

# Ark Castledown Pupil Premium strategy / self-evaluation

1. Summary information					
School	Ark Castledown Primary Academy				
Academic Year	2020/21	Total PP budget	£234,030	Date of most recent PP Review	Sept '20
Total number of pupils	356	Number of pupils eligible for PP	174	Date for next internal review of this	Feb '21

2. Current attainment (2018/19 academic year. Due to lockdown no outcomes for 2019/20)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	70	71
Progress in reading	0.7	0.3
Progress in writing	2.1	0.2
Progress in maths	1.3	0.3

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor communication skills, especially the development of early language, slowing progress in subsequent years in all areas
B.	Lack of confidence and poor reading comprehension skills due to limited language, vocabulary and real-life experiences
C.	Lack of confidence and poor writing skills due to limited language, vocabulary and real-life experiences
D.	Reduced resilience to challenge affecting pupil's ability to meet aspirational goals
E.	Reduced emotional wellbeing of some pupils, impacting on behaviour for learning and focus
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
F.	Average attendance rates are lower for children in receipt of PP (than for other pupils) with rates of persistent absence also being higher for this cohort
G.	The location of the school and its poor access to major towns and facilities, affecting children's experiences and opportunities

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improved language and communication skills of pupils in receipt of PP across the whole school	<ul style="list-style-type: none"> <li>• Pupils eligible for PP meeting or exceeding the outcomes of their non-disadvantaged peers nationally– measured by pupil outcomes in EYFS GLD, End of KS1 and KS2 reading, writing and maths</li> <li>• Pupil survey demonstrates increased confidence with oracy</li> </ul>
<b>B.</b>	Refined and improved teaching of phonics and reading of pupils eligible for PP in EYFS and KS1.	<ul style="list-style-type: none"> <li>• PP pupils meeting or exceeding the outcomes of their non-disadvantaged peers nationally – measured by pupil outcomes in EYFS GLD, Y1 Phonics screen and end of KS1 reading</li> </ul>
<b>C.</b>	Continued development of the quality of teaching, learning & assessment for all pupils across the school, to ensure it is at least good.	<ul style="list-style-type: none"> <li>• Evidence of sustained improvements in the quality of teaching across the academy</li> <li>• Pupils eligible for PP meeting or exceeding the outcomes of their non-disadvantaged peers nationally– measured by outcomes in EYFS GLD, End of KS1 and KS2 reading, writing and maths and RWM</li> </ul>
<b>D.</b>	Pupils eligible for PP make accelerated progress in reading, writing and maths, supported by high-quality interventions, particularly in KS2.	<ul style="list-style-type: none"> <li>• Pupils eligible for PP meeting or exceeding the outcomes of their non-disadvantaged peers nationally– measured by outcomes in End of KS1 and KS2 reading, writing and maths and RWM</li> </ul>
<b>E.</b>	Increased attendance and reduced persistent absence for all pupils including those eligible for PP.	<ul style="list-style-type: none"> <li>• Academy attendance target of 96% achieved</li> <li>• Reduction in persistent absence to meet the academy’s target of below 10%</li> </ul>
<b>F.</b>	Comprehensive provision for pupils eligible for PP that exhibit extremely challenging behaviours developed.	<ul style="list-style-type: none"> <li>• Reductions in fixed term exclusions achieved</li> <li>• Reduction in behaviour incidents</li> <li>• Pupils demonstrate positive attitudes to learning and are able to do so in the classroom setting with limited or no intervention</li> <li>• Boxall Profile assessments demonstrate improvements in SEMH issues for individual pupils</li> </ul>
<b>G.</b>	Pupils are exposed to a wide range of social/cultural and sporting experiences – broadening their horizons and developing their cultural and social capital.	<ul style="list-style-type: none"> <li>• Pupils broaden horizons, cultural experiences and vocabulary – measured by pupil outcomes in reading and writing at the end of KS1 and the end of KS2</li> <li>• Evidence of increased number of pupils attending events/visits they would not usually be exposed to</li> </ul>
<b>H.</b>	Relationships between the academy, children’s learning and home have been developed further.	<ul style="list-style-type: none"> <li>• Evidence of significant parental attendance at academy events (including virtual) (galleries, Expos, celebration assemblies, parents’ evenings)</li> <li>• Parental survey demonstrates that parents’ feel well informed</li> </ul>

## 5. Review of expenditure

Previous Academic Year

2019/20

### i. Quality of teaching for all

Intended outcome	Action	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Continue to Improve the teaching of reading for pupils eligible for PP in EYFS and Y1.</p>	<p>RWI programme used across EYFS and KS1.</p> <p>Attendance at training for all new reading teachers.</p> <p>Attendance at Phonics Lead training in London.</p> <p>RWI lead to monitor classes daily. Masterclasses to be held for staff PD.</p> <p>Dedicated RWI TA.</p> <p>Support from Regional Phonics Lead.</p> <p>Support from RWI Network Lead.</p> <p>Quality first teaching for all pupils.</p> <p>Targeted 1-1 and small group teaching for those vulnerable to underachievement in EYFS, Y1 and Y2.</p>	<p>All new teachers attended 2-day training and began to implement this in their daily practice.</p> <p>New TAs were given opportunities to observe best practice</p> <p>Close tracking of pupil progress demonstrated in March that over 90% of pupils were on track to pass the phonics screen.</p> <p>Daily learning walks by Phonics lead ensured high quality delivery for all pupils.</p>	<p>The RWI Lead is highly skilled at both delivering the programme herself and supporting colleagues to develop their practice. In 2020/21 the RWI Lead will provide robust support for teachers and trainees who will be new to the school in 2020/21, ensuring continuity of high-quality provision.</p> <p>We will continue to have a whole-school focus on phonics with a dedicated RWI lead and support TA.</p>	<p>£21,800</p>
<p>Continue to improve the teaching of</p>	<p>Develop enrichment opportunities across the curriculum to improve pupil</p>		<p>The academies commitment to the continuous development of Quality First Teaching is reflected in the sustained improvements shown in learning walks and coaching sessions.</p>	<p>£55,200</p>

<p>writing for pupils eligible for PP across the school.</p>	<p>engagement and motivation to write.</p> <p>Regional English Lead and Senior Leaders to support target year groups and teachers through the ILT programme model.</p> <p>Embed the English co-planning model</p>	<p>Before Lockdown in March, we had been able to complete one round of Pupil Progress Meetings to track pupil progress in reading, writing and maths.</p> <p>Interventions were planned and began to be delivered, however impact was not able to be assessed due to school closure..</p> <p>Regular learning walks and book looks demonstrated effective teaching of reading.</p> <p>No formal assessments mean that we have no attainment measures to consider.</p>	<p>Teachers have benefited from clarity of expectations and a high-quality programme of professional development, including coaching and co-planning. As a result, our teachers make the best progress in their practice. We will continue this approach during 2020/21</p> <p>In addition we will continue using the Ark Great Teacher Rubric as a framework to evaluate and support teacher improvement.</p>	
<p>Continue to improve the teaching of maths for pupils eligible for PP across the school</p>	<p>Roll out the Maths Mastery programme across Y2-Y5.</p> <p>Regional Maths Lead and Senior Leaders to support target year groups and teachers through the ILT programme model.</p> <p>Embed the Maths Mastery co-planning model.</p>	<p>Maths mastery co-planning was beginning to become embedded before lockdown.</p> <p>ILT support was effective in developing teaching of maths mastery curriculum.</p>		
<p>Continue to ensure the quality of teaching, learning &amp; assessment for all pupils is at least good using a comprehensive ILT model.</p>	<p>Development of quality first teaching, including induction of newly qualified teachers.</p> <p>Regional lead teachers to work with targeted year groups Co-planning with lead practitioners and AHT.</p> <p>2 Middle Leaders to undertake lead practitioner programme.</p> <p>Comprehensive coaching and co-planning regime in place for NQTs.</p> <p>Staff training in effective planning in English &amp; Maths:</p>	<p>Despite the COVID-19 Lockdown, all our trainees and NQTs met the standards expected of them. These colleagues remain working in the school as NQTs and NQTs + 1.</p> <p>Due to the impact of Lockdown on their opportunity to fully master their skills additional support will be needed in the new academic year.</p> <p>All of our more experienced teachers engaged well in the initial process of evaluation against the GTR. All received feedback from observation</p>		

	<ul style="list-style-type: none"> <li>• Maths Mastery</li> <li>• Reading</li> <li>• Writing</li> </ul>			
<b>ii. Targeted support</b>				
<b>Intended outcome</b>	<b>Action</b>	<b>Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improve oral language skills for pupils eligible for PP in Reception class and into year 1.	Talk Boost/Speech Link  Dedicated in-school Speech and Language TA	Although the programmes were interrupted by lockdown initial impact was positive and pupils will continue next year.	Increasingly, pupils arrive at the school with limited language and communication skills which proves to be a significant barrier to learning.  This year we have focussed our oracy programme in Reception, moving into the next academic year we will expand the programme across the whole school.	£10,000
Improve the intervention for reading, writing and maths across KS1 and KS2.	Targeted intervention based on gap analysis and prior attainment in reading.  1-1 opportunities to develop skills in reading including fluency; comprehension and inference.  Alternatively, TA will cover teacher to provide the intervention.	Due to lockdown we have no statutory or school-based summative assessment information to measure impact of these strategies.	In the long-term we aim to reduce the need for interventions. However, they are currently necessary if we are to close gaps in pupil's knowledge and understanding (that were inherited prior to the school transitioning to the Ark Network) and prepare them to take on the world!  Analysis of the impact of the academy's interventions in past years has demonstrated a positive impact on pupil outcomes and as such we will continue with this approach from key staff next year. An increasing amount of interventions will be delivered by teachers, whilst TA3s cover the class.	£70,800

	<p>Targeted intervention based on gap analysis and prior attainment in writing.</p> <p>TA to work with individual or small groups of writers. Alternatively, TA will cover teacher to provide the intervention.</p>			
	<p>Targeted intervention based on gap analysis and prior attainment in maths. Interventions to be same day – supporting a mastery approach. TA to work with individual or small groups. Alternatively, TA will cover teacher to provide the intervention.</p>			

### iii. Other approaches

<b>Intended outcome</b>	<b>Action</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Continue to develop a comprehensive nurture provision to improve the social, emotional and behavioural</p>	<p>Identify and provide targeted behaviour interventions for identified students.</p> <p>Develop Learning &amp; Engagement mentors to deliver enrichment activities for disadvantaged &amp; disengaged students.</p> <p>Ensure we continue to support vulnerable pupils with their</p>	<p>Our Pastoral Manager and members of the Learning Support Unit team have had a positive impact on pupil behaviour across the school. The team support some of our most vulnerable pupils to successfully engage in mainstream classes, appropriate to their needs. They are trained to deliver high quality nurture provision in addition to a range of therapies including art, lego, music and anger management..</p>	<p>Continue to invest in our Pastoral Manager and learning support team.</p> <p>We will continue to embed the zones of regulations across the academy next year.</p> <p>We will continue to deliver our proactive approach to behaviour support and are seeking to increase the number of places for complimentary therapies such as lego and art.</p>	<p>£52,500</p>

<p>development of all pupils.</p>	<p>engagement with mainstream education.</p> <p>Continue to support vulnerable pupils with their engagement with mainstream education</p> <p>Provide a 'Lunchtime Club' for children who find it challenging to be on the playground, or in the dinner hall.</p>	<p>We have adopted the Zones of Regulation programme across the academy which has had a positive impact on improving all pupil's mindfulness.</p>	<p>Children who have accessed the nurture for a significant provision have become more isolated from their peers. A class reintegration strategy will be implemented next year.</p> <p>The Pastoral Manager and members of the learning support team will continue to identify key pupils, providing support for teachers and TAs with appropriate strategies to support challenging behaviours.</p>																									
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Ongoing training for Attendance Officer</p> <p>Careful tracking of attendance of PP children</p> <p>Increased parental engagement with pupils whose attendance falls below academy targets – coffee mornings and training courses for parents</p> <p>Home visits for children whose absence is unexplained</p> <p>Supplement cost of breakfast club for a term for targeted pupils if attendance &lt;90</p> <p>Incentives for pupils with low attendance in year 6 – if 100% attendance achieved from point of review</p>	<p>The Head of School and Attendance Officer launched the Every Pupil, Every Day programme in September 2018. The programme has supported significant improvements, both in the attendance of all pupils and those in receipt of Pupil Premium.</p> <table border="1" data-bbox="674 695 1245 890"> <thead> <tr> <th>Whole School</th> <th>17/18</th> <th>18/19</th> <th>19/20 (pre covid)</th> </tr> </thead> <tbody> <tr> <td>CAS</td> <td>93.0</td> <td>94.9</td> <td>95.9</td> </tr> </tbody> </table> <table border="1" data-bbox="674 959 1245 1106"> <thead> <tr> <th>Pupil Premium</th> <th>17/18</th> <th>18/19</th> <th>19/20 (pre covid)</th> </tr> </thead> <tbody> <tr> <td>CAS</td> <td>91.8</td> <td>93.8</td> <td>95.0</td> </tr> </tbody> </table> <p><b>Persistent Absence</b></p> <table border="1" data-bbox="674 1198 1245 1345"> <thead> <tr> <th>Whole School</th> <th>17/18</th> <th>18/19</th> <th>19/20 (pre covid)</th> </tr> </thead> <tbody> <tr> <td>CAS</td> <td>21.0</td> <td>12.2</td> <td>9.4</td> </tr> </tbody> </table>	Whole School	17/18	18/19	19/20 (pre covid)	CAS	93.0	94.9	95.9	Pupil Premium	17/18	18/19	19/20 (pre covid)	CAS	91.8	93.8	95.0	Whole School	17/18	18/19	19/20 (pre covid)	CAS	21.0	12.2	9.4	<p>Whilst the Every Pupil, Every Day programme has supported significant improvements in attendance last year, leaders are relentless in their work to secure further improvements.</p> <p>The Assistant Headteacher for Inclusion will actively lead the Every Child, Every Day programme in 2020/21, continuing the integral attendance work.</p> <p>We are committed to investing in our Attendance Officers development and will continually review our attendance policy to ensure appropriate impact.</p>	<p>£8,000</p>
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Pupil Premium	17/18	18/19	19/20( pre covid)									
CAS	26.1	16.1	12.0									
Improved parental engagement	<p>Provision of a Pastoral Manager to work with pupil and their parents, forging links between school and the families that we serve.</p> <p>Launch of Easy Peasy, parental intervention app in EYFS.</p> <p>Stay and play sessions in EYFS.</p> <p>Weekly pastoral sessions – open door policy.</p> <p>Make use of parental workshops:</p> <ul style="list-style-type: none"> <li>• Triple P - Positive Parenting Programme</li> <li>• Behaviour workshops</li> <li>• Curriculum based parent workshops to support PP pupils learning at home</li> </ul>	<p>There is evidence of some impact on parental engagement as a result of the academies work this year.</p>	<p>This is a challenging area post lockdown, as the ability to host parental events is limited.</p> <p>The school is looking at virtual alternatives through it's IT strategy.</p>	£11,000								
Pupils are exposed to a wide range of social/cultural and sporting experiences.	<p>Families whose children are in receipt of PP will be assisted financially in accessing after school clubs and educational visits/trips.</p>	<p>Our enrichment trips and visits fully complement our curriculum and provide invaluable opportunities to engage pupils in their learning and to further language acquisition. These opportunities have a positive impact on pupil outcomes in reading and writing, in addition to broadening our pupils' horizons.</p> <p>In addition, children have benefited from expert music tuition this year.</p>	<p>As a school we are committed to challenging social disadvantage. An integral part of this work is enabling our pupils to broaden their social and cultural development by attending a range of events and trips that they would not normally have access to. Post lockdown, the school is initially investing in in-school experiences of high quality.</p>	£1,000								

Ensure that PP children are prepared and physically comfortable to attend school, wearing the academies uniform.	Assistance for pupils and families who cannot afford the cost of school uniform.	The school have purchased a range of school uniform items, coats and shoes to support some of our pupils to be physically comfortable and to comply with the uniform policy. Consequently, all of our pupils wear the correct uniform and are physically comfortable throughout the school day.	This school has made a commitment to funding this project next year.	£500
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## 6. Planned expenditure

**Academic year**                      **2019/2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve language and communication skills of pupils in receipt of PP across the whole school	Talk Boost / Speech Link Introduction of CAS Expos Introduction of 'My Journey' – Pupil Presentations at Parents' Evenings Introduction of CAS Formation Debating assemblies CPD for all teachers to support with the teaching of oracy Dedicated S&L TA in EYFS	Oral language interventions Teaching & Learning Toolkit.  Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.  All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds up to six.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  KIT meetings with S&L TA and SENCo to review pupil progress towards targets.	Middle Leaders in EYFS and KS1  S&L TA3  AHT T&L  HoS	Feb 2021
Refined and improved teaching of	RWI programme used across EYFS and KS1.	Research from the EEF toolkit (Phonics Teaching & Learning Toolkit 30th August, 2018) suggests that phonics approaches	Course selected using evidence of effectiveness.	RWI Lead	Half termly pupil progress meetings.

<p>phonics and reading of pupils eligible for PP in EYFS and KS1.</p>	<p>Attendance at RWI training for all new reading teachers.</p> <p>Attendance at Phonics Lead training in London.</p> <p>RWI lead to monitor classes daily.</p> <p>Masterclasses to be held for staff PD.</p> <p>Dedicated RWI TA</p> <p>Regional Phonics and RWI Network Lead support.</p> <p>Quality first teaching for all pupils.</p> <p>Targeted 1-1 and small group teaching for those vulnerable to underachievement.</p>	<p>have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	<p>Use INSET/Twilights and masterclasses to deliver training.</p> <p>Peer observation and support, ILT coaching to embed learning.</p> <p>RWI tracking grids to monitor impact and identify underperformance.</p> <p>Engagement in RWI development days including follow up actions.</p> <p>Readin Age and PIRA tests to assess.</p> <p>Track pupil progress rigorously. Half termly PPM. CCR! &amp; tracking grids to monitor impact</p>	<p>Regional English Lead</p> <p>Regional Phonics Lead</p>	<p>Feb 2021</p>
<p>Continued development of the quality of teaching, learning &amp; assessment for all pupils across the school, to ensure it is at least good.</p>	<p>Development of quality first teaching, including induction of newly qualified teachers.</p> <p>Regional lead teachers to work with targeted year groups.</p> <p>SLT to work with targeted teachers.</p> <p>Co-planning with lead practitioners, and Deputy Head.</p> <p>1 Middle Leader to undertake lead practitioner programme.</p>	<p>Numerous studies suggest that bespoke CPD aimed at developing the quality of QFT is the most effective way to raise attainment, rather than focussing solely on an intervention model. This is an approach that we are committed to adopting across the academy.</p>	<p>Weekly monitoring of the quality of teaching, learning &amp; assessment over time.</p> <p>Learning walks.</p> <p>Book Looks.</p> <p>KIT meetings with Deputy head and Principal, who lead on development of T&amp;L.</p>	<p>Deputy Head - RS</p> <p>Regional Leads – LS, TC</p>	<p>Half termly pupil progress meetings.</p> <p>Feb 2021</p>
<b>Total budgeted cost</b>					<b>£90,000</b>
<b>ii. Targeted support</b>					

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils eligible for PP make accelerated progress in reading, writing and maths, supported by high-quality interventions, particularly in KS2.</p>	<p>Targeted intervention based on gap analysis and prior attainment in reading. 1-1 opportunities to develop skills in reading including fluency; comprehension and inference.</p> <p>Alternatively, TA will cover teacher to provide the intervention.</p> <hr/> <p>Targeted intervention based on gap analysis and prior attainment in writing</p> <p>TA to work with individual or small groups of writers helping them to edit and self-improve their writing against end of Key Stage assessment criteria. Alternatively, TA will cover teacher to provide the intervention.</p> <hr/> <p>TA to work with individual or small groups of identified pupils using CGP and Rising Stars resources – including online content.</p> <p>Alternatively, TA will cover teacher to provide the intervention.</p>	<p><i>Small group tuition</i> <i>Teaching &amp; Learning Toolkit 13th November, 2018.</i></p> <p><i>Individualised instruction</i> <i>Teaching &amp; Learning Toolkit 24th January, 2019.</i></p> <p>EEF studies suggest that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>In addition EEF research indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Extra teaching and preparation time paid for out of PP budget.</p> <p>Pupil Progress Meetings to track.</p> <p>pupil progress in reading, writing, maths, arithmetic/SPAG assessments.</p> <p>Impact overseen by Subject Leads.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>DH for T&amp; L</p> <p>AHT for Inclusion</p> <p>English Lead</p> <p>MMSLs</p> <p>Regional English Lead</p> <p>Regional Maths Lead</p>	<p>Half termly pupil progress meetings.</p> <p>Feb 2021</p>
<p>Development of a comprehensive provision for pupils eligible for PP that exhibit</p>	<p>Identify and provide targeted behaviour interventions for identified students.</p> <p>Develop Learning &amp; Engagement mentors to deliver enrichment activities for</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>Ofsted guidance on Alternative Provision/Nurture Groups followed.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p>	<p>Pastoral Manager</p> <p>AHT for Inclusion</p>	<p>Weekly Inclusion meetings.</p> <p>Feb 2021</p>

<p>extremely challenging behaviours.</p>	<p>disadvantaged &amp; disengaged students.</p> <p>Ensure we continue to support vulnerable pupils with their engagement with mainstream education.</p> <p>Continue to support vulnerable pupils with their engagement with mainstream education</p> <p>Provide a 'Lunchtime Club' for children who find it challenging to be on the playground, or in the dinner hall.</p>	<p><i>EEF Metacognition and self-regulation Teaching &amp; Learning Toolkit 30th August, 2018.</i></p> <p><i>Behaviour interventions Teaching &amp; Learning Toolkit 15th November, 2018.</i></p> <p><i>Social and emotional learning Teaching &amp; Learning Toolkit 4th February, 2019.</i></p>	<p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Monitor exclusion rates.</p> <p>Continue to use ESBASS support to identify best practice for nurture groups.</p> <p>Support SENCo with accreditation qualification.</p> <p>SENCo to use Performance Management / Probation cycle to hold team to account for identified responsibilities.</p>		
<p>Increased attendance and reduced persistent absence for all pupils including those eligible for PP.</p>	<p>Ongoing training for Attendance Officer</p> <p>Careful tracking of attendance of PP children</p> <p>Increased parental engagement with pupils whose attendance falls below academy targets – coffee mornings and training courses for parents</p> <p>Home visits for children whose absence is unexplained</p> <p>Supplement cost of breakfast club for a term for targeted pupils if attendance &lt;90</p> <p>Incentives for pupils with low attendance in year 6 – if 100% attendance achieved from point of review</p>	<p>Research demonstrates that achievement and attendance are linked. There are greater opportunities to experience high quality teaching the more time a pupil is in school. Pupil absence affects all pupils in a class, as adult time must be directed towards pupil catch as opposed to stretch and challenge.</p>	<p>Attendance officer to monitor attendance levels</p> <p>Inclusion team to work with identified families with low attendance rates</p> <p>Monitor exclusion rates</p>	<p>SENCO</p> <p>Principal</p>	<p>Weekly Inclusion meetings.</p> <p>Feb 2021</p>

<b>Total budgeted cost</b>					<b>£130,000</b>
<b>iii. Other approaches</b>					
<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils are exposed to a wide range of social/cultural and sporting experiences – broadening their horizons and developing their cultural and social capital.	<p>Plan high quality trips and visits into year group curriculum overviews.</p> <p>Encourage all pupils to attend trips and visits.</p> <p>Secure high quality in school experience days.</p> <p>Extend the number of places available at extracurricular clubs.</p>	<p>Research from the Hastings Opportunity Area Partnership Board recognises that many young people do not access the many assets that exist within our local area i.e. theatres, museums and arts venues to the seaside and surrounding countryside. Their research suggests that broaden pupil's horizons supports pupil's confidence, motivation, resilience and communication skills.</p> <p>This research is also supported by findings from the EEF Toolkit Arts participation Teaching &amp; Learning Toolkit 5th September, 2018 and Sports participation Teaching &amp; Learning Toolkit 29th August, 2018</p>	<p>Children are carefully targeted using assessment and attendance criteria.</p> <p>Attendance registers tracked and monitored for engagement with the programme.</p>	<p>Principal</p> <p>Attendance Officer - CDR</p>	Feb 2021
Relationships between the academy, children's learning and home have been developed further.	<p>Effectively promote upcoming parental events and workshops.</p> <p>Extend frequency of EYFS Stay and Play sessions.</p> <p>Recruit new parent members for the Friends of Castledown.</p>	<p>Parental engagement Teaching &amp; Learning Toolkit 5th September, 2018.</p> <p>Research from the EEF Toolkit suggests that improved parental engagement can have a positive impact on improving pupil attendance and attainment.</p>	<p>Parent and pupil questionnaires.</p> <p>Monitor attendance rates.</p>	Pastoral Manager	Feb 2021
<b>Total budgeted cost</b>					<b>£14,000</b>