



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

| 1. Summary information | | | | | |
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| Academy Primary / Secondary / All through | Oasis Academy Immingham | | | | |
| Academic Year | 2019/20 | Primary PP allocation £ Secondary PP allocation £ | £196,350 | Date of most recent PP Review | Sept 19 |
| Total number of pupils in academy | 617 | Number of pupils eligible for PP % of pupils eligible for PP | 231 37% | Date for next internal review of this strategy (termly) | Dec 19 |
| | | No.KS1 PP pupils | 0 | | |
| | | No.KS2 PP pupils | 0 | | |
| | | No.KS3 PP pupils | 151 | | |
| | | No.KS4 PP pupils | 80 | | |
| 2. Review of expenditure | | | | | |
| Previous Academic Year | 2018/19 | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach (reference EEF and other sources of evidence) | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned Will the strategy continue / change? | Cost | |
| To ensure all staff are consistently effective in their classroom practice thereby ensuring the progress of all students. | Embed "The Immingham Way". Whole school CPD Programme focusing on key elements of pedagogy development. MLT CPD development programme to ensure focus and understanding of effective teaching and learning is robust. | Whole staff CPD, training and monitoring to ensure consistency across our expectations for teaching and learning in all subject areas. Weekly meetings with MLT and SLM meetings to ensure focus on teaching and learning and our vulnerable groups. | We will continue to use this best practice to ensure consistency for staff and students. The use of directed time will continue and have further impact due to recruitment changes. Our MLT structure and meeting arrangements will continue with more rigour focusing on vulnerable groups and our use of data and tracking. | £42,000 | |

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| | <p>Consistent quality assurance (QA) via drop-in observations, data analysis and work scrutiny to include a focus on PP students.</p> <p>Subject Reviews are undertaken to focus on pedagogy and curriculum mapping from Y7-Y11.</p> | <p>Teacher profiles supported the QA and assessments of teaching and learning.</p> <p>Subject reviews supported and gave feedback on pedagogy and mapping.</p> | <p>Teacher profiles will continue to track teaching and learning and give feedback and support to those who need it.</p> <p>These will become Deep Dives to ensure a focus on curriculum and progress. They will identify strengths and areas of developments across subjects.</p> | |
| <p>Embed the effective use of classroom data to improve student progress</p> | <p>CPD delivery to new staff to ensure they are ofay with systems and procedures.</p> <p>Regular allocated MLT meeting time to ensure analysis of departmental data to inform teacher CPD and drive standards of progress. Regular allocated CPD time on Mondays at each assessment point to ensure teaching staff are making forensic use of data to inform planning and intervention.</p> | <p>Valuable time given to departments to support design and implementation of subjects and lessons. RAG meetings with all head of departments specifically designed to address any underperformance or cause for concerns for every student.</p> | <p>This will continue so that planning relates directly to student progress.</p> <p>CPD for staff will need to be offered due to the amount of new teaching staff joining the team.</p> <p>Revisions of approach will take place to ensure data systems are used as effectively as possible to intervene. The number of data collection points will also be reduced.</p> | <p>£1,200</p> |
| <p>Increase standards of literacy and numeracy for all students.</p> | <p>Accelerated Reader implementation for Years 7-9.</p> <p>Project Post focusing on effective approaches in the classroom to develop literacy standards.</p> <p>Literacy and Numeracy development allocated as specific responsibilities to ensure constant drive and focus on these key agendas.</p> | <p>AR was delayed until 2019-20 due to recruitment issues. Work continued behind the scenes to design and implement the delivery of AR. The library has been reinstated and restocked.</p> <p>Literacy and numeracy focus continued in lessons and tutor times with a drive and focus on lesson planning and sequencing through the year.</p> | <p>This strategy will be fully embedded this year and a new librarian has been recruited to oversee this.</p> <p>Numeracy ninjas will continue and AR will present the chief literacy strategy for reading with key words being used in lessons as part of 'The Immingham Way'.</p> | <p>£10,175</p> |
| <p>ii. Targeted support</p> | | | | |

| Desired outcome | Chosen action/approach | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned Will the strategy continue / change? | Cost |
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| PP students are aspiring to go to university. | SHINE – York university. Other university visits for specific students. Use of NCOP and FORCE funding in association with the University of Hull | Trips to further education and Universities have been successful and the support and organisation from SHINE has been excellent. NCOP funding for trips has been difficult to secure due to the bidding process however we assurances that this should be more accessible for us this year. DN40 postcodes had been made exempt from this was only made clear as the academic year began. | The SHINE strategy will continue and now has a new coordinator to continue development. NCOP cannot be used as a strategy because the funding isn't available. There will be continued engagement with any possible opportunities that may be made available as the programme develops in the area. | £0 |
| Increase PP reading age and literacy and numeracy fluency for students in Years 9, 10 and 11. | Literacy support (Lexia). Numeracy support (Mathletics). | This was achieved in Year 11 but still being developed in other year groups. In year 11 PP SEND students had an overall p8 score - 0.45 (same as whole academy) and in English a p8 score of -0.42 and maths a +p8 score of +0.49. the targeted interventions contributed to these results. In other year groups this is still developing. | The academy will continue using this intervention and increase the tracking of this. The Accelerated Reader programme will help with identifying students needing support with reading. | £3,000 |
| Increase attendance, engagement and progress of PP students. | Parental engagement Encourage the breakfast scheme with students accessing funding and resources from the National Breakfast scheme. Encouragement for disadvantaged students to attend with personalised items and rewards. | We secured funding and equipment to ensure the success of this scheme within the academy. PP and non-PP students had access to the facilities both pre-school and at break time. Attendance varies from week to week with an average attendance of PP students of 42%. Impact was evidenced through improving attendance at PP of 92.27% above National Average of | This strategy will continue to run for 2019-20 with additional resources possible through the Breakfast scheme. | £2,000 |

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| | | <p>92.2% for the academic year. In addition, this improved our whole school attendance to 93.95% up from 93.1%, the best we have achieved for 3 or more years with a big reduction in the number of PA students reduced to 14.13% from 19.25% at term 5. This was achieved through the work of the Attendance / Pastoral Team who focused on parental engagement, meetings, telephone calls, text messages and sending letters to parents regarding the importance of attendance. To continue to develop relationships with parents and increasing their knowledge around the importance of attendance and the links to student outcomes.</p> | | |
| <p>Improve the educational outcomes of targeted PP students.</p> | <p>Emotional support Pastoral Support for students.</p> | <p>Some SEND students (who are PP) benefitted from seeing the school counsellor. 78 referrals for disadvantaged students and 67 non-PP. This gave the students the medium to express their concerns in a confidential environment. Whilst it is very difficult to measure the impact many of these students are staying in lessons and now accessing their learning.</p> | <p>This strategy will continue and the staffing structure for pastoral has been strengthened to ensure more targeted support. A Head of Year 11 is in post with a new member of the team taking on pastoral care for Y11.</p> | <p>£10,000</p> |
| <p>All PP students have access to quality uniform through the introduction of a uniform bank.</p> | <p>Uniform. Voucher to support PP student purchase of uniform.</p> | <p>Redundant uniforms donated from students leaving the academy has provided us with a uniform bank for those students in need of equipment. Vouchers were not needed as the academy used its bank of recycled and repaired equipment to support students.</p> | <p>We will continue to receive donations, clean and repair older uniforms.</p> | <p>£2,000</p> |

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| PP students can access trips, visits and after school clubs offered by the Academy. | Subsidise costs which are prohibitive. | Participation for PP students accessing trips has increased to 36%. We continue to encourage and support our disadvantaged students to attend trips and gain varied experiences. | Our EVC lead will continue to promote PP participation for trip leaders planning and organising events and increase participation. | £4,000 |
| 360-degree support and mentoring for PP students identified. | Peer supervision and mentoring in a 360-degree support package led by key staff. | <p>Pastoral programmes and assemblies. Recruitment of two PCSOs into the pastoral system who know the areas and families to build better relationships and offer improved support.</p> <p>Students are targeted in relation to their progress data and the Pastoral Team work to provide every opportunity to the students who require it the most. The support that is offered consists of 1-2-1 meetings, working with outside agencies, teaching staff, HOH and the pastoral team.</p> | Focus more by targeting more PP students and to check in with the students. | £3,000 |
| PP enrichment opportunities and learning opportunities. | <p>Use of PP funding streams to create new opportunities for the disadvantaged group.</p> <p>Access to a wide range of enrichment activities within the school.</p> | Well attended clubs such as Lego 33% PP attendance, basketball 20%, morning gym 5%, boys football 30%, Maths help time 33%, Warhammer club 17% and crystal science club 50%. Involvement from PP students staying back after school and lunch times to work and play with groups of students. Improve self-esteem and confidence and build stronger relationships with staff and subjects. | We will continue to support clubs with resources and encourage more staff and students to create enjoyable learning experiences. | £4,000 |

iii. Other approaches

| Desired outcome | Chosen action/approach | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned Will the strategy continue / change? | Cost |
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| Department impact projects to diminish the difference in performance between PP and non-PP students. | Departments create bespoke initiatives to support PP students in their subject areas. | Due to changes in personnel this approach was adapted to focus on quality first teaching and so was not put into place. | This will not be continued next year because the focus of CPD time will be on developing the quality of teaching and learning. | £1,500 |
| To provide high-quality revision materials and resources. | Revision guides bought for all PP students, together with the purchase of relevant narrowing the gap departmental resources. | Resources were issued and used by PP students to revise. | The PiXL Build Up initiative will give 20 disadvantaged students (to be identified) access to a range of free resources and is now available so we will use this. We will continue to provide study guides where appropriate but will develop our knowledge organiser bank so that these are bespoke for our curriculum. | £5,000 |
| Improved attendance in both the short and long term. A culture of attending school will become the norm for targeted students and will impact positively upon attainment and achievement. | Attendance Officer led in conjunction with SOL consultancy support. Seconded member of the leadership team responsible for this. Effective use of SOL tracker to monitor attendance and support from tutor level. | This was achieved through the work of the Attendance / Pastoral Team who focused on parental engagement, meetings, telephone calls, text messages and sending letters to parents regarding the importance of attendance. Focus groups were created where Pastoral HOH, ALT and HOD had monitored students which was carried out weekly. PP attendance improved by 0.36% to 94.08% for 2018-19. PP 92.08% 2018-19 (PP 91.72% 2017-18) | This strategy was effective and impacted positively on PP attendance. This year the aim is to increase the number of meetings with parents and stakeholders. Also, increase the number of mentors for students. | £20,000 |
| Increased engagement in education leading to increased attendance and a reduction in fixed-term and permanent exclusions. | Effective use of pastoral support to engage students in their education. Participation in local BAC collaborative as part of NE Lincs council to provide bespoke support for those students requiring this. | The updated behaviour system led to an increase in FTE (no permanent exclusions) but over time the number of FTE reduced. 162 days recorded in autumn reduced to 71 days for spring and summer combined. Bespoke pathways were put in place in order to support students. | Pastoral support still needed to support these students to help prevent fixed term exclusions. | £30,000 |

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| <p>Increased levels of fitness and improved feelings of self-esteem and well-being will increase PP students' confidence.</p> | <p>Extra-curricular sports participation.</p> | <p>All students took part in physical activity and are offered a range of extra-curricular clubs and opportunities to represent the academy in sport. Trips, such as the Loughborough University, football stadium and ski trips have been organised and had a focus on key groups. Boys football club 30% participation, female football 10%, morning gym 5% and basketball 20%.</p> | <p>This strategy has engaged students and will continue. The aim this year is to increase the variety of these extra-curricular opportunities.</p> | <p>£2,000</p> |
| <p>PP data clear, transparent and used effectively.</p> | <p>All departments cross-examining data from trackers and 4Matrix.</p> | <p>4 Matrix continued to be used to support data analysis and regular sessions were timetabled into the CPD plan to support this.</p> | <p>4 Matrix will continue to be used as a data analysis tool, but the appointment of a data manager will lead to amendments in the way that this is utilised.</p> | <p>N/A</p> |
| <p>PP parent engagement and participation in academy events.</p> | <p>Improve parent engagement for parents' evenings and open evening.</p> <p>Improve communication and working relationships.</p> | <p>Parents' evening attendance continues to rise from 40% to 48% for PP students. Non-PP attendance remains at approx. 60% so we still need to work on diminishing the gap and engaging with those families.</p> | <p>The academy will make plans to enable the MIS communication tool to support parents in all aspects of academy life. This will include the use of parent's evening and booking events. There will also be the launch of an APP to support making appointments which should aid this. This continues to be a priority.</p> | <p>£1,000</p> |

3. Prior Year achievement

| Achievement for: 2018/19 | All | National | Pupils eligible for PP Academy | National | Pupils not eligible for PP Academy | National |
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| | KS4 Progress 8 | -0.39 | | -0.36 | | -0.42 |
| KS4 Attainment 8 | 37.42 | | 35.39 | | 39.31 | |
| % Basics 4 – 9 | 41% | | 31% | | 45% | |
| % Basics 5 – 9 | 24% | | 19% | | 26% | |
| % English 4+ | 62% | | 54% | | 65% | |
| % English 5+ | 46% | | 38% | | 49% | |
| % Maths 4+ | 51% | | 46% | | 52% | |
| % English 5+ | 30% | | 23% | | 32% | |
| % taking EBac | 45% | | 38% | | 48% | |
| % achieving EBac | 17% | | 4% | | 23% | |
| Destination data (% pupils who are NEET) | 0 | | 0 | | 0 | |
| % Attendance | 93.95% | | 92.19% | | 95.03% | |
| % PA | 13.81% | | 9.86% | | 4.99% | |
| % FT Exclusion | 22.72% | | 9.12% | | 13.60% | |
| % In year movement | 4.59% | | 1.7% | | 2.89% | |

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website.

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

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| A. | Attendance, punctuality and persistent absence |
| B. | Improving behaviour and conduct of key groups of disadvantaged students |
| C. | Improving engagement of key students |

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

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| D. | Lack of aspiration from some family homes |
| E. | Low levels of literacy and numeracy of students on entry to school |

5. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | To 'diminish the difference' against national indicators and eliminate in-academy variation for all groups | Student outcomes are in line with non-disadvantaged peers across the ability and subject range. |
| B. | To improve overall attendance levels to 95% with a focus on PP | Attendance levels for PP students meet Academy target. |
| C. | Students make rapid improvements in literacy and numeracy levels measured via summative testing and Accelerated Reader data. | Students across the ability range demonstrate rapid progress in both numeracy and literacy, evidenced through a range of summative data sets. |

6. Planned expenditure

Academic year **2019 / 20** **PP allocation £196,350**

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.

i Quality of teaching for all

| Intended outcome | Chosen action / approach Expected length of strategy | What is the evidence and rationale <i>(Reference EEF and other sources of evidence)</i> | How will you ensure it is implemented well? | Staff lead | Expected length of strategy When will this be reviewed? <i>Notes from review (add in different colour text)</i> | Costs <i>(Does this include non PP funding in addition?)</i> |
|---|---|---|---|---------------------------|---|--|
| To ensure all staff are consistently effective in their classroom practice thereby ensuring the progress of all students. | <p>Embed The Immingham Way and ensure new staff are supported.</p> <p>Whole school CPD Programme focusing on key elements of pedagogy development.</p> <p>MLT CPD development programme to ensure focus and understanding of effective teaching and learning is robust.</p> | <p>Creating a consistent and shared approach to teaching and learning improves outcomes for all students and ensures that targeted intervention can then take place for PP students.</p> <p>Regular and robust staff CPD leads to improved classroom practice and culture which in turn impacts on student progress.</p> <p>The development of middle leaders results in disseminated leadership and a widespread drive to improve student outcomes. This approach is being shared as part of the partnership with OAW.</p> | <p>Student progress rapidly improves due to the consistent approach in teaching and staff are developed and engaged in pedagogy which improves outcomes.</p> <p>Middle leaders strengthen leadership within the academy and drive the PP agenda.</p> <p>No gaps in performance across subjects.</p> | <p>RRE/SBR</p> <p>MLT</p> | 12 | £45,000 |

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| | <p>Consistent quality assurance (QA) via drop-in observations, data analysis and work scrutiny to include a focus on PP students.</p> <p>Deep Dives are undertaken to focus on pedagogy and curriculum mapping from Y7-Y11 across subjects</p> | <p>Teaching staff have the most significant impact on student outcomes and so a robust and rigorous focus on their development will act as a key lever in improving outcomes for all and those of PP students.</p> <p>Educational research demonstrates the import of pedagogical approaches in a knowledge rich curriculum.</p> | <p>Rigorous QA model followed to ensure that deep dives are regular and routine thereby ensuring student progress.</p> <p>Deep Dives will take place twice per year with strengths and areas for improvement being set after the first to ensure progression.</p> | | | |
| <p>Embed the effective use of classroom data to improve student progress</p> | <p>CPD delivery to new staff to ensure they are ofay with systems and procedures.</p> <p>Regular allocated MLT meeting time to ensure analysis of departmental data to inform teacher CPD and drive standards of progress. Regular allocated CPD time on Mondays at each assessment point to ensure teaching staff are making forensic use of data to inform planning and intervention.</p> | <p>This year the approach will be embedded and refined to ensure focus on key target groups.</p> <p>The CPD calendar has been reimagined to ensure that staff use their directed time allocation to meet on a weekly basis to drive standards of teaching and learning; the use of data in planning/intervention forms a key part of this.</p> | <p>All middle leaders and teaching staff use data effectively to accelerate student progress.</p> <p>Intervention is timely and data-driven both in and out of class.</p> | PMA/MLT | 12 | £42,000 |

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| Increase standards of literacy and numeracy for all students. | Accelerated Reader implementation for Years 7-9. | This has been demonstrated through EEF studies and practice at OAW to have a significant impact on student reading ages as well as having significant impact in the development of cultural capital for students. | Improve reading ages for students in Years 7-9 by 12 months on average. | MLE/KBR | 12 | £5000 |
| | Literacy and Numeracy development allocated as specific responsibilities to ensure constant drive and focus on these key agendas. | Students arrive consistently below the expected standard and this is a key barrier to learning which needs to be addressed. | A range of measures will be in place to ensure the development of these areas i.e. staff resources, numeracy ninjas, buddy reading schemes etc. | MLE/DTO | 12 | £4000 |

| ii Targeted support | | | | | | |
|--|---|--|---|------------|---|---|
| Intended outcome | Chosen action / approach | What is the evidence and rationale <i>(Reference EEF and other sources of evidence)</i> | How will you ensure it is implemented well? | Staff lead | Expected length of strategy When will this be reviewed? <i>Notes from review (add in different colour text)</i> | Costs <i>(Does this include non PP funding in addition?)</i> |
| PP students are aspiring to go to university. | SHINE – York university. | Range of activities and approaches to ensure PP students are considering university. | New coordinator in place and thorough review of current systems and practices in place. | AMO | 12 | £0 |
| | Other university visits for specific students. | Opportunities and experiences outside of the local community. | High levels of engagement with visits and destinations uptake. | PMA | | |
| Increase PP reading age and literacy and numeracy fluency for students in Year 9, 10 and 11. | Literacy support (Lexia). Numeracy support (Mathletics). | Small targeted group with highly effective TA focussing on literacy and numeracy fluency. | Reading age increases Literacy and numeracy fluency increase. | SBR | 12 | £3,000 |

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| Increase attendance, engagement and progress of PP students. | Parental engagement Encourage the breakfast scheme with students accessing funding and resources from the National Breakfast scheme. Encouragement for disadvantaged students to attend with personalised items and rewards. | Targeted work with parents of identified students to provide both support and challenge in the home setting. Create a culture of learning in the morning and social interaction with peers. | Attendance and academic attainment increase; behaviour incidents decrease. | NGA/CKE | 12 | £2,000 |
| Improve the educational outcomes of targeted PP students. | Emotional support Pastoral Support for students. | Where BESM issues are barriers to learning a counsellor will be provided to offer additional support. | Improved self-confidence levels leading to increased attendance and academic attainment. | SBR/NGA | 12 | £10,000 |
| All PP students have access to quality uniform through the introduction of a uniform bank. | Uniform. Voucher to support PP student purchase of uniform. | Uniform is expensive and so a system will be in place where pastoral leaders will nominate families who need additional support with this. | Improved self-confidence and attendance. Use the money to support though families who might require help with uniform and sporting equipment. | PMA | 12 | £2,000 |
| PP students can access trips, visits and after school clubs offered by the Academy. | Subsidise costs which are prohibitive. | High costs are a potential barrier to PP students having the same opportunities to have enriched experiences during their time at school. For some PP students who do not live in the local area, transport can be a barrier to attendance at post-school interventions/ extra-curricular activities. | Monitor trip uptake regularly and ensure that clear liaison takes place with pastoral staff to identify key students. | PMA | 12 | £5,000 |
| 360-degree support and mentoring for PP students identified. | Peer supervision and mentoring in a 360-degree support package led by key staff. | Peer mentoring low-cost high impact EEF toolkit strategy. Support and guidance from Y10 and Y11 students. | PP students are more confident and secure which impacts positively on their own academic progress. | PMA | 12 | £4,000 |

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| | | | Clear system and process in place for identifying mentors for students. | | | |
| PP enrichment opportunities and learning opportunities. | Use of PP funding streams to create new opportunities for the disadvantaged group. Access to a wide range of enrichment activities within the school. | Increase the breadth of experiences and cultural capital. Access to new venues and opportunities in association with the University of Hull. | Higher percentage included in enrichment. This will be tracked across the year to ensure that this is having impact. | PMA | 12 | £4,000 |

iii Whole school strategies

| Intended outcome | Chosen action and approach | What is the evidence and rationale <i>(Reference EEF and other sources of evidence)</i> | How will you ensure it is implemented well? | Staff lead | Expected length of strategy When will this be reviewed? <i>Notes from review (add in different colour text)</i> | Costs <i>(Does this include non-PP funding in addition?)</i> |
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| To provide high-quality revision materials and resources. | Revision guides bought for all PP students, together with the purchase of relevant narrowing the gap departmental resources. Use of PiXL Build-Up for 20 targeted students to improve outcomes for PP boys. | Removing the financial issues around revision materials ensures equality of access to the curriculum. PP boys' grades 1-3 borderline grade 4 to improve grades using PiXL resources. To use new tools to support our 'forgotten third'. Pilot programme for 20 students identified as needing extra support outside of the classroom. | PP students are better prepared and more confident for exams. Careful selection of targeted students and sharing of materials to HOD. Tutor checks to ensure these students are getting the most out of the programme. | PMA PMA | 12 | £5,000 £0 |

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| Improved attendance in both the short and long term. A culture of attending school will become the norm for targeted students and will impact positively upon attainment and achievement. | Attendance Officer led in conjunction with SOL consultancy support. Effective use of SOL tracker to monitor attendance and support from tutor level. | Evidence demonstrates that high levels of attendance lead to significantly improved progress. | Increased attendance and punctuality of identified PP students. Improved academic outcomes. | NGA CKE | 12 | £20,000 |
| Increased engagement in education leading to increased attendance and a reduction in fixed-term and permanent exclusions. | Effective use of pastoral support to engage students in their education. Participation in local BAC collaborative as part of NE Lincs council to provide bespoke support for those students requiring this. | Early intervention will support students in improving their engagement with education and ensure they are successful. A pathway for bespoke intervention needs to be in place should the need arise, and this ensures quality provision. | Increased engagement in education leading to improved attendance and a reduction in fixed-term exclusions. | NGA | | £30,000 |
| EAL students eligible for PP are able to access the curriculum in order to accelerate their progress. | EAL intervention. | Often EAL students struggle to access the curriculum as a result of literacy levels on arrival. The provision of a TA and specialist support will enable these students to make accelerated gains in acquiring language to enable them to quickly access the curriculum. | PP EAL students make measurable progress and are able to perform in line with or above their peers. | SBR | 12 | £3,000 |
| Increased levels of fitness and improved feelings of self-esteem and well-being will increase PP students' confidence. | Extra-curricular sports participation. | The provision of sports equipment and kit allows identified PP students to become involved in extra-curricular sports participation. | Increased numbers of PP students taking part in sporting activities beyond the classroom. | NGA | 12 | £3,000 |
| PP data clear, transparent and used effectively. | All departments cross-examining data from trackers and 4Matrix. | PP students are tracked and monitored rigorously to ensure that they are | PP student progress improves. | LD/LC | 12 | 1,350 |

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| | | making progress and interventions identified to support learning. | | | | |
| PP parent engagement and participation in academy events. | <p>Improve parent engagement for parents' evenings and open evening.</p> <p>Improve communication and working relationships.</p> | <p>Improve relationships and share strategies with MLT, teachers and tutors. PP interventions are discussed with parents and agreements made on how to move things forward.</p> | Increase in attendance and engagement. | PMA | | £3,000 |
| | | | | | TOTAL COST | £196,350 |

7. Additional detail (include contextual information)