

LORETO HIGH SCHOOL Pupil Premium Strategy Statement (2018/19)

Summary information of pupil premium (PP)

Name of school:	Loreto High School		
Academic year:	2018/19	Total PP budget for year:	£347,950
Total number of pupils:	731	Number of pupils eligible for PP:	359 (49%) Ever 6, CLA, previously CLA
Amount per pupil:	£935	Date of most recent external PP Review: Dates of internal PP strategy reviews:	<ul style="list-style-type: none"> • 18.09.18 • PP Strategy is reviewed at all Governing Body committee agendas. See website for full schedule.

Current Achievement

	Pupils eligible Class of 2017-18 69 pupils	Pupils not eligible for PP (National average)
Progress 8 score average *provisional	-0.517	0.226
Attainment 8 score average	3.95	5.00
% Basics E&M 9-4 (standard pass)	41.8%	65.8%
% Basics E&M 9-5 (strong pass)	28.4%	49.3%
% achieved EBacc (standard pass)	14.9%	21.9%

Barriers to future attainment for pupils eligible for PP

In-school barriers:	
A.	Poor levels of literacy and numeracy: Literacy and numeracy skills are lower for PP pupils entering year 7 than all pupils
B.	Disadvantaged pupils are making less progress than their more affluent peers across KS3 and this prevents sustained high achievement throughout KS4.

C.	Disadvantaged pupils at higher risk of fixed term exclusion and withdrawal from lessons.
D.	Non completion of homework
External barriers:	
D.	Attendance rates for PP pupils are lower than non PP pupils
E.	Mental health issues; lack of resilience
F.	Lack of parental engagement

Aims and outcomes

Desired outcome:		Success criteria: How improvement will be measured:
1.	High levels of progress in literacy and numeracy for PP pupils in all year groups.	Reading and Numeracy Tests to establish the baseline and show improvements. Increased percentage of PP pupils on track with English/Maths flightpaths by the end of the academic year compared with 2017/18.
2.	Improved progress for all pupils and in particular PP pupils in all year groups across all subjects.	Outcomes for current Y11 pupils and Year 11 PP pupils to show sustained improvement on GCSE outcomes with differences diminishing. Termly data captures
3.	Lower exclusion figures and internal exclusion figures for PP pupils in all year groups.	Half-Termly Behaviour Tracking of exclusions and use of The Phoenix Room.
4.	Increased homework completion rates.	ShowMyHomework or department homework tracking spreadsheets to show increased homework completion rates. SIMS tracking of homework grades at each data capture.
5.	Increased attendance rates for PP pupils.	Half-Termly Attendance Tracking; attendance percentage of PP pupils to be above 94.3%. Reduce the number of Persistent Absentees and ensure the percentage of PP persistent absentees is well below the national threshold for all pupils of 10%.
6.	Evidence of improved resilience, high aspirations; improved social and emotional and mental health.	Pupil voice; Qualitative data collected ie; mental health and well-being surveys; behaviour data; destinations data.
7.	Improved home/school dialogue; increased attendance rates for all parents at parents' evenings.	Average attendance to be above 80% (figure for 2017/18 and PP parents'/carers' attendance to be above 70%); Parent voice data gathered at Parents' Evenings; SIMS communication log.

Planned expenditure Academic Year 2017/18

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?
<p>High levels of progress in literacy and numeracy for PP pupils in all year groups.</p> <p>Improved progress for all pupils and in particular PP pupils in all year groups across all subjects.</p>	<p>Quality First Teaching including feedback</p> <p>Performance management targets</p> <p>Data Rich Seating Plans</p>	<p>All strategies are recognised by the EEF and Sutton Trust as the most effective strategies for diminishing the difference.</p> <p>This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. <small>See Sutton Trust (2011) and Social Mobility Commission (2014b)</small></p> <p>GCSE outcomes Summer 2018 show improvements but gaps remain too wide. Basics 9-4 remain low for PP students at 41.8%. There are smaller gaps between PP and non PP students' rates of progress in other year groups.</p>	<p>Teaching and Learning quality assurance calendar</p> <p>Quality Review meetings driven by data capture analysis.</p> <p>Termly data tracking and reporting as per assessment calendar with sharp focus on achievement of pupil premium cohorts.</p> <p>Teaching and Learning lesson observations to focus on planning for progress by all groups of students.</p>	<p>TWI</p> <p>Heads of Department (HOD's)</p>	<p>T&L monitoring cycles.</p> <p>Fortnightly Quality Review meetings</p> <p>Termly data capture & analysis.</p> <p>PM mid review April 2019</p> <p>All full Governing Body meetings and TCS & Finance/HR committee meetings.</p> <p>Headteacher's Report to Governors.</p> <p>Annual external review of Pupil Premium Sept 2019</p>
<p>High levels of progress in literacy and numeracy for PP pupils in all year groups.</p> <p>Improved progress for all pupils and in particular PP pupils in all</p>	<p>Whole school Literacy programme including Accelerated Reader/Star Reader programmes; peer tutoring approaches; whole staff training on vocabulary</p>	<p>The EEF toolkit and John Hattie's Visible Learning indicate that in reading, one-to-one, small group tuition and peer-tutoring can enable disadvantaged</p>	<p>Baseline reading age data collected.</p> <p>Quality Review meetings for literacy lead driven by analysis of impact data & identification of students</p>	<p>TWI</p> <p>DSH</p> <p>RDI</p> <p>BCO</p>	<p>T&L monitoring cycles.</p> <p>Fortnightly Quality Review meetings</p> <p>Termly data capture & analysis.</p>

<p>year groups across all subjects.</p>	<p>acquisition and reading for inference techniques. Specific training for school librarian and TAs. Reading Events (WBD, Portico competitions, Premier League Reading with Lewis, Book Groups) Whole School reading for inference training Delivery of reading for inference in all subject areas Bespoke 'Closing the Vocabulary Gap' focus in all subject areas</p>	<p>learners to catch up with their peers. The DfE briefing for school leaders November 2015 'Supporting the attainment of disadvantaged pupils' states that successful schools offer tailored support from a TA trained in literacy interventions. EEF T&L Toolkit lists Reading Comprehension Strategies as having high impact for very low cost with estimated impact of 6 months.</p>	<p>requiring intervention. Termly data tracking and reporting as per assessment calendar with sharp focus on pupil premium cohorts. Teaching and Learning lesson observations to focus on delivery of literacy by all teachers. Impact data for specific literacy interventions.</p>		<p>PM mid review April 2019 All full Governing Body meetings and TCS & Finance/HR committee meetings. Headteacher's Report to Governors. Annual external review of Pupil Premium Sept 2019</p>
<p>High levels of progress in literacy and numeracy for PP pupils in all year groups.</p>	<p>TLR in Maths Department to track data, analyse and initiate interventions for numeracy in all year groups.</p>	<p>The EEF evidence indicates that in areas like mathematics one-to-one, small group tuition and peer-tutoring can enable disadvantaged learners to catch up with their peers.</p>	<p>Baseline numeracy data collected. Quality Review meetings for Head of Maths driven by analysis of impact data & identification of students requiring intervention. Termly data tracking and reporting as per assessment calendar with sharp focus on pupil premium cohorts. Formation Time to include weekly numeracy session TLR post holder to track impact over the year for all and for specific numeracy interventions.</p>	<p>PCO</p>	<p>T&L monitoring cycles. Fortnightly Quality Review meetings Termly data capture & analysis. PM mid review April 2019 All full Governing Body meetings and TCS & Finance/HR committee meetings. Headteacher's Report to Governors. Annual external review of Pupil Premium Sept 2019</p>

<p>High levels of progress in literacy and numeracy for PP pupils in all year groups.</p>	<p>TLR for Maths Mastery in Maths Department to continue the work on introducing a Maths Mastery approach in KS3 to further improve GCSE maths 9-4 results for future cohorts.</p>	<p>The EEF evidence indicates that mastery learning in areas like mathematics can enable disadvantaged learners to catch up with their peers with expected 5 months' improvement.</p>	<p>Baseline numeracy data collected. Quality Review meetings for head of maths driven by analysis of impact data & identification of students requiring intervention. Termly data tracking and reporting as per assessment calendar with sharp focus on pupil premium cohorts. Formation Time to include weekly numeracy session TLR post holder to track impact over the year for all and for specific numeracy interventions.</p>	<p>CND</p>	<p>T&L monitoring cycles. Fortnightly Quality Review meetings Termly data capture & analysis. PM mid review April 2019 All full Governing Body meetings and TCS & Finance/HR committee meetings. MANCEP meetings Annual external review of Pupil Premium Sept 2019</p>
<p>High levels of progress in literacy and numeracy for PP pupils in all year groups. Improved progress for all pupils and in particular PP pupils in all year groups across all subjects. Evidence of improved resilience, high aspirations; improved social and emotional and mental health. Improved home/school dialogue; increased attendance rates for all parents at parents' evenings.</p>	<p>Full participation in PiXL membership events and application of PixL principles including delivery of PiXL Study Skills & resilience strategies and Prepare to Perform evenings for students and their families.</p>	<p>Evidence from PiXL schools of improving outcomes for all. The EEF evidence indicates that parental engagement and peer tutoring approaches have moderate impact for moderate cost with expected gains of 3 months.</p>	<p>Teaching and Learning quality assurance calendar Quality Review meetings Termly data tracking and reporting as per assessment calendar with sharp focus on achievement of pupil premium cohorts. Parent & student voice.</p>	<p>TWI NDL HOD's</p>	<p>T&L monitoring cycles. Fortnightly Quality Review meetings Termly data capture & analysis. PM mid review April 2019 All full Governing Body meetings and TCS & Finance/HR committee meetings. Annual external review of Pupil Premium Sept 2019</p>

<p>High levels of progress in literacy and numeracy for PP pupils in all year groups.</p> <p>Improved progress for all pupils and in particular PP pupils in all year groups across all subjects.</p> <p>Increased homework completion rates.</p>	<p>ShowMyHomeWork website</p> <p>High quality differentiated homework</p> <p>Homework clubs at lunchtime and after school.</p>	<p>All strategies are recognised by the EEF and Sutton Trust as moderately effective strategies for diminishing the difference with 5 months' worth of improvement noted.</p> <p>Importance of a clear homework strategy of revisiting content and exam preparation in preparing pupils for linear exams.</p>	<p>Senior leaders monitoring the setting of homework on a weekly basis.</p> <p>QR meetings track and monitor homework completion rates impact of homework strategy.</p> <p>Termly data tracking and reporting as per assessment calendar.</p> <p>Sharp focus on achievement of pupil premium cohorts in years in all areas of school.</p>	<p>JCH</p> <p>TWI</p> <p>HOD's</p> <p>Heads of Year</p> <p>(HOYs)</p>	<p>T&L monitoring cycles.</p> <p>Fortnightly Quality Review meetings</p> <p>Termly data capture & analysis.</p> <p>PM mid review April 2019</p> <p>All full Governing Body meetings and TCS & Finance/HR committee meetings.</p> <p>Headteacher's Report to Governors.</p> <p>Annual external review of Pupil Premium Sept 2019</p>
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Budgeted cost: £48,327.29

Targeted support

Desired outcome	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?
<p>High levels of progress in literacy and numeracy for PP pupils in all year groups.</p> <p>Improved progress for all pupils and in particular PP pupils in all year groups across all subjects.</p>	<p>SENCO to continue to support students in developing their pupil profiles using Provision Mapping software.</p> <p>Pupil profiles to be used by all teaching staff to support planning for progress of all in lessons.</p>	<p>The EEF evidence indicates that metacognition and self-regulation approaches aim to help pupils think about their own learning and teach them the skills to choose the most suitable strategy for a given task. Motivation and</p>	<p>Teaching and Learning quality assurance calendar</p> <p>Quality Review meetings driven by data capture analysis.</p> <p>Termly data tracking and reporting as per assessment calendar with sharp focus on</p>	<p>LME</p>	<p>T&L monitoring cycles.</p> <p>Fortnightly Quality Review meetings</p> <p>Termly data capture & analysis.</p> <p>PM mid review April 2019</p>

		willingness to engage are improved. High impact for very low cost and improvements of 7 months noted.	achievement of pupil premium cohorts. Teaching and Learning lesson observations to focus on planning for progress by all groups of students.		All full Governing Body meetings and TCS & Finance/HR committee meetings. Annual external review of Pupil Premium Sept 2019
High levels of progress in literacy and numeracy for PP pupils in all year groups.	Reduce class sizes in Maths to enable a smaller top set in Maths. Deliver an additional Maths qualification to small cohort to improve chances of achieving grade 9 in Maths GCSE.	GCSE Summer 2018 Maths outcomes show that, of the 6 students who were offered this opportunity, 5 of them were awarded a grade 9 in their Mathematics GCSE with the other student receiving a grade 8.	Teaching and Learning quality assurance calendar Quality Review meetings Termly data tracking and reporting as per assessment calendar with sharp focus on achievement of pupil premium students in this cohort.	FMC CND NDL	T&L monitoring cycles. Fortnightly Quality Review meetings Termly data capture & analysis. PM mid review April 2019 All full Governing Body meetings and TCS & Finance/HR committee meetings. Annual external review of Pupil Premium Sept 2019
High levels of progress in literacy and numeracy for PP pupils in all year groups. Improved progress for all pupils and in particular PP pupils in all year groups across all subjects. Evidence of improved resilience, high aspirations; improved social and emotional and mental health. Increased homework	Targeted morning/afternoon intervention and holiday/weekend revision sessions for PP pupils. Revision materials for PP pupils.	Disadvantaged students may not have the same levels of support away from school. Financial factors with potential limits to funds available for materials/software and tutors/private tuition.	Teaching and Learning quality assurance calendar Quality Review meetings Termly data tracking and reporting as per assessment calendar with sharp focus on achievement of pupil premium cohorts. Student voice Homework tracking data	NDL	Fortnightly Quality Review meetings Termly data capture & analysis. PM mid review April 2019 All full Governing Body meetings and TCS & Finance/HR committee meetings.

completion rates.					Annual external review of Pupil Premium Sept 2019
High levels of progress in literacy and numeracy for PP pupils in all year groups. Improved progress for all pupils and in particular PP pupils in all year groups across all subjects.	SIMS to be set up to facilitate the logging, tracking and analysis of all interventions for all year groups. Relevant staff to be trained.	The use of this software will ensure that all pupils eligible for PPG have targeted interventions and that these are tracked.	Termly data tracking and reporting as per assessment calendar. Governors' minutes	CHU	Quality improvement plan updates Annual external review of Pupil Premium Sept 2019
Improved progress for all pupils and in particular PP pupils in all year groups across all subjects. Evidence of improved resilience, high aspirations; improved social and emotional and mental health. Increased attendance rates for PP pupils.	Provide funds to ensure all students can attend Aspirational/Curriculum related school trips including GMHAP at Loreto College, Manchester University Gateways programme and FE/post 16 college visits and essential GCSE/BTEC trips.	The DfE Nov 2015 briefing to school leaders states that, 'Schools can respond to the complexity of disadvantaged pupils' needs by(adopting) 'a whole-school approach promoting learning which sets high aspirations for all pupils'. Disadvantaged students could miss out on enrichment visits, if funds prohibit, restrict or limit their potential to participate.	Targeting PP pupils Attendance lists Termly tracking and reporting as per assessment calendar. Fortnightly Quality Review meetings for HOY's	JQU HOY's	Fortnightly Quality Review meetings Termly data capture & analysis. PM mid review April 2019 All full Governing Body meetings and TCS & Finance/HR committee meetings. Annual external review of Pupil Premium Sept 2019
Evidence of improved resilience, high aspirations; improved social and emotional and mental health. Improved home/school dialogue; increased attendance rates for all parents at parents' evenings.	In-house impartial and fully qualified careers adviser and CEIAG co-ordinator Informed students, making informed choices about their futures	See DfE Nov 2015 briefing above re high aspirations. To ensure disadvantaged students have access to high quality, impartial careers guidance and advice and are supported with application processes. Access to FE and HE rates lower for disadvantaged	Pupil Premium students targeted for careers interviews first and subsequent follow-up interviews scheduled. Pupil Premium parents invited to attend. Careers advice available at all KS4 Parents'/Carers' evenings and Prepare to	JCH GMO	September Guarantee (NEET) data Fortnightly Supervision meetings PM mid review April 2019 TCS & Finance/HR committee

		students.	Perform evenings. Fortnightly Quality Review meetings.		meetings. Annual external review of Pupil Premium Sept 2019
Evidence of improved resilience, high aspirations; improved social and emotional and mental health. Improved home/school dialogue; increased attendance rates for all parents at parents' evenings.	Free or Subsidised (for more than one instrument) one to one or small group Music tuition for PP students.	See DfE Nov 2015 briefing above re high aspirations. Important to increase PP pupils' cultural capital and associated vocabulary in order to access GCSE exam papers. To provide equality of opportunity to take part in all school activities. Financial factors with potential limits to funds available for music tuition	Head of Music department and Finance Manager to track the participation rates through attendance lists and ParentPay data. Fortnightly Supervision meetings	KMA CCU	Fortnightly Quality Review meetings PM mid review April 2019 Finance/HR committee meetings. Final Full Governing Body meeting Annual external review of Pupil Premium Sept 2019

Budgeted cost: £82,094

Other Approaches

Desired outcome	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?
Lower exclusion figures and internal exclusion figures for PP pupils in all year groups. Increased attendance rates for PP pupils. Evidence of improved resilience, high aspirations; improved social and emotional and mental health.	Vulnerable pupils identified in weekly safeguarding team meetings and in-house counsellor assigned individual pupils to provide emotional support and/or signpost outside agencies where appropriate with a view to overcoming barriers to	This approach has been chosen because PP pupils still account for over half of school exclusions and PP students make up majority of CP referrals.	Weekly VP meetings. Fortnightly Supervision meetings. Attendance data Behaviour data	JPO ABR JNA	Safeguarding Report to Governors' Ethos, Behaviour & Safety committee (EBS) Attendance & exclusions data analysis and scrutiny at EBS.

	learning.				
Lower exclusion figures and internal exclusion figures for PP pupils in all year groups. Increased attendance rates for PP pupils. Evidence of improved resilience, high aspirations; improved social and emotional and mental health.	Educational Psychologist to work with disaffected and disengaged PP pupils in small group or one-to-one to provide emotional support with a view to overcoming barriers to learning.	This approach has been chosen because PP pupils still account for over half of school exclusions and use of internal exclusion. The EEF Toolkit states that social and emotional learning has moderate impact for moderate cost with 4 months' improvement noted.	Weekly VP meetings. Fortnightly Supervision meetings. SEND Governor to monitor Attendance data Behaviour data	LME SMU	SEND Reports to Governors at EBS Committee for SEND, Attendance and Behaviour
High levels of progress in literacy and numeracy for PP pupils in all year groups. Improved progress for all pupils and in particular PP pupils in all year groups across all subjects. Lower exclusion figures and internal exclusion figures for PP pupils in all year groups. Increased attendance rates for PP pupils. Evidence of improved resilience, high aspirations; improved social and emotional and mental health.	Manchester United Foundation commissioned to engage, motivate and inspire pupils especially PP. Strategies include: Mentoring Programmes, Careers & Enterprise, Leadership & Employability, Premier League Enterprise Challenge, Sports tournaments, Holiday courses, Lunch time & after school activities, United Leaders development programme, Reading Stars literacy intervention, Rewards, STEM events, Man Utd Foundation Choir	The EEF evidence recognises the following as enabling disadvantaged learners to catch up with their peers: Peer-mentoring, buddying, confidence building, and leadership development. The EEF evidence also indicates that in areas like reading and mathematics one-to-one, small group tuition and peer-tutoring can enable disadvantaged learners to catch up with their peers and build confidence and resilience.	Baseline data collected at the beginning of all initiatives Half termly data capture and analysis as per assessment calendar. Weekly Behaviour Team meetings, VP meetings and safeguarding team meetings Termly behaviour, safety and well-being reporting will monitor the progress of these students.	LGR JQU	Fortnightly Supervision meetings Finance/HR committee meetings. Final Full Governing Body meeting Manchester United Impact Report Annual external review of Pupil Premium Sept 2019
High levels of progress in literacy and numeracy for PP pupils in all year groups. Increased attendance rates for	Manchester United Foundation transition Summer school programme with two weeks' intensive literacy,	The EEF evidence indicates that in areas like reading and mathematics one-to-one, small group tuition and	Transition team to plan in conjunction with Partner Primary schools and Manchester United	LGR LME RDI AWA	Student voice Parent voice Literacy and numeracy baseline

PP pupils. Evidence of improved resilience, high aspirations; improved social and emotional and mental health.	numeracy and aspiration activities. PP students in other year groups to support.	peer-tutoring can enable disadvantaged learners to catch up with their peers and build confidence and resilience.	Foundation.		tests & SATS KS2 data Manchester United Impact Report Annual external review of Pupil Premium Sept 2019
Lower exclusion figures and internal exclusion figures for PP pupils in all year groups. Evidence of improved resilience, high aspirations; improved social and emotional and mental health. Improved home/school dialogue; increased attendance rates for all parents at parents' evenings.	Gain Focus Educational Psychologist Behaviour and Management support Mentoring scheme; Service Legal Agreement until January 2019.	Disadvantaged students can be at risk from permanent exclusion.	Baseline data collected at the beginning of initiatives. Half-termly data capture and analysis as per assessment calendar. Termly behaviour, safety and well-being reporting will monitor the progress of these students.	JQU FBL	Half-termly data tracking Calendared governors' meetings Annual external review of Pupil Premium Sept 2019
Evidence of improved resilience, high aspirations; improved social and emotional and mental health.	Alternative Provision for vulnerable students struggling with mainstream setting to meet individual needs.	Disadvantaged students can be at risk from permanent exclusion and complete disengagement from education.	Half-termly data capture and analysis as per assessment calendar. Termly behaviour, safety and well-being reporting to governors will monitor the progress of these students.	HMC (PRU) JQU TNG FBL	Half-termly data tracking Calendared governors' meetings Annual external review of Pupil Premium Sept 2019
Lower exclusion figures and internal exclusion figures for PP pupils in all year groups. Evidence of improved resilience, high aspirations; improved social and emotional and mental health. Improved home/school dialogue	Hub Teaching Assistant to work with PP pupils at risk of permanent exclusion (one to one and small group tuition) Work experience alternative curriculum pathway for small number of students at risk of permanent exclusion.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Half-termly data capture and analysis as per assessment calendar. Termly behaviour, safety and well-being reporting to governors will monitor the progress of these students. Supervision meetings.	FBL JQU	Half termly data tracking Annual external review of Pupil Premium Sept 2019

<p>Lower exclusion figures and internal exclusion figures for PP pupils in all year groups. Evidence of improved resilience, high aspirations; improved social and emotional and mental health. Improved home/school dialogue</p>	<p>TLR for Behaviour Lead so that his work is focussed around PP students.</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.</p>	<p>Half termly data capture and analysis as per assessment calendar. Weekly Behaviour Team meetings, VP meetings and safeguarding team meetings Termly behaviour, safety and well-being reporting will monitor the progress of these students. Fortnightly Supervision meetings.</p>	<p>TNG JQU</p>	<p>Half termly data tracking Annual external review of Pupil Premium Sept 2019</p>
<p>Increased attendance rates for PP pupils. Evidence of improved resilience, high aspirations; improved social and emotional and mental health. Improved home/school dialogue; increased attendance rates for all parents at parents' evenings.</p>	<p>Parent Support Advisor to work with PP families whose children have low attendance and families of students identified in the VP meetings as requiring Early Help assistance.</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step. Disadvantaged students can be at risk from lower rates of attendance and higher rates of disengagement with education.</p>	<p>Targeted meetings driven by weekly attendance monitoring Tracking & analysis of data through supervision meetings. Weekly VP meetings and Safeguarding team meetings</p>	<p>ABR</p>	<p>Termly Behaviour, Safety and Well-being report to Governors. Calendared governors' meetings. SIMS logs of parental meetings and home visits. VP fortnightly logs.</p>
<p>Increased attendance rates for PP pupils. Improved home/school dialogue; increased attendance rates for all parents at parents' evenings.</p>	<p>Additional attendance officer employed to monitor pupils, follow up quickly on absences and persistent absences, identify cases of neglect and contact parents prior to parents' evenings.</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step. Disadvantaged students can be at risk from lower rates of attendance and higher rates of disengagement with education.</p>	<p>Weekly attendance monitoring meetings Tracking & analysis of data through supervision meetings. Weekly VP meetings and Safeguarding team meetings</p>	<p>ABO</p>	<p>Termly Behaviour, Safety and Well-being report to Governors. Calendared governors' meetings. SIMS logs of parental meetings and home visits.</p>
<p>Budgeted cost: £216,515.71</p>					

Additional Costs: £1,500

Support for PP pupils and families including uniform, footwear, transport costs, school dinners.

PPG: £347,950**Total Budgeted Cost: £348,437**