

Carr Manor Community School is a through school for 4 to 19 year olds. We have a diverse cohort of pupils with approximately 47% of our children eligible for Pupil Premium funding (which is significantly higher than the national average of 28.7%). More than half of our disadvantaged pupils have a Special Educational Need (SEN), compared to about 18% of non-disadvantaged pupils. More than a quarter of our disadvantaged pupils speak English as an additional language (EAL), compared to about 16% of non-disadvantaged pupils. Almost third of our disadvantaged pupils have Safeguarding issues (SG), compared to about 8% of non-disadvantaged pupils.

We use a number of different strategies to meet the diverse need that our pupils have and to offer the best opportunity for them to succeed. The key to narrowing the gap between the highest and lowest achieving pupils is careful and thorough monitoring/tracking of pupils' attainment and progress and we continue to do this through regular Achievement meetings involving Middle Managers and relevant Senior Leaders, we also use regular data collection that covers both academic and Character for Learning (CfL) achievements; this data inform decisions about the relevant intervention for identified pupils.

At Carr Manor we use a number of different intervention strategies, for example: assertive mentoring at both KS3 and 4, focused on pupil at risk of underachieving, with staff targeted to work in detail with specific pupils; residential revision sessions on Fridays/Saturdays, mixing revision with wider experiences, which many pupils do not otherwise receive; intervention focused both on long term support in English, Maths, Science and History, which is separate to timetabled lessons, and targeted short / mid-term support with staff members timetabled to support in class or withdraw; bespoke intervention for KS3 groups to close gaps early and increase engagement with education.

Pupil Premium 2016/17



Data as of 6/3/2017

Year Group	Total	Pupil Premium		PP - SEND		PP - EAL		PP - SG	
		Number	%	Number	%	Number	%	Number	%
R	60	13	22%	2	15%	2	15%	3	23%
1	60	15	25%	7	47%	6	40%	7	47%
2	28	10	36%	6	60%	7	70%	4	40%
3	30	9	30%	6	67%	3	33%	3	33%
4	30	7	23%	3	43%	3	43%	3	43%
7	177	81	46%	35	43%	21	26%	15	18%
8	179	101	56%	53	52%	24	24%	18	18%
9	159	86	54%	50	58%	18	21%	27	31%
10	175	95	54%	54	57%	30	32%	28	29%
11	176	90	51%	52	58%	23	25%	35	39%
12	9	0	0%	9	100%	0	0%	5	55%
Total	1083	507	47%	277	55%	137	27%	148	29%

Allocation breakdown:

Amount of Pupil Premium Allocation – 2016/17	
Total amount of Ever 6 Allocation <i>Primary Phase (54x£1320 = £71,280)</i> <i>Secondary Phase (453x£935 = £423,555)</i>	£494,835
Service Child Pupil Premium <i>(2 pupils x £300)</i>	£600
CLA Pupil Premium (16 pupils x £1,900) <i>Primary Phase (1x£1,900 = £1,900)</i> <i>Secondary Phase (15x£1,900 = £28,500)</i>	£30,400
Adopted Children (6 pupils x £1,900) <i>Primary Phase (1x£1,900 = £1,900)</i> <i>Secondary Phase (5x£1,900 = £9,500)</i>	£11,400
Summer School Funding	£0
Y7 Literacy & Numeracy Catch-up Premium	£25,000
Total of all funding received	£562,235

1. Summary information					
School	Carr Manor Community School				
Academic Year	2016/17	Total PP budget	£562,235	Date of most recent PP Review	February 2017
Total number of pupils	1083	Number of pupils eligible for PP	507	Date for next internal review	May 2017
2. Current attainment					
		<i>Pupils eligible for PP at CMCS</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving 5A* - C incl. EM (2015/16 only)		40.7%		64.7%	
% achieving expected progress in English / Maths (2015/16 only)		59% / 52%		75.8% / 73.4%	
Progress 8 score average (from 2016/17)		-0.16		0.12	
Attainment 8 score average (from 2016/17)		41.16		52	
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers					
A.	KS1 attainment of disadvantaged pupils was below national figures.				
B.	In 2015-16 less than 70% of disadvantaged pupils met the expected standard in phonics in Y1.				
C.	Improving Literacy and Numeracy: <ul style="list-style-type: none"> - 29% of disadvantaged pupils are EAL. - 55% of disadvantaged pupils are SEND. 				
D.	Improving Academic Outcomes: <ul style="list-style-type: none"> - Accessing a full range of 8 subjects for Progress and Attainment 8 can be a challenge for low attaining pupils, including those who are disadvantaged. - 29% of disadvantaged pupils have Safeguarding issues. - 57% of disadvantaged pupils' attendance is below national figures. 				
External barriers					
E.	The home environment for some disadvantaged pupils.				
F.	The reformed English and maths GCSEs require a greater degree of cultural capital in order to access the higher grades				

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria and how it will be measured</i>
A.	KS1 attainment of disadvantaged pupils will show a diminishing differential towards that of their non-disadvantaged peers in school, moving towards national figures for disadvantaged pupils.	<ul style="list-style-type: none"> - 64% of the Y2 cohort are expected to reach expected standard. - 20% of the disadvantaged cohort are expected to reach expected standard as a combined score, 50% for Maths, 40% for reading and 20% for writing. - Disadvantaged children are targeted for specific intervention to reduce differentials. This is reviewed and refined regularly for maximum impact. - The differentials for disadvantage reduce between Reception and Y4 cohorts, demonstrating reductions over time.
B.	At least 70% of disadvantaged pupils will meet the expected standard in phonics in Y1.	<ul style="list-style-type: none"> - 87% of the Y1 cohort is expected to meet the expected standard. - 87% of the disadvantaged cohort in Y1 is expected to meet expected standard. - Targeted intervention, based on accurate and regular assessment is in place to reduce differentials between groups.
C.	Improving Literacy and Numeracy	<ul style="list-style-type: none"> - By the end of the academic year, Y7 pupils will achieve the expected standard for Literacy and Numeracy. Lower attaining groups will achieve at least 1.5 year higher in their reading age and working at 1 primary year higher than their ARE from where they started in September. This will be measured through frequent reading age assessments. - Literacy and Numeracy levels for disadvantaged pupils will be in line with national levels. Lower attaining groups will achieve at least 1.5 year higher in their reading age and working at 1 primary year higher than their ARE from where they started in September. Targeted disadvantaged pupils will receive Literacy and Numeracy intervention. - Literacy and Numeracy levels for disadvantaged EAL pupils will be in line with national levels. We have invested in specialist staff to deliver EAL Intervention and extra literacy support has been provided, focusing on phonics and decoding strategies for low attaining EAL pupils. This will be measured through assessments and feedback from staff who lead specialist intervention. - Sound Training is offered to middle ability pupils to improve their reading. This will be measured through assessments and feedback from staff who lead specialist intervention. - Literacy and Numeracy levels for disadvantaged SEND pupils will be in line with national levels. We have invested in specialist staff to deliver Dyslexia intervention. This will be measured through assessments and feedback from staff who lead specialist intervention.
D.	Improving Academic Outcomes	<ul style="list-style-type: none"> - The difference in attainment levels between disadvantaged and non-disadvantaged pupils will be diminished. This will be measured through frequent assessments and Mock exams results. - Progress 8 in English and Maths will be in line with national figures for non-disadvantaged pupils. This will be measured through frequent assessments and Mock exams results.

		<ul style="list-style-type: none"> - The internal gap between disadvantaged pupils and their non-disadvantaged peers will diminish. This will be evidenced by a diminished gap in terms of their respective attainment 8 scores. The gap is currently 5.36 and is projected to be reduced to 1.96 next year. Disadvantaged pupils' Attainment 8 score is projected to be 42.91, an improvement from 41.16 in 2016, despite the changes in value to the grades they will receive in their GCSEs. - Lower attaining disadvantaged pupils' performance will improve significantly, diminishing the difference with their non-disadvantaged peers both internally and nationally. In 2016, their attainment 8 score was 23.13. In 2017 their attainment 8 score is projected to be 28.57. The work, through a range of T & L strategies, data driven meetings and a range of pastoral approaches is on-going. The data is updated half-termly and scrutinised with a range of staff including SLT, Middle managers, class teachers and the pastoral team. - Gaps will be identified and diminished over the course of KS3. At KS3, the school's bespoke system of AREs and PQEs enable staff to identify gaps and work strategically to close them ahead of KS4. SLT, Middle managers and KS3 managers will analyse the data after mid-terms, and during terms after assessments are completed, to monitor gaps. Success will be seen when gaps are identified in the mid-terms and seen to be closing in the finals and subsequent mid-terms / finals. This is a long term strategy aimed to genuinely close gaps over a period of time, ensuring all pupils begin KS4 on a strong and equitable footing.
<p>E.</p>	<p>Continuing to provide extensive pastoral support and character development</p>	<ul style="list-style-type: none"> - Attendance of disadvantaged pupils will be in line with the national average, this is measured daily through the registers submitted by teachers/coaches and suitable intervention will be arranged for targeted groups to ensure that controllable measures are in place to allow pupils to arrive to school as soon as possible after the start of the school day. - Ample support will be provided for disadvantaged pupils who have safeguarding issues. This will be monitored by the Safeguarding Team, Coaches and SLT. - All disadvantaged pupils are provided with the right environment to learn, enjoy and achieve. This will be monitored through attendance at targeted residential, flexible learning, trips and other events. - All year 7 disadvantaged pupils will complete Restorative Practice training by the end of the academic year; this will be measured through monitoring the number of pupils enrolled in the RP training programme each term. - All disadvantaged pupils will receive CEIAG support and will secure a Post 16 destination; this will be measured through registers for CEIAG events and will be monitored by coaches and the CEIAG Team.

5. Planned expenditure					
i. KS1 attainment and phonics standards					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
KS1 attainment of disadvantaged pupils will show a diminishing differential towards that of their non-disadvantaged peers in school, moving towards national figures for disadvantaged pupils.	<p>Introduction of the Big Question Learning Challenge contextualises learning for Y2 children, supporting a context to improve basic skills, supported by trips to enhance this</p> <p>Introduction of Reading Fluency to increase children’s ability to sustain reading over a period</p> <p>Introduction of writing strategies to support the development of writing –handwriting, spelling, structure, punctuation e.g. handwriting scheme, Talk 4 Writing strategies</p> <p>Introduce a new calculation policy to support children’s efficiency in Maths calculations</p> <p>Swift and accurate interventions in the Y2 PP cohort to accelerate progress and diminish differentials</p> <p>1:1 support for adopted child with additional SEMH needs and nurture work with child in special guardianship, play therapy for CLA child</p>	<p>Many of the Primary Phase PP children do not have a wide range of contextual experiences on which to build their learning, particularly in writing – a contextually driven curriculum will support this.</p> <p>Children lacked the resilience to sustain reading in the 2016 SATs – Reading Fluency will counteract this and build reading resilience.</p> <p>Writing levels were low for all groups including disadvantaged children. Strategies to improve writing and particularly spelling and handwriting will support better progress and results.</p> <p>Children did not always demonstrate consistent or secure calculation processes and a renewed policy will clarify this for teachers, children and parents supporting</p> <p>To reduce differentials targeted intervention will address gaps in learning, including KPIs from previous years where appropriate.</p> <p>Some children identified with SEMH needs require additional emotional support and increased staffing support to support achievement in school.</p>	<p>This will be monitored through assessments results in Target Tracker within rigorous Pupil Progress Meetings and test results e.g. Reading age test, mock KS1 SATs.</p> <p>This will also be monitored through lesson observation and learning walks</p> <p>There has been a very thorough CPD programme to ensure that staff (teachers and LS staff) are all upskilled and secure in areas outlined</p>	KE	Sept 2017
At least 70% of disadvantaged pupils will meet the expected standard in phonics in year 1.	<p>Reorganisation of phonics groups across the PP happens regularly, within the context of systematic and regular assessments, ensures that learning is tailored closely to need.</p> <p>Targeted intervention for those disadvantaged children not at the expected point is a priority</p>	<p>Children are set for phonics to allow children of the same phase to be taught together and to accelerate progress to the next phase, with regular review and shared responsibility.</p> <p>To reduce differentials targeted intervention will address gaps in learning.</p>	<p>This will be monitored through assessments and mock test results This will also be monitored through lesson observation and learning walks</p>	KE	Sept 2017
Total budgeted cost				£ 75,080	

ii. Improving Literacy and Numeracy

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>By the end of the academic year, Y7 pupils (including disadvantaged pupils) will achieve the expected standard for Literacy and Numeracy. Lower attaining groups will achieve at least 1.5 year higher in their reading age and working at 1 primary year higher than their ARE from where they started in September.</p>	<p>Continue to provide reading projects including Ruth Miskin groups, Reading Mentors Scheme, Reading Fluency (offered to Y7 low), reading for enjoyment sessions, Sound Training, general spelling & literacy intervention (based on access/Y7 AREs) as well as Numeracy intervention.</p>	<p>44% of Y7 pupils who joined us this year have achieved below expected level in Reading at KS2.</p> <p>49% of Y7 pupils who joined us this year have achieved below expected level in Maths at KS2.</p> <p>We arrange targeted intervention for pupils who have achieved below expected level at KS2.</p> <p>Ruth Miskin: Read Write Inc. literacy programme has been hugely successful in many schools. In 2015-2016 pupils at Carr Manor who completed this programme made good progress with their reading skills.</p> <p>Reading Mentors: Last year we had a number of reading mentor programmes running across school, which helped pupils accelerate their reading progress. We're continuing with the Y10/Y7-8 Reading Mentors programme this year where a group of Y10 pupils mentor a group of Y7-8 pupils to help them improve their reading skills. In primary phase, we are continuing with the Let Leeds Read programme in conjunction with Leeds Beckett University. Since January 2017 Y7 and Y8 pupils are also accessing reading mentors from the Let Leeds Read programme.</p> <p>Reading Fluency: This approach was adopted after attending training lead by Bracken Edge staff CPD, in their school the pupils achieved better results in KS2 & KS1 SATs, therefore we adopted this approach to support pupils reading and comprehending longer texts.</p>	<p>This year, our specialist team worked with targeted pupils in Y6, prior to them joining us in Y7, to provide extra support for pupils who are currently below a Level 4; we expect that with the target intervention provided, pupils will make expected levels of progress.</p> <p>Staff continue to systematically monitor pupils progress and update their current level as appropriate.</p> <p>We have short term interventions were we assess every 6 weeks the impact of the intervention used, if pupils have not made the expected progress, we move into a different strategy or continue for a longer period if there's evidence that they need more time.</p> <p>For long term interventions, e.g. Ruth Miskin, we would regularly assess if pupils are making progress or if they need a different teaching style.</p>	<p>MR WH LK AMA</p>	<p>Sept 2017</p>

Reading for enjoyment: From 2015/16 pupils that attended similar intervention have made accelerated progress. We also encourage all pupils to read during coaching sessions and we add recommended reading lists in the coaching chronicle. We have Literacy and Numeracy pages in each issue of the school's coaching Chronicle and coaches go through these pages every week during coaching.

Sound Training: We are working closely with Y7 pupils and have introduced a new sound training aimed to improve spelling for middle ability pupils. Northumbria University carried out a piece of research which confirmed that the average reading age gain, across all abilities, after 6 hours of Sound Training was 27 months. We organised a pilot workshop to see the programme in action before we implement it across the year groups and showed that pupils are making progress in the session.

General Spelling and Literacy Intervention: we provide guided reading and one to one reading support, looking at answering comprehension questions that require detail. We also provide writing intervention where children learn how to use different sentence starters. From 2015/16 the data showed that when only one or two areas of Literacy were focused on in 6 weeks, most pupils achieved expected in these areas.

We also found that when pupils accessed two or more reading interventions at the same time, their reading ages increased at an accelerated pace; therefore, we continue to run multiple intervention sessions and promote Further Learning.

Numeracy intervention: evidence from 15/16 showed that providing short term (6 weeks) intervention to small groups of pupils accelerates pupils' progress more than longer term intervention.

During staff CPD sessions, we highlight to all staff the importance of including Literacy and Numeracy activities during lessons and coaching sessions. We QA lessons and coaching sessions regularly, including the focus on Numeracy and Literacy.

Pupils' progress is assessed half termly. This term, 80% of pupils are making progress and we are working with the remaining 20% and providing them with additional intervention to help accelerate their progress.

87% of the pupil premium pupils who received literacy intervention at KS3 made improvements in their reading age, narrowing the gap with their peers. The monitoring and tracking will continue, to ensure that the work is effective and that gaps are closed.

Staff continue to systematically monitor pupils progress and update their current level as appropriate.

		<p>Pupils have been selected for after school numeracy intervention- these have been the disadvantaged underperforming pupils that have worked in session for about 6-8 weeks after school once a week. They have shown good progress towards their AREs after the course of the sessions.</p> <p>Pupils in years 7-9 have been provided with two sets of maths passports that are additional work to the further learning booklets to increase progress in maths. These are intended to be completed in after school revision, during coaching sessions or at home.</p>			
Literacy and Numeracy levels for disadvantaged EAL pupils will be in line with national levels.	Invest in specialist staff to deliver EAL intervention.	This year we are continuing with the targeted specialist intervention for EAL pupils. We invested in a new scheme of work that has been tested and proved to be successful.	Pupils are grouped by levels not by year group and specialist staff run focused group interventions. Frequent assessments are carried out and pupils are regrouped as appropriate.	CA WH	Sept 2017
Literacy and Numeracy levels for disadvantaged SEND pupils will be in line with national levels. Lower attaining groups will achieve at least 1.5 year higher in their reading age and will be working at least 1 primary year higher than the ARE from where they started in September.	<p>- Our dyslexia teaching specialist will train all staff in strategies to support dyslexic pupils.</p> <p>-Continue to provide reading projects including Ruth Miskin groups, Reading Mentors Scheme, Reading Fluency (offered to Y7 low), reading for enjoyment sessions, Sound Training, general spelling & literacy intervention (based on access/Y7 AREs) and ALK (Active Literacy Kit).</p>	<p>There are significant numbers of pupils who are dyslexic who would benefit from such support.</p> <p>Ruth Miskin data in 2015-2016 shows good progress was made by pupils with SEND.</p> <p>The reading fluency approach was adopted after attending training lead by Bracken Edge staff CPD, in their school the pupils achieved better results in KS2 & KS1 SATs.</p> <p>The Sound Training programme and tutor outlined the benefits that this programme can have for pupils with dyslexia and SEND. Research into the programme has shown the benefits and progress made.</p>	<p>We will review staff feedback from dyslexia training sessions.</p> <p>Staff continue to systematically monitor pupils progress and update their current level as appropriate.</p> <p>We have short term interventions were we assess every 6 weeks the impact of the intervention used, if pupils have not made the expected progress, we move into a different strategy or continue for a longer period if there's evidence that they need more time.</p>	MR WH	Sept 2017

	<p>One member of staff has received a lot of dyslexia training and delivers sessions above to support pupils with dyslexia.</p>	<p>Intervention sessions completed and reading mentor sessions in 2015-2016 show good and accelerated progress was made by pupils with SEND.</p> <p>Pupils with dyslexia who received support with reading and spelling in 2015-2016, achieved good progress in these Spring and Summer interventions with dyslexia specialist.</p>	<p>For long term interventions, e.g. Ruth Miskin, we would regularly assess if pupils are making progress or if they need a different teaching style.</p>		
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Total budgeted cost (Including £25,000 - Y7 Literacy & Numeracy Catch-up Premium) (30%) **£146,146.50**

iii. Improving Academic Outcomes

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>Progress 8 in English and Maths will be in line with national figures for disadvantaged pupils.</p>	<p>Provide flexible intervention to all year groups.</p>	<p>We expect pupils' progress to be accelerated through small group work, one-to-one intervention and bespoke lessons. This strategy has proven effective at KS4, especially in English and maths, and is being extended to all subjects accordingly, in concert with the new assessment procedures at KS3.</p> <p>We have targeted revision residential planned throughout the year for Year 11 pupils. Previously, these sessions have proven effective in engaging disadvantaged pupils, providing a new experience, and have impacted positively on their outcomes.</p> <p>We will continue to provide innovative ways of delivering the curriculum in each year group and will ensure that PP pupils get the opportunity to participate in suitable curriculum related trips and events.</p>	<p>This will be monitored through assessments results and Mock exams results. RAP (Raising attainment and progress) meetings take place, at both KS3 and 4. These have a focus on key disadvantaged pupils, ensuring that all departments and subjects are working effectively with this key cohort of pupils.</p> <p>This will also be monitored through lesson observation, departmental meetings, Middle Managers meeting and discussions at SLT.</p> <p>Data will be analysed for disadvantaged pupils, to ensure that the gaps are diminishing. Where gaps are found, resources will be directed to support the relevant pupils. This includes analysis of progress report data, and mock result data. This knowledge, across the whole cohort and on an individual pupil level, ensures that the approaches to flexible intervention are implemented in an effective fashion.</p>	<p>JD</p>	<p>Sept 2017</p>

<p>The difference in attainment levels between disadvantaged and non-disadvantaged pupils will be diminished.</p>	<p>Provide target intervention</p>	<p>As well as our specialist intervention and additional teachers in Maths, Science, MFL and English we have a dedicated Achievement Team for each year group who work with departments to provide specific intervention. Working with SLT, they carefully monitor pupils' performance, and carefully select pupils for the right intervention, be it academic, social or careers focused.</p> <p>We also introduced this year new Progress Concern slips and we closely monitor the progress of certain pupils and work with the teachers involved as well as the pupils' families to get the pupils back on track as quickly as possible.</p> <p>The new assessments we've introduced in Year 7& 8 allows us to spot any gaps in knowledge and we put the necessary intervention in place immediately. This style of working, using master classes, small groups and lectures to improve progress and close gaps has proven effective for our KS4 pupils in English and Maths, and is now being extended to our KS3 pupils.</p> <p>We also provide Free revision guides for each year group and we encourage all pupils to complete Further Learning tasks in a variety of subjects.</p> <p>During the summer, we continued to provide our popular Summer School Programme. This Year for the first time we held a Learning Camp at Carr Manor Community School that was aimed at the bottom 3 bands in Year 7. They were invited in to take part in Maths, English and Science lessons.</p>	<p>The Achievement team work with KS managers and heads of department to support interventions with key pupils. They track and monitor key groups, such a high attaining / lower attaining pupils, with a keen focus on disadvantaged pupils. Regular meetings with key staff take place, and regular data analysis ensures that the implementation of interventions is highly effective.</p> <p>The use of progress concern slips will allow staff to monitor the progress of specific pupils, who've been highlighted as a concern, in each lesson which will give a better understanding of where learning problems exist and work on addressing these problems promptly.</p> <p>We expect that with the early identification of gaps in learning and putting the right interventions in place to address these gaps, pupils' progress will be accelerated. KS managers are employed in English, maths and science. They work with SLT to track key groups and ensure that any gaps that appear are closed due to swift action taken at individual, class and year group level.</p>	<p>JD</p>	<p>Sept 2017</p>
<p>All disadvantaged pupils will receive CEIAG support and will secure a Post 16 destination.</p>	<p>Career activities</p>	<p>Throughout 2016/17 we will continue to provide CEIAG opportunities for pupils in different year groups. This year we have a number of careers activities calendared to allow the development of core working skills.</p>	<p>We expect the various CEIAG opportunities will help pupils to find suitable activities for them to develop their work skills and think of their next steps after they successfully complete</p>	<p>MS</p>	<p>Sept 2017</p>

		<p>In Primary Phase, we have calendared a careers week in June to allow pupils to learn more about different careers and start them thinking about next steps early on, in an enjoyable interactive format.</p> <p>In KS3 there are a number of different opportunities for pupils to participate in CEIAG related activities.</p> <p>Year 10 pupils will participate in a Work Experience fortnight in March 2017; this will allow them to develop independence and essential working skills.</p> <p>We have a varied programme for our Year 11s to visit different educational establishments to allow them to make the right decision with their post 16 destinations.</p> <p>We are arranging visits to experience “a day in the life of sixth formers” and are supporting all Year 11 pupils with their UCAS applications.</p>	<p>their education. Working with the inclusion and achievement teams, we carefully ensure that a wide range of pupils, including those who are disadvantaged, receive the correct support and intervention.</p> <p>Pupils’ voice, conversations with coaches and CEIAG Team’s monitoring systems will help ensure that all pupils are getting the support they need.</p> <p>Specialist colleagues ensure that Y11 pupils are meeting applications deadlines and preparing them for their college/6th Form interviews.</p> <p>Continuous conversations are being held with Y11 pupils on 1-2-1 basis and in year group assemblies.</p>		
Total budgeted cost (30%)					£146,146.50

iv. Safeguarding and Pastoral Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
Attendance for PP pupils will be in line with national figures.	Introduced a working group to build and implement new attendance strategies	<p>The school provides specialist support staff to work with pupils and families on relationships and attendance.</p> <p>We identify pupils who will be joining our school in Y7 with KS2 poor attendance and we work closely with them and their families to ensure a smooth transition into KS3. This includes summer school activities and family trips, family intervention training and support for new pupils arriving from local primary schools.</p> <p>Coaching is an integral part of our school week, during coaching all coaches have access to pupils' attendance records for the week and they hold discussions with their coachees to address any attendance concerns. This allows all pupils to have contact with an advocate in school by 9.30am. Coaches feedback to the Heads of Year who act promptly to address any issues.</p> <p>Attendance is always discussed with parents/carers on Meet Your Coach Days (MYCD) and Parent Evenings to explain the ramifications of poor attendance on pupils' attainment. We reinforce the positive impact that good attendance has on pupils' progress and praise parents who work with the school to keep their children's attendance positive.</p>	<p>A programme of activities is set in advance and communicated with feeder Primary schools and families of pupils who will join school in September.</p> <p>We continue to keep the communication channels open between the school and the feeder primary schools, we also communicate with the families of targeted pupils who will be joining the school in September.</p> <p>In staff training sessions, coaches are constantly reminded of the importance of holding attendance discussions with pupils and their parents/carers. We hold regular problem solving circles, to agree different strategies to use to resolve the issues.</p> <p>We will continue to monitor MYCD attendance figures and parents feedback. We ensure we hold attendance discussions in meetings held with parents during the year. We keep communication channels open with parents/carers who did not attend these meetings. Heads of Years liaise with parents/carers to agree personalised attendance strategies for individual pupils.</p>	DA	Sept 2017

		<p>Pupils register is collated at the start of each lesson. Calls/text to any absent pupils are made immediately after period 1 registers have been logged and special arrangements are made as appropriate to ensure pupils still arrive to school as soon as possible after the start of Period 1.</p> <p>We hold attendance competitions throughout each term and in the Coaching Chronicle. We also hold a prize draw during Merit Assemblies at the end of each term, which has been proven to be very popular with pupils and many pupils take pride in achieving 100% attendance.</p> <p>Due to the large amount of feeder schools, we have children who live outside of the local area. We looked at the logistics and organised the 'My Bus' service to specifically target pupils who will find public transport inconvenient, i.e. will have to take more than one bus to get to school. We recently added 2 new bus routes which had a positive impact on attendance and are looking into a third.</p> <p>The school day starts at 7.45am and a number of enrichment activities are provided on a daily basis until the start of timetabled lessons. These activities include: free breakfast club which is available for all pupils, wide awake club, sports activities, the hub...etc. in addition, we have our Flexible Learning programme each day after school which gives a structured environment for independent learning and relationship building.</p>	<p>This is implemented through emails to the inclusion team followed by calls/texts to parents and arranging transport as needed.</p> <p>We will monitor the outcomes of the new strategies we're introducing and continuously improve the processes we have in place.</p> <p>In the start of the academic year, we look at the location of pupils who will be joining us and plan the bus routes to try and accommodate the majority of pupils who live outside the local area.</p> <p>These are activities that are run by staff who volunteer their time to accommodate pupils to allow them to arrive early and socialise and make friends outside of their immediate circle and also allow parents to drop their children to a safe environment so they can go to work/drop primary siblings off on time. parents appreciate this facility and it is highlighted in their feedback.</p>		
<p>All disadvantaged pupils are provided with the Safeguarding support they need.</p>	<p>Targeted work and building strong, productive relationships with</p>	<p>CLA pupils in Year 11 have all been allocated assertive mentors to help secure good outcomes for these pupils.</p>	<p>The safeguarding team keep a comprehensive record and chronology of all safeguarding issues.</p>	<p>NJ</p>	

	<p>other agencies that support pupils and families to improve outcomes for pupils.</p>	<p>Exam time and the general pressure of Y11, combined with attachment issues, mean that this time of year is particularly difficult for CLA pupils.</p> <p>6 CLA pupils have been allocated to Carr Manor Community School for September starts in Y7. These pupils will receive targeted transition work to ensure their transition to high school from primary is as smooth as possible.</p> <p>Mental and emotional health continues to be a priority for school, 168 incidents, affecting 98 different pupils.</p> <p>Internet/social media use plays a part in most safeguarding issues in school. Social media appears to increase the risks to the most vulnerable.</p>	<p>Safeguarding staff continue to access a variety of supervision, group, and line management as well as invaluable weekly Safeguarding Briefing. A representative of the cluster attends this meeting, as does the locality Social Worker.</p> <p>School will continue to improve staff awareness of the challenges and support available to both them and pupils. Through CPD and other mechanisms, School will continue to focus on the training of staff and the key themes of radicalisation, forced marriage, mental health (including self-harm) and CSE.</p>		
<p>All disadvantaged pupils are provided with the right environment to learn, enjoy and achieve.</p>	<p>Further develop Character for Learning (CfL).</p>	<p>We are investing in placing further emphasis on the importance of Character for Learning (CfL) across the school and have recruited specialist staff to support with enhancing Character Development initiatives, working with both staff and pupils.</p> <p>We have been building on the success of the Coaching, Restorative Practice and Passengers into Crew programmes in school. All year 7 disadvantaged pupils will complete Restorative Practice training by the end of the academic year.</p> <p>In addition, we are continuing with the house system and are planning various activities throughout the year which will allow pupils from different year groups to work with each other, and staff, to further develop strong, positive and harmonious relationships.</p>	<p>This will be monitored through daily interaction and discussions with pupils in lessons and in coaching sessions as well as House Assemblies.</p> <p>This will be measured through monitoring the number of pupils enrolled in the RP training programme each term.</p> <p>We have a dedicated team of Heads of Houses/Deputy Heads of Houses who work with a team of pupils who have been elected as House Captains/Vice House Captains.</p>	<p>SLT TS</p> <p>SHo MS</p> <p>MS HoH</p>	<p>Sept 2017</p>

		<p>This year we have introduced pupils' Achievement Records where each pupil can keep track of their achievements throughout their time at school. These records are used during meetings with parents to celebrate their children's achievements and include them in setting targets for the rest of the year.</p> <p>We arrange a large number of visits, trips and various other enrichment opportunities around school and we ensure that Pupil Premium children get the chance to participate in these enrichment activities.</p> <p>In our primary phase, the coaching system has been restructured and coaching plus groups have been introduced this year. We provided further training for coaches and carried out moderation of coaching groups. We also developed an LRA (Learning Relationship Agreement) for the whole Primary Phase.</p> <p>We continue to build on the success of Further Learning, which we introduced last year, developing further opportunities for our pupils to learn outside the classroom. The achievement team and key stage managers will continue to support pupils who require completing Further Learning as part of their intervention programme.</p> <p>Our successful Flexible Learning programme will continue this year and we continue to introduce new Flexible Learning clubs.</p>	<p>The achievement records are updated frequently during coaching sessions and discussed regularly with Parents.</p> <p>Staff ensure that disadvantaged pupils are included in all activities taking place around school.</p> <p>Colleagues leading the coaching programme continuously review and improve the coaching system at Primary Phase.</p> <p>The figures for Further Learning keep rising and more pupils are completing further learning. Teachers and coaches continue to have conversations with pupils encouraging them to complete more Further Learning tasks.</p> <p>Attendance is frequently monitored and conversations are held with pupils who don't take part to encourage them to try new clubs.</p>	<p>Coaches</p> <p>All Staff</p> <p>JH KE</p> <p>DB</p> <p>RG</p>	
<p>Total budgeted cost (40%) £194,862</p>					