04/20

Criteria	Number of students	Funding per student	Total funding
Students in Y7-11 recorded as Ever 6 FSM	141	£935	£131,835
Students who are Children Looked After	2	£2300	£4600
Students who are Adopted from Care	0	£2300	0
Students who are recorded as Ever 5 Service Children	62	£300	£18,600

1. Current attainment – all PP (Based on year 10 AP3 Prediction July 2019)		
	Pupils eligible for PP including/excluding service (43/31) (our school)	Pupils not eligible for PP (national average)
<b>Progress 8</b>	-0.02/-0.13	+0.11
<b>Attainment 8</b>	37.47/37.1	49.76
<b>% entering the EBacc</b>	65%/61%	43%
<b>% attaining the EBacc (4+)</b>	16%/16%	26%
<b>9-4 in English and Maths</b>	49%/45%	71%
Current attainment – High prior-attaining PP (Based on year 10 AP3 Assessment July 2019)		
	HPA pupils eligible for PP (3) (our school)	HPA pupils not eligible for PP (our school)*

<b>Progress 8</b>	-0.5	
<b>Attainment 8</b>	60.17	
<b>% entering the EBacc</b>	100%	
<b>% attaining the EBacc (4+)</b>	100%	
<b>9-4 in English and Maths</b>	100%	

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	Lower starting points – where students arrive at secondary school behind their peers, the gap often widens throughout the secondary years. Students who are not at ARE in reading are at a particular disadvantage in terms of accessing the wider curriculum.	
<b>B.</b>	Recent data has shown that our students who are eligible for pupil premium do not make progress that is in line with that of other students in school or of other students nationally. Rates of progress for PP students therefore need to be improved.	
<b>C.</b>	There is a need to improve quality first teaching for all, including the quality of assessment and feedback, by improving staff confidence and knowledge in a wider range of strategies that support disadvantaged students' learning.	
<b>D.</b>	There is a lack of self-belief and expectation that aspirations and ambitions will be fulfilled, particularly in respect of academic achievement, amongst some disadvantaged students.	
<b>E.</b>	Some students have serious and specific social or learning challenges, which require personalisation of the curriculum experience.	
<b>F.</b>	Some students have social, emotional and mental health difficulties which impact on behaviour. This in turn impacts on students' learning and progress.	
<b>Additional barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>G.</b>	Data shows that low attendance and persistent absenteeism are more likely from disadvantaged students	
<b>H.</b>	Parental involvement of disadvantaged students is sometimes below that of other students ; this is corroborated by our in-school data	
<b>I.</b>	The transitory circumstances of some of our student population may present a barrier; a significant number of our students are from service families and an increasing number join the school later than their peers	
<b>2. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria

A.	More rapid progress in English and Maths in Y7 for disadvantaged students than other students. <b>Measured through comparing baseline data (from primary school SATs and teacher assessment) with assessment gathered at AP1 (February) and AP2 (July)</b>	The proportion of disadvantaged students meeting ARE by the end of their first year in secondary school is at least in line with the proportion of all students meeting ARE, in both English and Maths.
B.	The progress of disadvantaged students will improve to be more closely in line with that of other students from similar starting points. <b>Measured through the tracking of in-year data and results analysis for year 11 on completion of their GCSEs.</b>	The progress gap between disadvantaged students and other students diminishes so that it is closer to 0, for students from low, middle and high starting points.
C.	Teaching and assessment are consistently good throughout the school. Teachers maintain good order in their classrooms, which will support this aim. All students, including disadvantaged students, will make strides in their learning through increased consistency in the classroom. Staff become increasingly confident in encouraging students to approach their learning 'metacognitively' As as results, students become metacognitive learners. <b>Measured through quality assurance processes (lesson observations, learning walks, formal departmental review, work analyses, review of assessment processes, SoL reviews, peer/external reviews)</b>	Teaching which is consistently good throughout school will lead to a steady improvement in P8 scores for all students, including disadvantaged students. At KS3, the increased focus on a mastery approach will lead to a greater proportion of students, including disadvantaged students, meeting the expected standards
D.	Our ambitious approach to the curriculum will ensure that all students, including disadvantaged students, have the opportunity to study a broad range of subjects and will equip them with the knowledge and skills required to be successful learners and successful citizens. <b>Measured through quality assurance processes (lesson observations, learning walks, formal departmental reviews, work analyses, reviews of assessment processes, SoL reviews, peer/external reviews)</b>	A high quality, broad and balanced curriculum, will lead to better student engagement and a steady improvement in P8 scores for all students, including disadvantaged students. The 'mastery' approach will ensure the majority of students in KS3 meet ARE. Destination data post-16 and post-18 will demonstrated that students leave to move on to appropriately ambitious opportunities within further/higher education, training or employment
E.	Disadvantaged students have more self-belief, ambition and correspondingly display more positive attitudes to learning. Disadvantaged students are supported to become more engaged. <b>Measured through the monitoring of ATL scores, student voice following any intervention approaches, the monitoring of participation in extra-curricular activities and student destination data following completion of year 11 studies.</b>	Disadvantaged students identified to be at risk are all engaged with 'raising aspiration' programmes, are assigned an academic mentor or are part of an 'intervention cohort' No disadvantaged students become NEET. The participation of disadvantaged students in extra-curricular activities improves to be in line with other students.
F.	Personalised curriculum routes are retained and utilised in a timely and appropriate manner for students for whom they are a critical mechanism for retention or other	Students continue to be identified early and personalisation continues to be resourced where appropriate irrespective of impact on whole school

	success. <b>Measured through data tracking for the identified students and tracking of destination data post-year 11.</b>	measures. Ebac uptake amongst disadvantaged students stays in line with the national 'other' figure. Students for whom significant personalisation is necessary leave school having gained accredited qualifications.
<b>G.</b>	Attendance of disadvantaged students improves and persistent absence declines. <b>Measured through attendance data</b>	Persistent absence amongst disadvantaged students is reduced so that overall attendance for disadvantaged students is 95% or better.
<b>H.</b>	All parents, including parents of disadvantaged students, are more engaged and better able to understand how to support their children's learning. <b>Measured through monitoring of parental engagement, e.g. school events, parents' evenings, access to MYCAS.</b>	There is an improvement in the attendance of parents, including parents of disadvantaged students, at key events.

<b>3. Planned expenditure</b>					
<b>Academic year</b>		<b>2019-20</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A) Students who arrive at secondary school below age-related expectations make good progress towards meeting age-related expectations. Barring any specific learning difficulty, students behind ARE on transition catch up to their peers in English and Maths by the end of year 7. Their improved skills in English and Maths enable them to access the wider</b>	Improve levels of literacy through continued use of the Accelerated Reader scheme.	Research shows that using subject-specific language accurately improves outcomes. This is supported by reading programmes to improve literacy.	Monitor impact through detailed analysis of data at each tracking point.	JD	Accelerated Reader data reviews at the end of each term
	Introduce reading age tests throughout KS3, to ensure data is up to date. Share reading age data with staff and ensure they are aware of the implications of a low reading age in terms of access to the wider curriculum.	Improved staff understanding of levels of literacy of students is important in terms of planning appropriately for the needs of all. Raising awareness of the difficulties facing some students in accessing the written curriculum will ensure greater levels of support for these students.	Reading tests carried out in the first term of the school year. Reading ages shared promptly with staff. Training/updates delivered to ensure staff have a good understanding of the implications of students' reading ages	RE	End of term 1, following delivery of the tests
	Sustain as many groups in English and Maths as possible in	Supporting smaller class size in English and Maths enhances support	Timely planning Communication with staff	MD	Curriculum planning January 2020 Options review March 2020

<b>curriculum with fewer difficulties.</b>	KS3 through efficient curriculum management	and time that can be given to those students with the greatest need.	QA processes (learning walks, lesson observations, work analysis etc.) undertaken to monitor progress of individuals in the smaller groups		Timetabling April - June
	Continue the mixed ability approach to English in year 7	EEF research evidence suggests that setting can have a very small negative impact for low and mid-range attaining learners, and a very small positive impact for higher attaining pupils, though it is recognised that there are exceptions to this pattern. For those students who have low prior attainment upon entry to secondary school, early intervention and awareness of its impact is crucial to developing appropriate support.		JR	Year 7 data analysed at AP1 (February) and AP2 (June). Comparisons made with previous cohorts where students were setted. Analysis across the 7 teaching groups
	Continue the improved and more robust approach to the tracking of progress of students who are below age-related expectations in English and Maths at point of entry	For those students who have low prior attainment upon entry to secondary school, early intervention and awareness of its impact is crucial to developing appropriate support.	Students below ARE identified on transition Tracking process formalised and approved. Review points identified and scheduled. Agreed actions at review points implemented	JD	Initial identification September 2020, then data analysis at each assessment point. AP1 – February 202 AP2 – June 2020

	Liaise with primary schools to gain an improved understanding to their approach to helping students meet age-related expectations, with a particular focus on the 'Keep Up Not Catch Up' approach.	There is significant expertise in the primary sector which secondary schools do not exploit enough.	Key staff to spend time in feeder primary schools and liaising with primary staff to improve understanding of approach.  Findings to be shared with leadership team and appropriate actions taken	JMa	Following AP2 – June 2020
	Use literacy (e.g. Power-Up Literacy) and numeracy (e.g. Passport Maths) programmes alongside the support of primary trained colleagues to allow for specific, small-group interventions	It is vital that students have literacy and numeracy skills in order to access the wider curriculum and thus to have the opportunity to achieve well across all subjects. Where students have particular difficulties, this kind of small-group intervention approach has been shown to be effective.	Appropriate staffing to be identified to support this. Training delivered to ensure high-quality delivery.	JD	Mid-year review February 2020. End of year review July 2020, including analysis of students start and end points.
	Through the PSCHE programme, ensure that all students have a secure understanding of our approach to target-setting.	It is important for students to understand what they can achieve and that they see a clear path towards achieving their targets	PSCHE time will be used for target-setting activities termly.  Appropriate training and information provided to tutors to ensure this is well delivered	MD	Review following each target-setting activity, including use of student voice
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<b>C) Teaching and assessment are consistently good throughout the school. Teachers maintain good order in their classrooms, which will support this aim. All students, including disadvantaged students, will make strides in their learning through increased consistency in the classroom. Staff become increasingly confident in encouraging students to approach their learning 'metacognitively.' As a result, students become metacognitive learners</b>	<p>Staff use personal budget of training hours to access appropriate T&amp;L training (e.g. in-house, YTSA, subject networks).</p>	<p>Schools where the progress of disadvantaged students is good or outstanding have a strong focus on teaching and learning as this is shown to be the best lever for improving the progress of disadvantaged students.</p>	<p>Staff to attend appropriate training – Monday YTSA sessions, Wednesday in-house sessions, other sessions as available. Cover requirements for colleagues to attend external training to be provided QA processes used to evaluate impact.</p>	<p>GH</p>	<p>Monitoring of attendance at training sessions – ongoing</p> <p>QA processes throughout the year will allow for evaluation of impact.</p>
	<p>'Pedagogical touchstones' are defined and communicated to staff. Training on these 'touchstones' is delivered and application is monitored through QA processes to ensure a consistent approach.</p>	<p>Rationale as above</p>	<p>'Pedagogical touchstones' launched at the start of the year. CPD to have a strong focus on these touchstones</p>	<p>GH</p>	<p>QA processes throughout the year will allow for evaluation of impact.</p>
	<p>Staff are supported to manage behaviour well in the classroom through the Pivotal approach.</p>	<p>Eradicating low-level disruption in the classroom will ensure that there is a re-focusing on learning which will ultimately lead to improved progress for all, including disadvantaged students.</p>	<p>Timely planning, including Pivotal 'Health Check', SLT attendance at training Whole-staff training to be delivered Communication with staff</p>	<p>EL/AR</p>	<p>QA processes throughout the year will allow for evaluation of impact. Fortnightly analysis of behaviour data through Bromcom points, on call figures, detention attendance etc.</p>

	Continue the cycle of departmental reviews, including observation of T&L, analysis of assessment practices, student/staff voice, data analysis. Ensure a focus on disadvantaged pupils as part of the reviews.	Identifying departments where there are strengths will allow for best practice to be shared. Identifying departments where there are weaknesses will lead to strengthened improvement plans being put in place. Ultimately this will lead to progress being secured in the department with consistently good teaching, assessment and feedback	Schedule to be drawn up and implemented for 2019-20. Findings to be analysed at departmental and SLT level and acted upon.	MD/GH	Following each departmental review, findings to form part of line management discussions.
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D) Our ambitious approach to the curriculum will ensure that all students, including disadvantaged students, have the opportunity to study a broad range of subjects and will equip them with the knowledge and skills required to be successful learners and successful citizens.</b>	Re-design Schemes of Learning in years 7-11 to ensure that the key strands of 'intent, implementation, impact' are given due consideration	The 2002 Education Act requires schools to provide a "balanced and broadly-based curriculum" which promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life. All of our students have the right to access such a curriculum.	Structured guidance and examples of best practice provided to CLs.  Thorough review of re-designed schemes of learning undertaken  Feedback provided to CLs where needed; further adjustments made as necessary	MD	October 2019 – review of SoL for years 7 and 8  July 2020 – review of SoL for years 9-11  QA processes throughout the year to review impact of curriculum changes (departmental reviews, learning walks, work analysis, student voice etc.)
	Continue to ensure the curriculum is broad and offers challenge, through strong	All students, including disadvantaged students, should be encouraged to follow a curriculum that challenges them academically	Options process (January onwards) to provide excellent support and guidance to student	MD	Student voice activity to be undertaken on completion of options process (March 2020)

	<p>promotion of the EBacc and a sustained commitment to the Arts</p>	<p>as well as pursuing subjects that allow them to develop their creativity.</p>	<p>Students who can achieve 5+ in MFL guided to select MFL and humanity.</p> <p>Students who can achieve 4+ in MFL encouraged to select MFL and humanity.</p> <p>Students who may not achieve 4+ in MFL guided to select MFL or humanity, dependent upon their personal interest.</p> <p>Timetabling process launched in April with as one of its principles to sustain provision of Arts subjects in KS4</p>		<p>Options software used to determine student choice satisfaction rates on completion of options process (March 2020)</p> <p>Course requests monitored following completion of options process (March to September 2020)</p>
<b>Total budgeted cost</b>					£60,000

ii. Targeted support					
Intended 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?
<b>B) The progress of disadvantaged students will improve to be more closely in line with that of other students from similar starting points</b>	Pupil progress meetings calendared at Assessment Points for departmental review of the progress of disadvantaged students	Progress reviews are undertaken to ensure coordinated support where appropriate, good accountability, and that no one 'slips through the net'.	<p>Calendar of review specifies exact year groups to be examined at each pupil progress meeting</p> <p>Structured guidance and examples of best practice provided to CLs in terms of approach to Pupil Progress Meetings</p> <p>Improve accountability following departmental pupil progress meetings - CLs to feed back to SLT line managers</p>	JD	Following each Assessment Point
	Achievement Councils calendared at Assessment Points for review of the progress of disadvantaged students, taking into account both academic and pastoral issues	Rationale as above	<p>Timely planning</p> <p>Clear structure followed for all ACs</p> <p>Appropriate information provided to and digested by all attendees in advance of the meeting.</p>	JD	Following each Assessment Point

	<p>Strengthened line management process to include explicit half-termly focus on the progress of disadvantaged students</p>	<p>An increased focus at CL level on the progress of disadvantaged students will allow for a greater exploration of strategies to improve progress within specific subject areas.</p>	<p>Line management meetings of CLs to take place fortnightly.</p> <p>All line managers to follow a common agenda with the progress of disadvantaged students a standing agenda item.</p> <p>SLT line managers to feedback to Headteacher on line management discussions, to ensure common threads across departments are drawn together</p>	<p>JD/EL</p>	<p>March 2020 – SLT discussion on this revised process to determine impact</p>
	<p>Intervention Evening aimed at targeted year 11 students and their parents, to increase parental engagement</p>	<p>Students need good first teaching and consistent feedback. However with differing rates of maturation and a recognition that the psychological pressures of exam courses can impact on students negatively, especially if resilience or confidence are fragile, then as much one to one support and encouragement at this time can be powerful.</p>	<p>Intervention Evening – appropriate cohort of students to be identified.</p> <p>Parents invited to intervention evening. Contact to be maintained following the evening.</p>	<p>JD</p>	<p>Student and parent voice to be gathered immediately following Intervention Evening.</p> <p>Data of intervention cohort of students to be tracked as a separate group at each AP</p>
	<p>Increased parental contact with targeted students – invited in to</p>	<p>As outlined by the EEF, 'parents play a crucial role in supporting their children's learning, and levels of</p>	<p>Meetings to be scheduled following mock exams/AP1 and again follow mock exams 2/AP2</p>	<p>JD</p>	<p>Student and parent voice gathered following each meeting.</p>

	discuss progress following each AP	parental engagement are consistently associated with children's academic engagement.'			Data of intervention cohort of students to be tracked as a separate group at each AP
	Interventions to support disadvantaged students in KS4	Students need good first teaching and consistent feedback. However with differing rates of maturation and a recognition that the psychological pressures of exam courses can impact on students negatively, especially if resilience or confidence are fragile, then as much one to one support and encouragement at this time can be powerful.	Offer personalised revision timetables to all year 11 students through KS4 consultant.  Work with KS4 consultant to offer academic mentoring and devise personalised action for students at risk of under-achieving. Plans will identify barriers to learning and strategies to overcome them, Offer lunchtime and after school revision sessions to targeted students between mock and final exams  Arrange 'Easter school' to structure independent revision.	JD	JD to meet KS4 consultant at start of each term to review impact and to revise planned interventions  Monitor weekly attendance at subject revision sessions. Monitor attendance at Easter school sessions,
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>E) Disadvantaged students have more self-belief, ambition</b>	Access appropriate 'RYPA' courses from Carlton Lodge	Experience and student feedback strongly indicates that students	Ensure careful consideration is given to student selection.	JD	Following each course, student voice activity to be carried out.

<p><b>and correspondingly display more positive attitudes to learning. Disadvantaged students are supported to become more engaged.</b></p>	Outdoor Activity Centre (KS3 students)	value these courses and report an improvement in self-confidence.	Secure parental engagement through personal contact and invitation.		Analysis of ATL data to be completed prior to and following each course.
	Access appropriate university widening participation programmes (KS4 students)	Formal feedback from previous participation in York University 'Aim Higher' programme showed an improved awareness of post-18 options among students and greater likelihood of considering university on completion.	Identify appropriate programme.  Ensure careful consideration is given to student selection.  Secure parental engagement through personal contact and invitation.	JD	Following the programme, student voice activity to be carried out.  Analysis of destinations data once these students reach the end of year 11.
	KS3 consultant to deliver in-house programme to the most disaffected students, with a strong emphasis on developing skills in leadership.	Encouraging students to develop their leadership skills is likely to have a positive effect on their self-esteem and self-confidence. This in turn will lead to improved engagement in school life.	Identify appropriate cohort for programme, taking into account attitudes to learning and to school life.  Plan and deliver a structured, time-limited programme that will be bespoke to the needs of the cohort chosen.	JD with DB	Student voice activities carried out before and after the programme  ATL data analysed for the cohort analysed before and after the programme
	Be reactive to resourcing participation needs where finance may be a barrier.	Evidence shows that there is a correlation between increased engagement in school life and improved academic performance	Budget appropriately in order that in-year opportunities can be taken up  Ensure regular budget monitoring	JD/MS	Termly monitoring of PP interventions budget

		(Journal of Educational Research, May 2014)	HOYs and other key staff to take the lead on identifying appropriate opportunities  CLs to take the lead on identifying appropriate opportunities within their subject areas	HOYs  CLs	
	Encourage a greater take-up of extra-curricular activities among all students, in particular disadvantaged students	As above	Continue to monitor attendance at extra-curricular activities during the school day  Devise a system for monitoring participation in extra-curricular visits outside of school, allowing for an analysis of the participation of vulnerable groups  Aim to widen the extra-curricular offer by putting on additional lunchtime activities	GP  GP  JD	Mid-year analysis of participation data and end-of-year analysis
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<b>F) Personalised curriculum routes are retained and utilised in a timely and appropriate manner for students for whom they are a critical mechanism for retention or other success.</b>	<p>Continue to offer a personalised curriculum supported by HLTA, TAs, and inclusion team to those students who will most benefit from such an approach. Offer to include access to additional qualifications, functional skills or life skills where appropriate</p>	<p>Ensuring all students leave school with qualifications and life skills will improve their chances for success in future life and lessen the possibility that some may become NEET.</p>	<p>Carry out a provision review</p> <p>Analyse data at each AP to ascertain which students would benefit from being disapplied from certain areas of the curriculum</p> <p>Identify and resource alternative courses and approaches, which may include work experience placements, entry level or vocational level 1 qualifications.</p>	<p>AR/RE</p>	<p>Annual review of provision in the Autumn term</p> <p>Analysis of student profiles at each AP</p> <p>Analysis of destination data following completion of year 11</p>
	<p>Establish a level 1/level 2 agricultural course for a small, targeted cohort of students in year 10</p>	<p>This course engages young people in real, purposeful work experience, builds confidence and self-esteem and offers new aspiration and possibilities for the future</p>	<p>Ensure careful consideration is given to student selection</p> <p>Ensure parental engagement through personal invitation and information sharing evening</p> <p>Identify and train appropriate staff to support the delivery of the programme</p>	<p>RE</p>	<p>Student views to be gathered on a week-by-week basis</p> <p>Staff feedback to be provided to SLT on a termly basis</p> <p>ATL and progress data of students involved to be analysed at each AP.</p>
	<p>Continue to offer the Sixth Form 'Bridge'</p>	<p>Although many disadvantaged students progress to level 3 study,</p>	<p>Proactive recruitment onto the Bridge programme, addressing all potential NEETs</p>	<p>GP</p>	<p>Analysis of GCSE re-take results – January 2020</p>

	course for low attainers at GCSE level	some benefit from the opportunity to re-take a broad level 2 curriculum.	Continue to review financial viability of the Bridge programme on an annual basis		ATL and progress data for students analysed at each AP  Financial viability reviewed as part of the timetabling process (April – June)
<b>Total budgeted cost</b>					£80,000
<b>iii. Other approaches</b>					
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>G) Attendance of disadvantaged students improves and persistent absence declines</b>	First morning response provision.	Attendance is central to learning and regularly national data is reported that correlates low attendance with poor progress.	Ensure newly appointed Attendance Officer is well trained and in a position to be able to respond to absences in a systematic way each day	AR	Global attendance figures and figures for the attendance of PP students to be reviewed termly at SLT meetings.  Attendance of individual students to be reviewed at each Achievement Council
	Consistent following of internal processes using staged letter system.	Most students and families respond well to regular reminders of the importance of attendance. In addition, this approach is structured to support persistent absentees and to result in timely external support for students with particular needs.	Ensure newly appointed Attendance Officer is well trained and in a position to be able to administer the staged letter system.	AR	As above

	Where appropriate, issue fines for term-time holidays.	Attendance is central to learning and regularly national data is reported that correlates low attendance with poor progress.	Ensure attendance data is rigorously monitored and reasons for term-time holidays are considered seriously. Maintain good channels of communication with families	AR	As above
	Give further consideration to the effectiveness of rewards for excellent attendance in the light of recent research that suggests that these can have a negative impact	Research conducted in 2018 by the Harvard Kennedy School of Government (US) indicated that rewards have either no impact or a negative impact on students' attendance. In the light of this, it is important that further consideration be given to such systems.	Conduct further reading to establish if further studies have been done.  Research alternatives methods that have been proven to improve attendance	JD/AR	Findings of research to be presented to SLT in term 2
	Proactive use of school's inclusion team and close cooperation with Early Help, Hambleton and Richmondshire Behaviour Collaborative and NYCC attendance officer for persistent absentees	There is a greater chance of improving the attendance of persistent absentees where a strong support network is put in place around the child and the family	Fortnightly attendance at H&R Behaviour Collaborative  Early referrals to Early Help service where the staged letter system indicates cause for concern	AR	Persistent absence data analysed termly at SLT level, alongside all attendance data
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>H) All parents, including parents of</b>	Attendance of all parents/carers at key	As outlined by the EEF, 'parents play a crucial role in supporting their	'Front of house' member of staff to be present at all key events	NST/JMA	Attendance to be reviewed following each school event

<b>disadvantaged students, are more engaged and better able to understand how to support their children's learning.</b>	school events to be monitored and recorded.	children's learning, and levels of parental engagement are consistently associated with children's academic engagement.'	and to oversee the signing-in process  Admin staff to transfer signing-in information to Bromcom and provide summary information to HOS		Figures to be compared to attendance at previous key event for same cohort of students
	All non-attendance at key school events followed up through direct contact with parent/carer		Heads of Year to be given responsibility for following up all non-attendance  Heads of School to monitor Heads of Year response to non-attendance at key events	JMA/NST	At line management meetings HOS/HOY 2 weeks after the event/parents' evening
	All staff to have contact with parents/carers on a lesson-by-lesson basis through consistent use of Bromcom		MCAS to be launched to parents/carers of new year 7 cohort.  Further encouragement and support to be offered to parents/carers who have not yet accessed MCAS  Staff to be reminded regularly to use Bromcom on a lesson-by-lesson basis to highlight positives as well as negatives	MD	MCAS sign-up figures to be reviewed at the end of each term  Analysis of Bromcom points by member of staff/class to be undertaken at the end of each term
	Parents/carers of all year 11 students		Invites to be issued in December	JD	Parent voice gathered at the revision evening

	invited into school for a revision evening; to help parents better understand how to support the young person in the build-up to exams		Event to take place in January; to coincide with the launch of the year 11 revision booklet  Attendance at the evening monitored and non-attendance followed up; parents invited in for a separate meeting		
<b>Total budgeted cost</b>					£15,000
<b>Final budgeted cost</b>					£155,000

