



Ivanhoe College Pupil premium strategy statement (middle school format)

1. Summary information					
School	Ivanhoe College				
Academic Year	2018/19	Total PP budget	197,510	Date of most recent PP Review	June 2016
Total number of pupils	ALL (972)	Number of pupils eligible for PP and PP+	208	Date for next internal review of this strategy	January 2019

2. Current attainment				
	Pupils eligible for PP at Ivanhoe			National average*
	Year 7	Year 8	Year 9	
% achieving <u>expected standard</u> in English / Maths/Science by July 2018. At Ivanhoe, this is represented by % of students who are achieving the Ivanhoe Green pathway – indicative of a possible GCSE 4/5 outcome. *Comparison is made to pupils nationally who are not eligible for PP.	English 73%	English 74%	English 76%	64.9% (9-4) 48.3% A – C equivalent
	Maths 70%	Maths 76%	Maths 70%	68.9 (9-4) 32.6% A – C equivalent
	Science 90%	Science 92%	Science 90%	Comparison to national is difficult due to the triple science/double science issue
% making <u>expected progress</u> in English/Maths by July 2018. Compared with expected progress outlined in RAISEonline data (2016) *Comparison is made to pupils nationally who are not eligible for PP.	English 94%	English 89%	English 84%	74% compared with National Figures (from KS2-4 RAISEonline)
	Maths 87%	Maths 94%	Maths 74%	72% compared with National Figures (from KS2-4 RAISEonline)
	Science 95%	Science 94%	Science 93%	Comparison to national is difficult due to the triple science/double science issue

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	27 PP students recorded on entry as not secondary ready in Reading and 30 PP in Maths. Students who enter Ivanhoe with poor literacy skills typically make less good progress across a range of subjects. Students without the basic skills in Maths will struggle to access the KS3 Maths curriculum and typically do less well at GCSE.
B.	A significant proportion of PP students across all years at Ivanhoe do less well in examinations and under pressure assessments. Last year's exam results data shows a significant drop off in end of year exams.
C.	Behaviour issues sometimes caused by poor mental health for a small group of PP pupils is having detrimental effect on their academic progress because they are missing whole lessons or parts of lesson during the school day.
D.	High attaining pupils who are eligible for PP are making less progress than expected nationally in a few subject areas. This prevents sustained high achievement through KS4
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are below the 95% benchmark and stood at 91% at the end of last term. In 2016/17 Ivanhoe PP attendance was 2% below national at 90% compared with national 92% but 2017 we saw an improvement to 91%. There is still work to do to get us above national and to improve the attendance of Disadvantaged students in line with their peers. Persistent Absenteeism of Disadvantaged pupils at Ivanhoe was above the national average in 2016/17 standing at 30% compared with 24% nationally. Last year, 2017/18 persistent absenteeism saw an improvement ending the year on 28%. National figures have not been released yet but we expect to be nearer national but still below.
E.	Parental engagement with the school – at parents' evenings - is leading to a lack of preparedness for learning e.g. emotional resilience as well as planner/pencil case organisational skills.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP and for all pupils across the curriculum. Those judged not to be Secondary Ready in both Reading and Maths have made accelerated progress. Supported and measured by librarian, Fast Track teachers and English teachers.	Students are attaining pathways in line with their peers. 100% meet expected targets (Ivanhoe Pathway) Additional evidence will be provided by using ART reading age assessments progress and STAR reading tests from Accelerated Reader. Year 9 Reading buddies will meet with Year 7 PP weakest readers weekly and English learning mentor will target support in class. SEN Specialist - VJ – will be timetabled to teach both Year 7 weakest groups working with TA support to close gaps for PP and all. Curriculum time devoted to Fast Track Literacy and communication for the very weakest Year 7 PP readers will show improvements in reading confidence evidence in their English Reading Assessments. Small group tutors in English and Maths will embed skills improvements evidenced in pathway progress. Smallest Groups in maths supported by Specialist Maths TA.

B.	Excellent Quality first Teaching incl. Excellent feedback for all incl. PP	Teaching and Learning monitoring evidence including Learning Walks and Formal Observations will show PP priority and “Equity not equality” approach is leading to improved outcomes for PP students. Teacher Achievement Analysis in each monitoring cycle will lead to early identification of underperformance of PP students.
C.	Improved rates of progress across KS3 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high attaining from KS2 scaled scores and TA Age Related Expectations make as much progress as ‘other’ pupils nationally identified across Key Stage 3, so that 90% or above are on track to achieve Ivanhoe Expected Pathway. Where they are not, departments are putting in place personalised interventions as outlined on Ivanhoe “Gingerbread” data analysis monitoring sheets, monitored by heads of departments (HOD) and SLT links.
D.	Behavioural issues of Key PP students addressed. Key students in Year 8 moving into Year 9 this year will improve their behaviour and make better progress.	Fewer number of behaviour incidents recorded as part of Ivanhoe Way for these individual pupils on the school system (without changing recording practices or standards). Reduction in number of lessons missed both from behaviour and other issues (e.g. anxiety ...) Improved attitudes to school shown in pupil voice and attendance. Edrl (Departmental monitoring system) analysis will have addressed specific subject behaviour.
E.	Increased attendance rates for pupils eligible for PP and reduction of persistent absence for PP and FSM	Reduce the number of persistent absentees (PA) among pupils eligible for PP by 5% Overall attendance among pupils eligible for PP improves from 92 to 95% in line with ‘other’ pupils nationally Current Year 7 into Year 8 will make the biggest improvement. They have the farthest to go.
F.	Increased parental engagement seen in parents evening turnout, MyEd app, PP pupils’ preparedness for learning.	Higher turnout at Parents Evening Greater numbers of PP parents using and responding to MyED app (parental engagement tool). PP students as a result more engaged and gaps close in reading ages/assessments/TA and exams.

5. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether we will continue with this approach)	Cost
Excellent Quality first Teaching incl. Excellent feedback for all incl. PP	<p>Subject CPD. – led by Subject Leaders – which ensures consistency in pathway feedback and in mastery learning.</p> <p>Training for leaders to promote Pupil Premium initiatives in gaining mastery including Exam Booster Classes.</p> <p>Use of Mintclass to position PP students for best learning and sharing of strategies.</p> <p>Use of Staff training and Development and Middle Leadership focus groups – to build resilience/growth mindset, improve attitudes to learning and diminish the difference between Teacher Assessments and examination outcomes. Continued push on excellent feedback.</p> <p>Develop quality homework setting and teacher follow up. Expand use of homework club.</p> <p>Clearer identification of students and a “no excuses” policy in terms of expectations that they achieve their expected pathway.</p> <p>Subject leaders to focus on HPA PP at cycle points with “HAPPY” Track on EDRL.</p>	<p>High: PP students make better progress than other students nationally.</p> <p>Progress across a range of subjects has shown that PP students at Ivanhoe make progress in line or above with National Other based on Teacher Assessments.</p> <p>Attainment is above FFT20 for PP students in a range of subject areas.</p> <p>Lesson observations and learning walks confirmed Equity not equality strategies in each classroom.</p>	<p>We will continue implementing the approaches and monitoring pupil outcomes.</p> <p>Training has informed our approach to building mastery in school and it is becoming embedded. Staff Development will continue the work on Mindset and Resilience Training.</p> <p>Mint class as a classroom tool has been very successful so far with obvious identification of vulnerable students but needs developing in terms of updating information on the system for all staff.</p> <p>Assessment Monitoring system (Gingerbread columns on SIMS) has been refined to include specific targets and interventions at each cycle point.</p> <p>Exam booster masterclasses in English and Maths led to improved performance but still work to do to help PP students to maintain their pathways in exam conditions. HPA PP students in some subject areas did not achieve the expected Orange pathways so more focus is required on HPA PP students.</p>	<p><i>£12,000 for CPD and training for quality first teaching.</i></p> <p><i>£5,000 exam masterclasses and Exam Folders</i></p> <p><i>£8,000 PLC time contribution for pair observation and monitoring.</i></p> <p><i>£4,000 for Homework Club resources</i></p>

<p>Increased attendance rates</p>	<p>Enhanced Attendance Monitoring by AG and engagement with parents of PP poor attenders.</p> <p>Outreach Officer – MW - employed to monitor pupils whose attendance is below 80% and follow up quickly on truancies and falling attendance.</p> <p>First day response provision.</p> <p>Pop up rewards to motivate those close to good attendance threshold</p> <p>SLT house links to meet regularly with those close to the benchmark expectation of 95% and reward improvements. SLT links to track those PPs close to Persistent absenteeism threshold.</p> <p>Staff training on Attendance Issues</p> <p>Introduction of Attendance Improvement Meetings.</p>	<p>Mixed Outcomes: Attendance rates for pupils eligible for PP are below the 95% benchmark and stood at 91% at the end of last term. In 2016/17 Ivanhoe PP attendance was 2% below national at 90% compared with national 92% but 2017 we saw an improvement to 91%.</p> <p>Persistent Absenteeism of Disadvantaged pupils at Ivanhoe was above the national average in 2016/17 standing at 30% compared with 24% nationally. Last year, 2017/18 persistent absenteeism saw an improvement ending the year on 28%.</p> <p>National figures have not been released yet but we expect to be nearer national but still below.</p>	<p>We will continue with many of our strategies but the main lessons learnt is to do with capacity.</p> <p>There is still work to do to get us above national and to improve the attendance of Disadvantaged students in line with their peers.</p> <p>We intend to expand the working hours of our EWO to improve our parental contact.</p> <p>Pop up rewards had some impact but we intend to use Pupil voice to establish what students would prefer as rewards.</p> <p>Staff training will be continued into this year and we will continue the Attendance Improvement meetings but we will refine our procedures about what to do when parents do not attend and engage with our practices.</p> <p>SLT links worked effectively with their tutor teams but capacity meant that this was not always done consistently.</p> <p>Use of MyEd needs to be developed to improve our parental contact.</p>	<p><i>£11,000 towards Attendance Welfare Officer and enhanced parent contact from AG</i></p>
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<p>Improved progress for HPA PP pupils</p>	<p>High aspiration and challenge in core subjects using small group tuition.</p> <p>Robust target setting monitored at all levels: classroom, at department level and at SLT.</p> <p>Create a target group of HPA PP students and explore purposeful links with businesses (Ashfield Cares) to develop their aspiration for future careers - including visits and mentoring.</p>	<p>Mixed: Attainment at Orange (7+) is above FFT20 for PP students in a range of subject areas in Year 7 and 8 but not maintained in Year 9</p> <p>HPA PP students involved in student leadership and house council and in STEAM projects.</p> <p>High HPA PP attendance at NEC skills show.</p> <p>Attainment compared to FFT of those PP students expected to attain Orange pathways was below expected in key subject areas:.</p>	<p>We will continue much of what we did last year but with some significant adjustments support for Disadvantaged students.</p> <p>We had 17 HPA PP students in Year 9 last year. 3 students with particular mental health related behavioural issues and subsequent poor attendance failed to make their pathway and they affected the overall proportion of HPA PP students who achieved Orange pathways. A new strategy this year is to use part of the PP budget to fund our own Mental health worker.</p> <p>We will continue to track across the Year using the HAPP track on Edrl.</p> <p>Business link did not materialise for many reasons but mainly to do with capacity. This initiative was replaced by the Skills Show visit.</p> <p>We have appointed Heads of progress for each year group who are tasked with a particular focus on PP students as part of the Spotlight Initiative.</p>	<p><i>£15,000 for CPD and training for quality first teaching proportional for PP cohort. £7,000 exam masterclasses and Exam Folders £2,000 skills show plus staffing and free breakfast £1000 for enhanced transition with new Heads of House at Ashby school</i></p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether we will continue with this approach)	Cost
<p>Improved literacy results</p>	<p>Small Group tuition delivered by Outstanding English teacher</p> <p>Introduction of Accelerated Reader programme across Years 7 – 9 for the weakest readers.</p> <p>English learning Mentor targeting support in lessons Reading buddies</p> <p>Specialist teachers for Year 7 English classes and reduced class size with TA support.</p>	<p>High: We observed increased progress amongst participating children compared to National data, as measured using reading scores and English Assessments at the start and end of the intervention</p> <p>Accelerated reader was a huge success. Some reading improvements were as much as 4 years in a single year. Not only did we see the improved reading ages but also in the improvement in ability to concentrate and maintain silence for longer sustained periods. This led to improved exam success for Year 9PP students who sat formal exams. See case studies</p>	<p>We will continue and develop all the strategies we used last year to improve literacy.</p> <p>Accelerated reader to be expanded this year. We initially bought 100 log-ins but feel that more students could benefit.</p> <p>Early intervention was key and making sure that poorer attending PPs still managed to access interventions.</p> <p>We still need to address the reluctance of some students to being singled out. Use of a male TA for Reading buddies appealed to predominately boy weak readers so we will continue this.</p>	<p><i>£25,000 for English and Maths learning Mentors £10,000 for Small group tuition In English and Maths £5,000 for accelerated reader and books.</i></p>

	Comprehension strategies – “Reading for meaning” workshops. 'Fresh Start' for struggling Y7 PP readers pupils. Reading buddies using male TA.	Success criteria: met.	We have changed the Year 7 classes so that they are both being taught this year by a specialist SEND teacher.	<i>£6000 to support curriculum enhancement</i>
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?.	Lessons learned (and whether we will continue with this approach)	Cost
Increased parental engagement	Online booking system. Calling system to prompt PP parents. All reports and letters sent home as well as published.	Increased attendance at parents evening. Success Criteria met. Up between 10/20% on previous year depending on Year Group.	We still have over 25% of PP parents who don't attend parent consultations. We will continue this approach because we have moved from 55% attendance to 65% in Year 9 but more work to do. We must further develop My ED APP to engage with parents and investigate % of PP parents who don't use the app so that we know who to target New appointed HOPs can track PP attendance at Parents' evenings and follow up	<i>Low. £2,000 of extra admin time along with stationery and printing costs.</i>
Diminish the difference in terms of behaviour in order to raise achievement.	Ruler strategy and Build teaching approach school wide to prevent escalating behaviours. Greater consistency in behaviour management across the school. Music involvement/Parkour club	Mixed Success: Exclusions of students in the PP group have risen. In 2016/17 our PP exclusions were below national sitting at 8.6% compared with national 9.4%. However, in 2017/18 the percentage of exclusions for PP students stood at 12%. National data is not available yet but Ivanhoe will most likely be above National. Behaviour steps 2, 3 and 4 have reduced on average for PP students and the gap between PP students and their peers has also reduced. Music tuition and engagement in extra-curricular – concerts. The development of the PP Rock Band, which practices every Friday, has had a huge impact on the confidence of the students, which has transferred to success, and confidence in the classroom. Parkour club had a significant impact on behaviour points for these students and resulted in improved attendance, which we had not anticipated.	We still need closer monitoring of key pupils who go on a downward behaviour spiral and miss lots of lessons. This was made easier with the PP behaviour appearing on our Dept monitoring system (on EDRL) so that subject leaders can track PP behaviour in individual subject areas and diagnose quickly if there is a problem. However, we have reviewed our behaviour system because last year a PP child who showed poor behaviour in a lesson was removed from the subsequent 4 lessons and missed valuable learning time. Our new strategy addresses this. Music strategy was successful in terms of case study evidence. Closer scrutiny needed to ascertain the link between improved behaviour and Music Therapy and the school wide impact of Parkour/Sports participation in improved attitudes.	<i>High. £6,000 for Attendance Welfare Officer and enhanced parent contact. £20,000 contribution to Student Support Budget.</i>

6. Planned Expenditure.

Academic year

2018/19

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

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>Excellent Quality first Teaching incl. Excellent feedback for all incl. PP</p>	<p>Development of the Ivanhoe Way and specific behaviour management training and consistency based on Paul Dix.</p> <p>Continued training for leaders to promote Pupil Premium initiatives in gaining mastery.</p> <p>Use of Mintclass to position PP students for best learning and sharing of strategies.</p> <p>Use of Staff training and Development and Middle Leadership focus groups – to build resilience/growth mindset, improve attitudes to learning and diminish the difference between Teacher Assessments and examination outcomes.</p> <p>Continue to develop excellent feedback using GLOW and GROW/Pink Pen/FUTs</p> <p>New this year "Within Class attainment groupings" – an new area to be developed which has just been investigated and reported on in the EEF toolkit</p> <p>Develop quality homework setting and teacher follow up</p>	<p>EEF toolkit tells us" Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools." A gain of +3 months is expected.</p> <p>Paul Dix' book "When the Adults change, everything changes" evidence the impact that a whole school ethos shift can have.</p> <p>We want to offer high quality teaching to all pupils to drive up results and develop a mastery approach. EEF (Education Endowment Foundation which champions social mobility) toolkit records mastery learning as a having a +5 impact on progress</p> <p>We want to invest in longer-term change, which will help all pupils. Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment (+ 8 months), and it is suitable as an approach that we can embed across the school. Particular focus on responding to marking from Examinations to build resilience in this group.</p> <p>Secondary Homework – research has shown that this strategy has a gain of +5 months.</p> <p>Within Class Attainment groupings has an impact of +3 months for low cost.</p>	<p>Mintclass seating information on PP becomes more enhanced and staff are updating it with regularity with behaviour tips.</p> <p>Behaviour scripts are being adhered to and seen/heard in learning walks</p> <p>Edrl evidence on consequences shows a reduction in behaviour incidences.</p> <p>Monitoring Cycles and Gingerbread Achievement Analysis on completed in cycle format.</p> <p>Lesson observations show improved provision for PP students</p> <p>Staff Training on MyEd and homework setting has been completed.</p> <p>Homework club is well attended.</p>	SLT	Dec 2018

Updated Sept 2018

Improved progress for high attaining pupils	<p>Clearer identification of students and a “no excuses” policy in terms of expectations that they achieve their expected pathway.</p> <p>Improved Parental Engagement with HPA PPs</p> <p>Skills show and looking forward to careers as central.</p> <p>Subject leaders to focus on HPA PP at cycle points with “HAPPY” Track on EDRL.</p> <p>Engagement of Mental Health Worker (education access worker) for those students with exam anxiety.</p>	<p>EEF toolkit says “Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes” Research has shown it can add +3 months</p> <p>EEF has limited evidence on Aspiration Interventions but we believe that high expectations of future outcomes and life chances instilled in the students helps to focus attitudes to learning.</p>	<p>Dept focus led through SLT links Scrutiny at monitoring cycle analysis points.</p> <p>Whole school training and focus on Disadvantaged students with particular emphasis on the PP Highest Achievers.</p> <p>Track inclusion in STEAM days for PP high attainers.</p> <p>Promote the House System Leadership to PP high attainers.</p>	MLT/SLT	
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<p>Total budgeted cost:</p> <p><i>£15,000 for CPD Behaviour and training for quality first teaching focus on Behaviour - proportional for PP cohort.</i></p> <p><i>£7,000 exam masterclasses. STEAM and Exam Folders</i></p> <p><i>£8,000 PLC time contribution for pair observation and monitoring.</i></p> <p><i>£25,000 to Education Access Worker salary</i></p>	£55,000
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ii. Targeted 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
Improved Year 7 literacy progress and improved Maths skills of Non-Sec Ready	<p>Comprehension strategies – “Reading for meaning” workshops.</p> <p>‘Fresh Start’ for struggling Y7 PP readers and Accelerated Reader programme for Fast Track students alongside Spellzone</p> <p>English learning mentors and Maths learning mentors targeting support in key groups.</p> <p>Reading buddies using male TA.</p> <p>Students to be taught in reduced class size groups specialised SEN teachers in English and with TA and Learning Mentor support in both Maths and English.</p>	<p>Targeted literacy support using Fresh start and small group/121 tuition was successful last year with majority of students having caught up by the end of the year. EEF toolkit measures small group tuition as +4 months of improvement.</p> <p>Reading Comprehension Strategies and Fresh Start are both proven to be effective in helping students to catch up. EEF toolkit records the impact as +6 months</p> <p>Reading Buddies is classed as Peer tutoring in EEF toolkit and research has shown a +5 improvement. It also worked effectively last year so is now an embedded practice.</p>	<p>Observation and monitoring of Learning Mentors in English and Math and small group tuition tutors.</p> <p>Use of our Librarian’s skills and capacity to support and monitor Reading Scores and Spellzone and Literacy targets</p> <p>Observation and monitoring of Reading Buddies scheme to track improvements seen in Reading Ages.</p> <p>Track intervention strategies through Provision map to ensure impact.</p> <p>Identification of new Year 6 students who are below age expectations and timetabled</p>	AA KH GS WS CT VJ ZW EH and KC in Eng and Maths .	Dec 2018 .

	<p>These students have priority access to small group tuition with English and Maths tutors.</p> <p>Fast track programme will be used to accelerate progress using our curriculum freedom and cutting down MFL lessons.</p>	Reducing class size as evidence on EEF toolkit has a +3 impact on the most disadvantaged.	with appropriate staff and support programmes		
Improved numbers of Year 7 PP completing and learning from Homework tasks	Homework club for Years 7 and 8 PP.	Evidence from last year, showed a significant uptake by PP students. This year we have expanded provision, employing 3 TAs to offer targeted support. EEF toolkit from Sutton Trust Research shows that Secondary homework can lead up +5 impact.	Training for TA and appropriate staffing. Reminders and invites MyEd.	AA	Review Dec 2018
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
Improved progress for high attaining pupils	<p>High aspiration and challenge in core subjects using small group tuition.</p> <p>Robust target setting monitored at all levels: classroom, at department level and at SLT.</p> <p>Create a target group of HPA PP students and explore purposeful links with businesses (Ashfield Cares) to develop their aspiration for future careers - including visits and mentoring.</p>	<p>EEF toolkit has limited evidence on Aspiration Interventions but we believe that high expectations of future outcomes and life chances instilled in the students helps to focus attitudes to learning.</p> <p>Small group interventions with highly qualified staff were very effective last year. We want to combine this additional provision with 'aspiration' Loughborough University Days/Skills show.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns.</p> <p>Track data in English and maths within 3 x cycles and at data check points/reporting points in the year</p> <p>Core group will focus on this group at regular meetings to check progress.</p>	MLT SLT links AA	Dec 2018
<p>Total budgeted cost</p> <p><i>£25,000 for English and Maths learning Mentors</i></p> <p><i>£10,000 for Small group tuition In English and Maths</i></p> <p><i>£5,000 for Accelerated Reader and Librarian extra hours</i></p> <p><i>£10, 000 for Homework Club resources and 3 extra support staff hours.</i></p> <p><i>£3,000 for skills show and breakfast club</i></p>					£53,000
iii. Other approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review ?
Increased attendance rates	<p>Enhanced Attendance Monitoring by EC/MW and engagement with parents of PP poor attenders.</p> <p>Outreach Officer – MW – hours expanded and employed to monitor pupils whose attendance is below 90% and follow up quickly on truancies and falling attendance.</p> <p>First day response provision.</p> <p>Pop up rewards to motivate those close to good attendance threshold</p> <p>SLT and HOPs to meet regularly with those close to the benchmark expectation of 95% and reward improvements. SLT links to track those PPs close to Persistent absenteeism threshold.</p> <p>Staff training on Attendance Issues</p> <p>Breakfast club for PP low attenders/persistent absentees.</p>	<p>NfER (National Foundation for Educational Research) briefing for school leaders identifies addressing attendance as a key step. We can't improve attainment for children if they aren't actually attending school.</p> <p>In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4 which outlined the attainment drop caused by poor attenders.</p> <p>The report notes that "the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of the KS"</p> <p>Our own Ivanhoe Data sets show that PP students with poor attendance struggle to stay on their pathway especially in exams because of lessons missed.</p>	<p>Use of MyEd to contact parents regularly to inform them that their child is attending fewer school days than their classmates.</p> <p>Interviews and support sessions for Parents</p> <p>Regular meeting with Attendance Outreach Officer about existing absence issues.</p> <p>Check that Reception and Office staff use Same day calls.</p> <p>Ensure effective reduced timetable integration programme for those returning after long absence.</p> <p>Personalised support and assertive mentor assigned to each PA pupil eligible for PP – Form Tutor in most cases.</p> <p>Attendance and progress discussed at least fortnightly with Student Support Year Leader, HOPs and GB.</p> <p>Letters about attendance and an invite in to school to discuss attendance with parents / guardian and explore barriers</p>	AG/ MW/ EC/ SLT/ HOP	Dec 2018
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
Improved behaviour of PP cohort across all year groups	<p>Prevention of poor behaviour using Ivanhoe Way and consequences/P6 system.</p> <p>Intervene early for students in years 7-9 using spotlights and HOP briefings.</p> <p>Use music education to improve specific issues for individuals in this group of students.</p> <p>Use pop up to rewards to recognise improvements in behaviour.</p> <p>Ensure PP involvement in all enrichment day trips</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils as much as + 3 months attainment improvement.</p> <p>Research into Music Participation has shown that it can help with specific issues such as attendance, focus in lessons, growth mind-set, self-confidence, and improving behaviour. EEF toolkit rates Arts Participation as +2 impact on PP attainment across a range of subjects.</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded.</p> <p>Use Student Support to engage with parents before intervention begins.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Progress Concern meetings</p> <p>Consistent use of HPs and Consequences to be a focus for all staff</p>	All staff GB AA EC CC AP	Dec 2018

Updated Sept 2018

	<p>Engage students in Parkour club and other sports based extra-curricular.</p> <p>Use Willow House to accommodate complex needs and prevent early exclusions.</p> <p>Use alternative provision through CS for the most vulnerable in this group.</p> <p>Provide Ed Psych sessions, Open Door counselling services and Education Access Worker for the PP students in this group</p> <p>Dedicated mental Health worker time to diagnose underlying mental health issues – help parents to link with CAMHS (Child and Adult Mental Health Services).</p>	<p>Both outdoor learning and sports participation strategies are shown as between + 2 to 4 months impact on attainment for targeted students. Our own data sets showed reduction in behaviour points for our targeted boys over the course of the Parkour club.</p> <p>Recent work on this at Ivanhoe has shown that Rock Band has increased engagement and participation of key students leading to improved outcomes.</p> <p>Tom Bennett's recent report to the DFE outlines several behaviour strategies in the best schools which led to improved outcomes. The report stresses the need for schools to use their budgets effectively for alternative provision when necessary and to use provision to support the mental health of their pupils.</p>	<p>Form tutors to focus on positive rewards leading to raised +ve HPs.</p> <p>For music tuition, accurately select students who would benefit most from this music participation. AA to liaise with CC and track impact at "Data Checkpoints"</p>		
<p>Total budgeted cost:</p> <p><i>£11,,000 for Attendance Welfare Officer and enhanced parent contact</i></p> <p><i>£7,000 support of music therapy and instruments to encourage extra-curricular participation.</i></p> <p><i>£2,000 experimental Parkour club for targeted poor behaving PP boys in Year 8 and 9</i></p> <p><i>£5,000 support funding for Enrichment days and school trips.</i></p> <p><i>£5,000 support for Attendance Rewards/HP rewards such as amazon vouchers, prizes, prom tickets, improved attendance prizes, hoodies</i></p> <p><i>£15,000 support for Alternative Provision budget and Willow House</i></p> <p><i>£25,000 to support Ed psych/Counselling and Mental Health Worker costs.</i></p>					<p>£70,000</p> <p>Total PP planned spend: £178,000</p> <p>(£19,000 in contingency)</p>