



## Pupil premium strategy statement: Knighton Fields Primary Academy

1. Summary information					
<b>School</b>	Knighton Fields Primary Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£116,160	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	208 - Oct 2017 census	<b>Number of pupils eligible for PP</b>	88 (42%) Jan 17 census	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected or above in reading, writing and maths</b>	47	38
<b>% making at least 0.0 progress in reading</b>	40	29
<b>% making at least 0.0 in writing</b>	67	88
<b>% making at least 0.0 in maths</b>	47	46

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Our PP children, across the school, lack enrichment opportunities which can prevent the development of vocabulary and knowledge – this directly effects reading and writing attainment and progress
<b>B.</b>	There was a 20% gap between the proportion of PP pupils attaining combined greater depth and that for other pupils by the end of KS2. This is reflected in gaps for greater depth in reading (23%), Writing (23%) and maths (30%). This is due to prior poor quality provision when the previous school was judged to be requires improvement. Whilst poor teaching has now been eliminated, several cohorts retain a legacy of previous poor attainment
<b>C.</b>	Overall attainment remains below the national standard at the end of KS2 in reading, writing and grammar; due to prior poor quality provision when the previous school was judged to be requires improvement. Despite attainment being below the national standard, there is no appreciable gap in the proportion of children getting at least the expected standard between PP children and other pupils. . Pupil premium children have also fared less well in end of key stage assessments in the EYFS and KS1. The highest attainment gap in KS1 is 14% in Writing.
<b>External barriers</b>	
<b>D.</b>	Attendance rates for pupils eligible for PP are lower than that of the school percentage. This reduces their school hours and leads to the potential of them making less progress.
<b>E.</b>	The school has 28 children receiving early help, family support engagement or are on Child Protection or Children in Need plans. 22 of these are eligible for PP. Out of the 4 children on Child Protection Plans, 3 are eligible for PP.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	Improved attainment and progress in reading and writing for PP children across all year groups to match national data; specifically closing the gap in the EYFS and KS1.
<b>B.</b>	Higher rates of attainment and progress across KS2 for high attaining pupils eligible for PP in reading, writing and maths as identified through KS1 results.	For the attainment gap measured against national to be closed at the end of KS1 and KS2. Pupils eligible for PP, identified as high ability, make as much progress as 'other' HA pupils nationally across Key Stage 2, measured in Y 3 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
<b>C.</b>	To raise overall attainment for all children at the end of KS2 in reading, writing and grammar through closing the gaps in skills, knowledge and understanding for the current Yr 3, 4 and 5.	To have narrowed the attainment gap for our PP children against the national figure over two years.
<b>D.</b>	As academy wide attendance improves, the attendance of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage	Overall attendance for PP pupils improves and closes the gap on the cohort. For pupils, who have previously had exceptionally high rates of absence, attendance is rising quickly towards the national average.

<b>E.</b>	Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through falling exclusion figures, shorter term CP plans and increased parental engagement.	Improved identification of children needing internal family support leading to fewer children needing long term child protection plans. Continued work with external agencies to provide additional support where needs cannot be catered for within school.
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5. Planned expenditure					
Academic year	2017/18				
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 implementation?
A - To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	<p>Offer a significantly subsidised breakfast club which focuses upon family values and caters for the needs of our most vulnerable families. PP pupils are prioritised for this provision and are able to access it on an adhoc basis as needs arise. At least, 50% of attendees are to be on the PP register.</p> <p>Early language development and real life experiences will be enhanced through the EYFS provision and 30 hours nursery offer. Adults are astutely trained to promote rich language experiences.</p> <p>Free after school clubs will provide pupils with enhanced life chances which they would otherwise be unable to attend. These will focus upon developing pupils social skills and communication.</p> <p>School facilities are provided for use to local community groups either free of charge or at a nominal rate.</p> <p>Development of outdoor junior provision and roles to provide pupils with opportunities to contribute to the school community and build communication skills.</p> <p>Year 6 residential visit will be heavily subsidised to provide pupils with opportunities to work outside of their comfort zone in a safe environment</p>	<p>Maximising the opportunities within the school days for children to develop their spoken English will enable them to access the wider curriculum.</p> <p>Provision implemented during previous year, demonstrated improvements in confidence and application.</p>	<p>A Pupil Premium Review to be commissioned in June 2018</p> <p>Boxall profiles will show increased percentiles.</p> <p>Accountability of varying stakeholders</p> <p>Be an interwoven theme across SIP which is reviewed by governors and Trust.</p>	<p>Principal</p> <p>Pastoral Support Lead</p> <p>EVC</p> <p>EYFS leader</p>	<p>Jan 2018</p> <p>&amp;</p> <p>Sep 2018</p>

	<p>All school visits will be 50% subsidised so that no pupils are disadvantaged by their circumstances.</p> <p>Continuation of nurture base provision to support social and emotional development of vulnerable pupils</p> <p>Specialist Speech and Language teaching assistant to deliver established programmes to help children overcome speech impediments.</p>				
<p>B - Higher rates of attainment and progress across KS2 for high attaining pupils eligible for PP in reading, writing and maths as identified through KS1 results.</p>	<p>Staff led professional development through phase structures (specific to year groups)</p> <p>Employment of Lead Practitioner to enhance learning opportunities for pupils.</p> <p>Sourcing and establishment of cross Trust working parties and year group support.</p> <p>Performance management will empower staff to actively find areas for development</p> <p>Highly skilled maths subject leader will effectively deploy support to improve the capacity of teachers to meet highest attaining pupils' needs.</p> <p>Improved data tracking and analysis will enable interventions to be deployed effectively.</p> <p>Enquiry group focus upon highest attaining pupils.</p>	<p>Focused CPD to improve the teaching of reading, writing and maths through coaching and peer to peer support to –improve Quality First Teaching and the deployment of support staff.</p>	<p>A Pupil Premium Review to be commissioned in June 2018</p> <p>3 Data Points to analyse data</p> <p>Lesson observations/learning walks/work scrutiny by maths specialists</p>	<p>Lead Practitioner</p> <p>Literacy Leader</p> <p>Maths Leader</p> <p>Principal</p>	<p>Jan 2018</p> <p>&amp;</p> <p>Sep 2018</p>
<b>Total budgeted cost</b>					<b>£46,500</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C - To raise overall attainment for all children at the end of KS2 in reading, writing and grammar through closing the gaps in skills, knowledge and understanding for the current Yr 3, 4 and 5.	<p>Deployment of second teacher in Year 6 to decrease the class size and provide personalised provision.</p> <p>50% of lead practitioners time to focus upon the heightened expectations for Year 6 writing.</p> <p>Additional release time for phase leaders to guide and support the practice of less experienced teachers</p> <p>Specialist teaching assistants to provide BRWP, S&amp;L support, maths interventions and EAL support across the juniors</p>	<p>Focussed and personalised CPD through coaching and peer to peer support is a proven method to improve quality First Teaching.</p> <p>Focussed interventions from highly trained members of staff to ensure that pupils make better than expected progress.</p>	<p>A Pupil Premium Review to be commissioned in June 2018</p> <p>3 Data Points to analyse progress and attainment data</p> <p>Pupil Progress meetings</p> <p>Challenge Partner Review January 2018</p> <p>RMET School Improvement Forum</p> <p>Monitoring by Executive Principal</p> <p>Lesson observations/learning walks/work scrutiny by maths/English specialists</p>	<p>Principal</p> <p>Assistant Principals/Phase leaders</p> <p>Subject leaders</p>	<p>Jan 2018</p> <p>&amp;</p> <p>Sep 2018</p>
<b>Total budgeted cost</b>					<b>£39,000</b>

<p>E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through falling exclusion figures, shorter term CP plans and increased parental engagement</p>	<p>Pastoral Support Lead (0.6)</p> <p>Removing Barriers to Learning Team aims to empower pupils, parents/carers to make positive changes in their lives for the wellbeing of the entire family.</p> <p>We build 'non-judgemental' relationships with families to ensure we get the best out of everyone and that their voices are heard.</p> <p>We support parents / carers with housing or school applications, write reports for medical appointments, signpost to debt management agencies or charity support.</p> <p>We offer pupils in house support in regard to bereavement counselling, friendship concerns and conflict resolution.</p> <p>Through effective liaison with external agencies, we source and ensure pupils receive specific support/interventions to meet their individualised needs which are often funded by the academy (play therapy, Relate Counselling, SEMH advice and support)</p> <p>Offer tools for parents / carers to improve routines and boundaries at home.</p>	<p>Families that receive help and support prior to a crisis point being reached are more able to cope with the many challenges that some families face – housing, drug abuse, parenting, etc.</p>	<p>A Pupil Premium Review to be commissioned in June 2018</p> <p>Monthly RB2L meetings</p> <p>Ongoing CPD through external training offered by LCC or LCSB.</p> <p>Attend DSL forum twice yearly.</p> <p>Multi agency information sharing.</p> <p>Bi-annual joint planning meeting</p>	<p>Principal SENCO RB2L Team</p>	<p>Jan 2018 &amp; Sep 2018</p>
<b>Total budgeted cost</b>					£27,000

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 implementation?
D: As academy wide attendance improves, the attendance of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage	<p>Full time attendance officer employed to monitor pupils' attendance and follow up in a timely manner on absences in order to avoid children becoming missing from education.</p> <p>Half-termly analysis of attendance data and identification of vulnerable pupils and those identified as Persistent Absentees.</p> <p>First day response provision to aid pupils in coming to school; establishing positive routines and supporting vulnerable families in the mornings to assist in getting children to school</p> <p>Attendance incentives to motivate and sustain improvements.</p> <p>Buy-back into Education Welfare Service provision.</p>	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	<p>Monthly TAC meetings where attendance is discussed.</p> <p>Dissemination of relevant information to those best placed to offer support (Pastoral Support Lead, class teachers, School Nurse, etc.).</p> <p>All phase leaders will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Coaching &amp; mentoring offered to Attendance &amp; Welfare Officer by Principal.</p>	Caroline Edwards (Attendance Officer)	Jan 2018 & Sep 2018
<b>Total budgeted cost</b>					<b>£32,000</b>

## 6. Review of expenditure – Knighton Fields Primary Academy (September 2018)

<b>Academic year</b>	<b>2017/18</b>
<b>Total Received</b>	<b>£116,160</b>

<b>Quality of Teaching for All</b>				
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Estimated 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>A - To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.</p>	<p><b>Breakfast Club</b> Offer a significantly subsidised breakfast club which focuses upon family values and caters for the needs of our most vulnerable families. PP pupils are prioritised for this provision and are able to access it on an adhoc basis as needs arise. At least, 50% of attendees are to be on the PP register.</p>	<p>Our breakfast provision continues to be of a high quality and has been attended by both PP and non-PP pupils throughout the year. Numbers of PP pupils has fluctuated with changing circumstances. An extended breakfast club has been used to meet the needs of individuals.</p>	<p>Breakfast club will continue to be a key feature of the academy and the attendance of PP children will continue to be promoted.</p>	<p><b>Breakfast Club = £6,059</b></p>
	<p>Early language development and real life experiences will be enhanced through the EYFS provision and 30 hours nursery offer. Adults are astutely trained to promote rich language experiences.</p>	<p>Numbers attending the full time nursery has steadily grown over the year; the progress of these children has been impressive. The provision is held in high regard by parents.</p>	<p>The high quality provision will continue to be offered next year. We will further promote this provision to a broad audience of parents through a number of means in order to boost admissions and uptake.</p>	
	<p>Free after school clubs will provide pupils with enhanced life chances which they would otherwise be unable to attend. These will focus upon developing pupils social skills and communication.</p>	<p>Uptake of after school clubs has been extremely impressive. All children across the academy have been offered opportunities to attend clubs. Additional hours for teachers and support staff have been deployed to accommodate this.</p>	<p>An annual programme of clubs will be established to ensure we are providing a broad range of skill based clubs. Professional coaches will be sought where required to provide these clubs.</p>	
	<p>School facilities are provided for use to local community groups</p>	<p>The use of the academy building outside of school hours has</p>	<p>Uptake of these clubs needs to be broader and accommodate a greater number of vulnerable</p>	

	<p>either free of charge or at a nominal rate.</p> <p>Development of outdoor junior provision and roles to provide pupils with opportunities to contribute to the school community and build communication skills.</p> <p>Year 6 residential visit will be heavily subsidised to provide pupils with opportunities to work outside of their comfort zone in a safe environment</p> <p>All school visits will be 50% subsidised so that no pupils are disadvantaged by their circumstances.</p> <p>Continuation of nurture base provision to support social and emotional development of vulnerable pupils</p> <p>Specialist Speech and Language teaching assistant to deliver established programmes to help children overcome speech impediments.</p>	<p>continued to support community groups and local children.</p> <p>This has been hugely successful in building character and leadership qualities.</p> <p>Uptake of the Year 6 residential has been lower than previous years due to greater cost for parents.</p> <p>A large number of educational visits have taken place across the academy and no children have been unable to attend due to their circumstance.</p> <p>Our Nurture provision has continued to run for identified pupils from our Reception and Year 1 classes. A large number of these pupils are in receipt of PP.</p> <p>The provision has continued to support the language acquisition of a number of pupils; including, those in receipt of PP.</p>	<p>pupils.</p> <p>This low cost approach will continue to be utilized and will be further developed through work with other academies.</p> <p>An alternative to the Year 6 residential will be considered for the next academic year.</p> <p>Due to being in an area of high deprivation, we will continue to heavily subsidise trips next year. Consideration will be given to the learning outcomes of all education visits.</p> <p>The provision enables pupils to develop vital communication and social skills in order to progress in their learning. This provision was identified as invaluable during our Challenge Partners Review (2018) and LA SEND review (2018).</p> <p>This provision will continue to be provided.</p>	<p><b>Outdoor = £500</b></p> <p><b>Residential &amp; School trips = £7,000</b></p> <p><b>Nurture &amp; Counselling = £1300</b></p> <p><b>Speech &amp; Language = £3765</b></p>
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<p>B- Higher rates of attainment and progress across KS2 for high attaining pupils eligible for PP in reading, writing and maths as identified through KS1 results.</p>	<p>Staff led professional development through phase structures (specific to year groups)</p> <p>Employment of Lead Practitioner to enhance learning opportunities for pupils.</p> <p>Sourcing and establishment of cross Trust working parties and year group support.</p> <p>Performance management will empower staff to actively find areas for development</p> <p>Highly skilled maths subject leader will effectively deploy support to improve the capacity of teachers to meet highest attaining pupils' needs.</p> <p>Improved data tracking and analysis will enable interventions to be deployed effectively.</p> <p>Enquiry group focus upon highest attaining pupils.</p>	<p>Phase time has been allocated to support the CPD needs of individuals. Staff have accessed additional CPD via the Trust and external providers.</p> <p>Lead Practitioner time has been allocated and focused to support progress across the juniors. Teaching of Year 6 writing and documentation to be distributed across phase.</p> <p>Moderation meetings have taken place termly and enabled work to be benchmarked against each academy.</p> <p>Staff have accessed CPD opportunities to further their teaching (OTP, NPQML)</p> <p>White Rose resources are now being used effectively in some classes to extend the learning of all pupils; focusing on higher attaining pupils.</p> <p>Data tracking has allowed support to be deployed effectively; including, the addition of GDS maths groups.</p> <p>Summer term</p>	<p>Whilst many teaching staff were proactive in seeking CPD opportunities, this needs to become more prescriptive for TAs and support staff in order to have greatest impact.</p> <p>Lead Practitioner time has been effective in upskilling teachers but has been financially costly, we will look at alternatives to have the same impact next year.</p> <p>These are low cost and high impact. These will continue to be used to support the progress of pupils.</p> <p>Whilst many teaching staff were proactive in seeking CPD opportunities, this needs to become more prescriptive for TAs and support staff in order to have greatest impact.</p> <p>Consistency of approach has been unreliable in some year groups. Closer monitoring of this will be used to promote progress.</p> <p>Where support has been deployed effectively, there have been improvements in attainment and progress.</p> <p>Summer term</p>	<p><b>ECC and Maths CPD = £30,375</b></p> <p><b>Data tracking &amp; analysis = £1153</b></p>
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<b>Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Estimated 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>C - To raise overall attainment for all children at the end of KS2 in reading, writing and grammar through closing the gaps in skills, knowledge and understanding for the current Yr 3, 4 and 5.</p>	<p>Deployment of second teacher in Year 6 to decrease the class size and provide personalised provision.</p>	<p>The deployment of an additional teacher in year 6 has reduced class sizes. This has provided a more personalised curriculum and ensured pupils in receipt of PP have received an increased amount of teacher time and support.</p>	<p>The progress in Year 6 of all pupils; and especially PP pupils, is amongst the highest in the academy. Current data demonstrates that PP pupils are on track to achieve in line with other pupils; with the only discernible gap being for higher attaining pupils. This provision will continue.</p>	<p><b>Year 6 groups &amp; support = £19,679</b></p>	
	<p>50% of lead practitioners time to focus upon the heightened expectations for Year 6 writing.</p>	<p>In addition, academic coaching has been arranged for Year 6 pupils to support their accelerated progress; including numerous pupils in receipt of PP.</p>	<p>To evaluate following cycle of coaching.</p>		<p><b>Lead Practitioner = £11,488</b></p>
	<p>50% of lead practitioners time to focus upon expectations and teaching in Years 3, 4 and 5.</p>	<p>Writing focus has been highly effective with Year 6 books standing up at moderation with other Trust academies.</p>	<p>Lead Practitioner time has been effective in upskilling teachers but has been financially costly, we will look at alternatives to have the same impact next year.</p>		
	<p>Additional release time for phase leaders to guide and support the practice of less experienced teachers</p>	<p>PP progress for pupils in Year 4, 5 and 6 is above that of their peers for Reading, Writing &amp; Maths. Focused teaching</p>	<p>Taking account of the retention of the upskilled staff, an alternative to lead practitioners will be sought next year.</p>		
	<p>Specialist teaching assistants to provide BRWP, S&amp;L support, maths interventions and EAL support across the juniors</p>	<p>Increased non-teaching time for phase leaders has enabled an additional layer of support to be introduced. This has helped to improve the consistency of approach with some teachers.</p>	<p>Aligning release time with other commitments has helped to increase the impact on progress. Further consideration to wider events would have helped to further this impact and this will be considered going forwards.</p>		
	<p>BRP has had a direct impact upon the reading attainment and progress of targeted children. This impact is beginning to become prevalent in class activities and</p>	<p>Year 1 cohort of PP children are currently under attaining in reading. Additional support and BRP has been redeployed from across the academy at a high financial cost. Additional funding has been sourced from LA and</p>	<p><b>Additional interventions &amp; CPD = £4500</b></p>		

		wider data. S&L, maths and EAL support continues to be applied across the academy for identified children. Data trawls and agency support identify progress.	Academy funds. Consideration to the wider academy will be timetabled next year.  Use of specialist teaching and the impact of these, need to be carefully monitored.	
E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through falling exclusion figures, shorter term CP plans and increased parental engagement	<p>Pastoral Support Lead (0.6)</p> <p>Removing Barriers to Learning Team aims to empower pupils, parents/carers to make positive changes in their lives for the wellbeing of the entire family.</p> <p>We build 'non-judgemental' relationships with families to ensure we get the best out of everyone and that their voices are heard.</p> <p>We support parents / carers with housing or school applications, write reports for medical appointments, signpost to debt management agencies or charity support.</p> <p>We offer pupils in house support in regard to bereavement counselling, friendship concerns and conflict resolution.</p> <p>Through effective liaison with external agencies, we source and ensure pupils receive specific support/interventions to meet their individualised needs which are</p>	<p>Dedicated time of the RB2L team has significantly reduced lost teaching time for colleagues. The early intervention of the team means that matters are resolved and parents receive personalised provision in a timely manner.</p> <p>Signposting to specific agencies has further supported families; helping to ensure that they are proactive in managing barriers. Our relationship with our school nurse has been crucial to accessing support alongside our financial commitment to the SEMH team.</p> <p>In house support has helped to reduce the long term impact of friendship concerns and anxiety. Work with the EP service to deliver anxiety counselling is currently being sought. Our commitment to 'Route to Resilience' is having a positive impact.</p> <p>Communication and collaboration with external agencies has supported the social and emotional needs of identified pupils.</p>	<p>The dedicated support of the RB2L team enables the academy to continue to improve academically. The provision was put forward and agreed as an 'Area of Excellence' at the most recent Challenge Partners Review and by the LA review of SEND. The financial commitment to this team will continue.</p> <p>Our financial expenditure for external agencies is currently manageable but is determined by need. The use of in house and cross Trust expertise will continue to be utilized to keep this cost down.</p> <p>We will continue to offer internal support to best meet the needs of our children.</p> <p>Our financial expenditure for external agencies is currently manageable but is determined by need. The use of in house and cross Trust expertise will continue to be utilized to keep this cost down. Negotiation about levels of support</p>	<b>Pastoral support = £19,013</b>

	<p>often funded by the academy (play therapy, Relate Counselling, SEMH advice and support)</p> <p>Offer tools for parents / carers to improve routines and boundaries at home.</p>	<p>Through sourcing and hosting sessions from the Family Learning Service, we have been able to offer free courses to parents. These have been widely taken up and have proved to improve the confidence and engagement of previously hard to reach parents. The uptake of these has increased as the year has progressed. Parenting boundaries continue to be an area where we support several families.</p>	<p>and cost will continue to be negotiated and evaluated.</p> <p>We will continue to host parenting courses next year; selecting courses based upon the needs of parents at the time.</p>	
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<b>Targeted Interventions</b>				
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Estimated 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>
D: As academy wide attendance improves, the attendance of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage	Full time attendance officer employed to monitor pupils' attendance and follow up in a timely manner on absences in order to avoid children becoming missing from education.	The first day response system has helped to reduce the number of days missed for small illnesses and for no reasons given. The vast majority of absences now have a recorded reason.	Good practise will continue to take place to prevent patterns of poor attendance developing.	<b>Attendance officer, EWO support and incentives</b>  <b>£33,396</b>
	Half-termly analysis of attendance data and identification of vulnerable pupils and those identified as Persistent Absentees.	The increased analysis of data has helped to identify and tackle the poor attendance of several pupils; this has led to targeted and timely intervention.	Dissemination of attendance figures has improved and teachers are more acutely aware of target children. Further dissemination and explanation of actions needs to take place.	
	First day response provision to aid pupils in coming to school; establishing positive routines and supporting vulnerable families in the mornings to assist in getting children to school	Morning support has been used to assist struggling families with their punctuality at school which has increased individual attendance percentages.	This has had a notable impact upon punctuality and will continue on a needs basis. It will not be used as a permanent procedure so as not to inhibit parental responsibility.	
	Attendance incentives to motivate and sustain improvements.	Numbers of pupils eligible for attendance percentages has continued to rise.	These will continue to be used to promote good attendance; alternative incentives are to be considered.	
	Buy-back into Education Welfare Service provision.	School wide attendance rose across the Autumn term and finished at 96.1% for Years 1-6. Pupil premium attendance also rose and stabilised at 95%.	Legal support and follow up work has met the needs of the academy; analysis of caseload and hours will take place at the end of the academic year.	
			<b>Total Expenditure</b>	<b>£138,728</b>