

Pupil Premium Strategy Statement (secondary) 2017-18

Please note that the PP funding runs within the financial year whereas the PP action plan runs within the school's academic year.

ALLOCATION: £ 433,030.00

PUPIL PREMIUM EVER 6 - 458 @ £935 = £428230 LAC = £4800

| 1. Summary information | | | | | |
|-------------------------------|------------------------|--|----------|---|---------------------|
| School | Hyde Community College | | | | |
| Academic Year | 2017/18 | Total PP budget Financial year 2017-18 | £433,030 | Date of most recent PP Review | Nov 17 |
| Total number of pupils | 1002 | Number of pupils eligible for PP (Ever 6) | 441 | Date for next internal review of this strategy | SIP / Dec RAG |

| 1. Current attainment 2016-17 | | | |
|--|----------------------------|--------------------------------------|--|
| | <i>All Students at HCC</i> | <i>Pupils eligible for PP at HCC</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving a pass in English and maths (4+) | 56% | 49% | 71% |
| % achieving a strong pass in English and maths (5+) | 34% | 33% | 49% |
| Progress 8 score average | -0.26 | -0.33 | 0.11 |
| EBacc 5+ | 5% | 4% | 26% |

| 2. Targets 2017-18 | | |
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| | All pupils at HCC | PP at HCC |
| % achieving a pass in English and maths (4+) | 70% | 70% |
| % achieving a strong pass in English and maths (5+) | 45% | 45% |
| Progress 8 score average | +0.3 | +0.3 |
| EBacc 5+ | 5.6% | 5.6% |
| 3. Barriers to future attainment (for pupils eligible for PP) | | |
| In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i> | | |
| 1i | 23.55% of all students are PP and WBR. 14.97% of all students are PP and of Bangladeshi origin. There are concerns about the progress, attainment and engagement of the PP students overall but, in particular of the significant cohort of WBR PP students. | |
| 2i | Basic skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7. | |
| 3i | Behaviour issues for a small group of students (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. | |
| 4i | An increasing number of students are unable to access the curriculum due to English not being their first language. | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| 1e | Attendance rates for students eligible for PP are 90.29 % (below the target for all children of 95% and below the actual school figure of NPP of 93.84%). This reduces their school hours and causes them to fall behind on average. | |
| 2e | Positive parental engagement with school is minimal for many students. | |
| 3e | High levels of deprivation locally contribute to low aspirations for some students and their families. | |
| 4e | An increasing number of students are affected by mental health and welfare issues. | |
| 4. Desired outcomes <i>(desired outcomes and how they will be measured)</i> | | Success criteria |
| 1i | Improved progress, attainment and engagement of the PP students in particular WBR. | Students eligible for PP (and in particular WBR PP students) will be monitored more rigorously at all levels (class teachers, SLs, SLT line managers) so that any groups of underachieving or disengaged students can be addressed and appropriate interventions put in to place. Monitoring to take place of data sweeps, classroom observations and work scrutiny. |
| 2i | High levels of progress in literacy and numeracy for Year 7 students eligible for PP. | Students eligible for PP in Year 7 make progress in line with their in-school flight pathways. 100% meet expected targets. This will be evidenced using reading and spelling ages tested |

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| | | on entry and at the end of Y7. It will also be evidenced in the English and maths data / assessments collection in December, April and July. |
| 3i | Good behaviour throughout the school. | Fewer behaviour incidents recorded for these students on G4S. Low level disruption is rare. |
| 4i | Rapid acquisition of English enables EAL students to access the curriculum fully. | EAL students accessing mainstream curriculum with reducing support. EAL students making clear progress towards targets. |
| 1e | Increased attendance rates for students eligible for PP. | Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 90.29% to target of 95%. |
| 2e 3e | Increased engagement with parents with a particular focus on PP students and higher aspirations. | Increase the attendance of PP students at parents' evenings in all year groups. Attendance at celebratory events in school with specific invitations for PP students and their parents/carers. Improved NEET figures. A comprehensive programme of CEIAG. |
| 4e | Students with mental health and / or welfare issues are supported to achieve positive outcomes – both academically and emotionally. | Attendance, engagement, behaviour and progress data. |

5. Planned expenditure

Academic year
2017-18

47% of students eligible for PP

Y7 = 42.25% Y8 = 55.07% Y9 = 47.74% Y10 = 42.79% Y11 = 47.25%

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

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|---|---|-----------------------------|--|
| 1i.Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students. | Whole school partnership with 'Pivotal Education'. | We want to invest some of the PP in longer term change which will help all pupils. This is a national concern as well as a local one identified in the July 2017 Ofsted report. Whole school training has been put into place as we are working with Pivotal Education on a whole school ethos and strategies to engage and improve focus across all areas of the school. | Initial whole staff training by Pivotal INSET October 2017. Follow up staff residential in November 2017. Evidence in lesson observations / learning walks to record strategies used within lessons. Ongoing CPD sessions. | DJO & CEA (T&L) LMA (PP) | As this is a long term plan, and the roll out is to be discussed in November, the first formal review will be February 2018. |

Budgeted Costs:

TOTAL £3000

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|---|--|--|--|------------|------------------------------|--|---------------------|--------|----------|-------|---------|----------|--|----|--|--------|--|------|--|--|-------|---------|---------|---------|---------------|--|--|--|--|--|--|----|--|--|--|---------|---------|----------|--|--|
| <p>1i.Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.</p> | <p>Employment of three addition core subject teachers.</p> | <p>With a significantly increased number of students within school, we need to maintain the school's capacity to provide quality first teaching.</p> | <p>School's monitoring of T&L.</p> | <p>ARA</p> | <p>Data analysis termly.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="0" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">Budgeted Costs:</td> <td style="width:15%;">Core Teaching Staff</td> <td style="width:15%;">SALARY</td> <td style="width:15%;">ON-COSTS</td> <td style="width:10%;">TOTAL</td> <td style="width:10%;">DETAILS</td> <td style="width:20%;">COMMENTS</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>UPR3</td> <td>Full time science, maths and English Teacher</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>M1</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>M1</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">£84,467</td> <td style="text-align: right;">£25,340</td> <td style="text-align: right; background-color: yellow;">£109,807</td> <td></td> <td></td> </tr> </table> | | | | | | Budgeted Costs: | Core Teaching Staff | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS | | | | | | UPR3 | Full time science, maths and English Teacher | | | | | | M1 | | | | | | | M1 | | | | £84,467 | £25,340 | £109,807 | | |
| Budgeted Costs: | Core Teaching Staff | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | UPR3 | Full time science, maths and English Teacher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | M1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | M1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | £84,467 | £25,340 | £109,807 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2i.High levels of progress in literacy and numeracy for Year 7 students eligible for PP.</p> | <p>Adjusted curriculum in Year 7.</p> <p>Employment of part time teacher to facilitate project groups.</p> <p>Employment of TA to facilitate nurture groups.</p> | <p>A number of Y7 students follow an alternative curriculum. This is part funded by the PP. Students follow an adjusted curriculum with a stronger focus on literacy and less MFL lessons. A number of targeted students follow a Nurture pathway.</p> | <p>Termly meetings between key staff to analyse progress and attribute data.</p> <p>English and humanities data show increased levels of student progress.</p> <p>Reading ages and spelling ages are in line with chronological ages.</p> <p>Engagement evidenced in learning walks and lesson observations.</p> <p>Report attributes analysed termly on publication.</p> <p>Weekly form time reading sessions in the library for Y7 Project students.</p> <p>Maths data and numeracy Nurture data analysed.</p> | <p>ARA</p> | <p>Data analysis termly.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="0" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">Budgeted Costs:</td> <td style="width:15%;">Part time teacher</td> <td style="width:15%;">SALARY</td> <td style="width:15%;">ON-COSTS</td> <td style="width:10%;">TOTAL</td> <td style="width:10%;">DETAILS</td> <td style="width:20%;">COMMENTS</td> </tr> <tr> <td></td> <td>TA</td> <td></td> <td style="text-align: right;">£6,088</td> <td></td> <td>M6</td> <td>0.6 Teacher</td> </tr> <tr> <td></td> <td>TOTAL</td> <td style="text-align: right;">£41,562</td> <td style="text-align: right;">£12,468</td> <td style="text-align: right; background-color: yellow;">£54,030</td> <td>Grade E Pt 23</td> <td></td> </tr> </table> | | | | | | Budgeted Costs: | Part time teacher | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS | | TA | | £6,088 | | M6 | 0.6 Teacher | | TOTAL | £41,562 | £12,468 | £54,030 | Grade E Pt 23 | | | | | | | | | | | | | | | |
| Budgeted Costs: | Part time teacher | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | TA | | £6,088 | | M6 | 0.6 Teacher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | TOTAL | £41,562 | £12,468 | £54,030 | Grade E Pt 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>2i.High levels of progress in literacy and numeracy for Year 7 students eligible for PP.</p> | <p>Identify key skills for learning and integrate these across the curriculum in Year 7.</p> | <p>We have identified a number of gaps in students' knowledge of 'how to learn'. These cross curricular skills are to be identified by SLs to ensure that skills are taught by specific departments and that it is not presumed that the Y7 students have arrived with them as prior knowledge.</p> | <p>SLs identify the cross curricular key skills required for the Y7 students Curriculum areas to be responsible for the teaching of the key skills are identified. The key skills are shared with all teaching staff. Evidenced in lesson plans / schemes of work for specific departments. Staff voice feedback in relation to the teaching and embedding of the key skills.</p> | <p>LMA</p> | <p>End of 2017-18 academic year for review for the next academic year.</p> |
| <p>Budgeted Costs: NIL</p> | | | | | |
| <p>3i. Good behaviour throughout the school.</p> | <p>Whole school partnership with 'Pivotal Education'.</p> | <p>We want to invest some of the PP in longer term change which will help all pupils. This is a national concern as well as a local one identified in the July 2017 Ofsted report. Whole school training has been put into place as we are working with Pivotal Education on a whole school ethos and strategies to engage and improve focus across all areas of the school.</p> | <p>Initial whole staff training by Pivotal INSET October 2017. Follow up staff residential in November 2017. Evidence in lesson observations / learning walks to record strategies used within lessons. Ongoing CPD sessions.</p> | <p>DJO & CEA (T&L) LMA (PP)</p> | <p>As this is a long term plan, and the roll out is to be discussed in November, the first formal review will be February 2018.</p> |
| <p>Budgeted Costs: Budgeted for on page 4.</p> | | | | | |

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| <p>3i. Good behaviour throughout the school.</p> | <p>Ensure that successes are widely acknowledged and celebrated.</p> | <p>It has been recognised within school that students appreciate positive feedback in a variety of ways. The aim is to celebrate their achievements as often as possible to forge positive relationships and make steps towards addressing negative behaviour. A re-launch of the behaviour rewards system will take place in September.</p> | <p>Ensure that staff are regularly awarding positive points and stickers to students. Use positive points and student attributes in reports to celebrate good behaviour. Employ student voice to influence rewards offered. Celebrate students' good progress, attitude to learning and behaviour in half termly assemblies. Celebrate great attitudes via 'students of the month' nominated by each subject. Develop a 'wall of excellence' to share students' excellent work.</p> | <p>DJO (behaviour) and LPO (curriculum and rewards)</p> | <p>Positive points data analysed termly. Student voice to focus on impact of rewards system.</p> |
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Budgeted Costs: **NIL**

Total budgeted cost **£184,205**

ii. Targeted support

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|---|--|------------------|--------------------------------------|
| <p>1i. Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.</p> | <p>Individual one to one additional support as identified within PEPs.</p> | <p>Students need personalised support to maximise progress.</p> | <p>PEP meetings. Funding is released by Virtual Schools if appropriate actions are carried out within school.</p> | <p>DJO (DHT)</p> | <p>PEP termly reviews.</p> |

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|-----------------|---------------------------------------|------------------|--------------------|------------------------|------------------------|---------------------------------------|
| Budgeted Costs: | Various staff members LAC tutoring | SALARY £5,000 | ON-COSTS £1,500 | TOTAL £6,500 | DETAILS Hourly rate | COMMENTS One-to-one tutoring (LAC) |
|-----------------|---------------------------------------|------------------|--------------------|------------------------|------------------------|---------------------------------------|

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|---|--|--|--|----------------------------|--|--------------------------|
| <p>1i. Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.</p> | <p>Employment of subject specific HLTAs</p> | <p>Students need personalised support to maximise progress.</p> | <p>QA meetings with SL and with HLTA. Progress data for targeted students measured.</p> | <p>SLs</p> | <p>Half termly</p> | |
| <p>Budgeted Costs:</p> | <p>HLTA X 2 TOTALS</p> | <p>SALARY £39,596</p> | <p>ON-COSTS £11,878</p> | <p>TOTAL £51,474</p> | <p>DETAILS Grade E Pt 26</p> | <p>COMMENTS HLTA</p> |
| <p>2i. High levels of progress in literacy for Year 7 students eligible for PP.</p> | <p>Two hours of Literacy Planet lessons implemented and delivered over the two week timetable.</p> | <p>The aim is to increase the literacy levels of all students (including PP) Y7 students in the adjusted curriculum groups. Some of the students need targeted literacy support to catch up. This is a programme which has been shown to be effective in other schools.</p> | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Have a dedicated 'TA 'owner' to ensure two members of staff are timetabled with each intervention group. Literacy Planet lessons timetabled twice a fortnight for Project groups in Y7. Literacy Planet progress data analysed termly. Literacy Planet data analysis shared with teaching staff. Reading ages and spelling ages are in line with chronological ages.</p> | <p>LMA JRO (SENCO)</p> | <p>Data analysis termly. Reading ages July 2018.</p> | |
| <p>Budgeted Costs:</p> | <p>Literacy Planet Licences</p> | <p>TOTAL</p> | <p>£884</p> | | | |

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| <p>3i. Good behaviour throughout the school.</p> | <p>Small group (15 students max) weekly sessions timetabled with CJ's instructor in school on a Friday for 6 months. Y10 only to begin with.</p> | <p>We want to target individuals for a bespoke programme that will be tailored by the CJ instructor to suit the needs of the groups. This is a programme which has been shown to be effective in other schools.</p> | <p>Launch date assembly: 10th November. Weekly sessions will run in school for identified students every Friday from November 2017 to April 2018. An in school base will need to be provided. VAM to act as first in school contact. Engage with parents and pupils before intervention begins to address any concerns.</p> | <p>LMA VAM</p> | <p>Improved attendance and attitudes – monitored on G4S by attendance data and behaviour points.</p> | | | | | | | |
| <p>Budgeted Costs: NIL (funded by GM Higher – 20 week project in the first instance)</p> | | | | | | | | | | | | |
| <p>4i. An increasing number of students are unable to access the curriculum due to English not being their first language.</p> | <p>Employment of a TA to support EAL students.</p> | <p>Students with diverse language needs require additional targeted support in their early acquisition of the language.</p> <p>Following this, immersion in the curriculum with TA in-class support.</p> <p>Increasing number of EAL students within school in particular in year transfers.</p> | <p>EAL students accessing mainstream curriculum with reducing support.</p> <p>EAL students making clear progress towards targets.</p> | <p>IAL</p> | <p>Data analysis at tracking points.</p> | | | | | | | |
| <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">Budgeted Costs:</td> <td style="width: 10%;">Full time TA</td> <td style="width: 10%;">SALARY £18,000</td> <td style="width: 10%;">ON-COSTS £5,400</td> <td style="width: 10%;">TOTAL £23,400</td> <td style="width: 10%;">DETAILS</td> <td style="width: 10%;">COMMENTS EAL support</td> </tr> </table> | | | | | | Budgeted Costs: | Full time TA | SALARY £18,000 | ON-COSTS £5,400 | TOTAL £23,400 | DETAILS | COMMENTS EAL support |
| Budgeted Costs: | Full time TA | SALARY £18,000 | ON-COSTS £5,400 | TOTAL £23,400 | DETAILS | COMMENTS EAL support | | | | | | |

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| <p>4e. Students with mental health and / or welfare issues are supported to achieve positive outcomes – both academically and emotionally.</p> | <p>Employment of support for CP officer to maintain capacity to deal with issues effectively.</p> <p>Employment of learning mentor.</p> <p>Provision of counselling.</p> <p>Provision of uniform and school equipment.</p> | <p>Students with mental health and / or welfare issues require additional targeted support to enable them to achieve positive outcomes.</p> <p>We need to maintain the school's capacity to provide high quality support and pastoral care.</p> | <p>Attendance, engagement, behaviour and progress data.</p> | <p>ARA</p> | <p>Data analysis at tracking points. Numbers of referrals.</p> | |
| <p>Budgeted Costs:</p> | <p>LM CP Counselling Uniform / equipment TOTAL</p> | <p>SALARY £17,996 £8,000</p> | <p>ON-COSTS £5,399 £2,400</p> | <p>TOTAL £23,395 £10,400 £3,500 £3,000 £40,295</p> | <p>DETAILS Grade E Pt 23 8/12 CP support Jan- Aug</p> | <p>COMMENTS</p> |
| | | | | | <p>Total budgeted cost £122,553</p> | |
| <p>iii. Other approaches</p> | | | | | | |
| <p>Desired outcome</p> | <p>Chosen action / approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> | |
| <p>1i. Improved progress, attainment and engagement of the PP students in particular WBR.</p> | <p>Employment of an Assessment and Impact Coordinator</p> | <p>We need to ensure that we have a more robust and rapid evaluation of strategies to inform plans.</p> | <p>Rigorous data analysis. Data shared with staff / class teachers.</p> | <p>LMA</p> | <p>Data analysis termly.</p> | |
| <p>Budgeted Costs</p> | <p>Assessment and Impact Coordinator</p> | <p>SALARY £6,515</p> | <p>ON-COSTS £1,955</p> | <p>TOTAL £8,470</p> | <p>DETAILS TLR2c</p> | <p>COMMENTS Assessment and Impact Coordinator</p> |

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|---|----------------------------------|---|---|-----------|-----------------------|----------|
| 1i.Improved progress, attainment and engagement of the PP students in particular WBR. | Extra-curricular music lessons. | We want to support PP students' engagement in the wider curriculum by offering them music lessons. | Attendance at lessons. Data analysis by SL. | SAN | Data analysis termly. | |
| Budgeted Costs | | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS |
| Music Lessons | | | | £6,000 | | |
| 1i.Improved progress, attainment and engagement of the PP students in particular WBR. | Study visits | We want to support PP students' engagement in the wider curriculum and enrichment activities by funding targeted students and ensuring that deprivation does not prevent participation. | Attendance of a proportionate number of PP students on relevant study visits. | ARA | | |
| Budgeted Costs | | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS |
| Study visits | | | | £3,000 | | |
| 1i.Improved progress, attainment and engagement of the PP students in particular WBR. | PP Bids | We want to facilitate or support ad-hoc activities or experiences by funding targeted students and ensuring that deprivation does not prevent participation or purchasing of resources. | Attendance of a proportionate number of PP students in relevant activities. Resources funded for PP students through the bid system. | ARA | | |
| Budgeted Costs | | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS |
| PP Bids | | | | £7,000 | | |
| 3i. Good behaviour throughout the school. | Employment of an additional HoY. | With a significantly increased number of students within school, we need to maintain the school's capacity to provide high quality pastoral care. | Parental survey feedback Student voice Staff voice feedback Referral rates | DJO (DHT) | Data analysis termly. | |

| Budgeted Costs: | | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS |
|--|---|--|---|------------|---|---------------------------|
| Head of Year | | £24,102 | £7,231 | £31,333 | | Head of Year |
| 1e. Increased attendance rates for students eligible for PP. | Employment of a FT senior attendance officer. | Within school, the attendance officer's role had previously ran alongside the SPC role. It has been recognised, internally as well as by Ofsted (July 2017) that attendance is a concern. As a result, the school has employed a senior attendance officer in a FT position. This will be supported by an attendance administrator role. | Appoint a Senior Attendance Officer. Quality assure systems for 1st day contact of all absent students and the related contingency plan for nil response. Deputy Headteacher and Attendance Officer to analyse attendance data for all groups, especially white British and disadvantaged pupils on a fortnightly basis to identify and review priority students. Attendance Officer disseminates attendance information to HOYs on fortnightly basis to inform individual strategies including attendance reports and contact with home. Raise the profile of attendance with students and parents. Ensure there are acknowledgments and rewards for students achieving 100% attendance during a half term Ensure attendance information is incorporated into transition planning. | TLE DJO | Analysis of attendance data for all groups, especially white British and disadvantaged pupils on a fortnightly basis to identify and review priority students. System reviewed termly in line with the SIP system. | |
| Budgeted Costs: | | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS |
| Full time senior attendance officer | | £22,695 | £6,809 | £29,504 | | Senior Attendance Officer |
| 2e. Increased engagement with parents with a particular focus on PP students leading to | Persistent invitations and follow up meetings in relation to parents' evenings. | The average (whole school) attendance at parents' evenings for the 2016-17 academic year was 69%. The corresponding figure for PP students was 46.4%. This attendance figure is an | Phone calls home and appointments made for targeted no-shows. Translation of parents evening letters and booking system advice into Bengali to ensure access for all. Phone calls home to parents to | PTH | Analysis of all groups' attendance figures following each parents' evening. | |

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| higher aspirations. | | obvious concern so actions need to be put into place to increase the attendance of PP students at parents' evenings. | reinforce the importance of attendance at parents' evenings. | | | |
| SEE BELOW FOR COSTS | | | | | | |
| 2e / 3e. Increased engagement with parents with a particular focus on PP students and higher aspirations. | Ensure that successes are widely acknowledged and celebrated. | It has been recognised within school that students appreciate positive feedback in a variety of ways. The aim is to celebrate the students' achievements as often as possible and to forge positive relationships with parents and carers by contacting home to reinforce these messages. | A constant push to increase the amount of positive contact with parents by sending texts messages, making phone calls and sending postcards home. Increased communication between home and school utilizing MyEd. | PTH MBY VAM | Student voice feedback February 2018 | |
| Budgeted Costs: | | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS |
| Careers Officer | | | | | | Careers Officer |
| AHT | | | | | | AHT (Parental Engagement) 5% of salary |
| Total | | £27,021 | £8,107 | £35,128 | | |
| 2e /3e. Increased engagement with parents with a particular focus on PP students and higher aspirations | A comprehensive programme of CEIAG. | High levels of deprivation locally contribute to low aspirations for some students and their families. To address these, school has a responsibility to provide information about, and opportunities for engagement with, the world of work and higher educational institutions. | Careers interviews, college application sessions, trips to educational establishments. | VAM | NEET figures | |
| Budgeted Costs: | | SALARY | ON-COSTS | TOTAL | DETAILS | COMMENTS |
| TLR | | £2,630 | £789 | £3,419 | TLR3c | Developing use of MyEd app |
| | | | | | Total budgeted cost | £123,854 |
| Quality of teaching for all costs + Targeted support + Other approaches | | | | | | |
| (£184,205) + £122,553 + £123,854 | | | | | | |

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| Final budgeted cost | £430,612 |
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6. Review of Previous Academic Year

See 2016-17 HCC PP REVIEW DOCUMENT AND APPENDICES

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

