



PUPIL PREMIUM STRATEGY

2020-2021

Description	
Headteachers	Ela McSorley Victoria Twort
The academic year	2020-2021
Acting Chair of Governors	David Gould
The Academy Name	Ark Victoria Academy

POLICY INFORMATION

Named personnel with designated responsibility for Pupil Premium & Sports Funding

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2020-2021	Kate Baker	Leanne Lee		David Gould

Policy review dates

Review Date	Changes made	By whom
November 2021	Policy to be ratified	Governors

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1 INTRODUCTION

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

- local-authority-maintained schools, including:
 - o special schools (for children with special educational needs or disabilities)
 - o pupil referral units (PRUs - for children who can't go to a mainstream school)
- academies and free schools, including
 - o special academies (for children with special educational needs or disabilities)
 - o alternative provision (AP) academies (for children who can't go to a mainstream school)
- voluntary-sector alternative provision (AP), with local authority agreement
- non-maintained special schools (NMSS - schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)

2 FUNDING

Financial year 2020-21

In the 2020-2021 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for pupils in reception year to year 6
- £955 for pupils in year 7 to year 11

3 [EVIDENCE OF WHAT WORKS](#)

The Education Endowment Foundation has produced a [teaching and learning toolkit](#) to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its [families of schools toolkit](#) helps teachers learn about effective practice from similar schools. It has also produced an [evaluation tool](#) to help schools measure the impact of the approaches they are using.

Information can be found on schools that have been recognised for their successful use of the premium on the [Pupil Premium Awards website](#). The DfE encourage all schools with excellent results to share their achievements, strengths and experience with other schools.

4 [PUPIL PREMIUM REVIEWS](#)

Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the school's provision for disadvantaged pupils.

Other bodies may also recommend a pupil premium review, including:

- the academy trust
- the regional schools commissioner
- the Department for Education

5 [ACCOUNTABILITY](#)

Ofsted inspections

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

Online reporting

From the 1 September 2016, schools maintained by the local authority must publish their strategy for the school's use of the pupil premium on their websites. Details of the specific information you need to publish can be found in our guidance on [what must be published online](#) is available from the Ark Central Team.

6 [PUPIL PREMIUM REPORTING](#)

You must publish a strategy for the school's use of the pupil premium. You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

- your school's pupil premium grant allocation amount

summary of the main barriers to educational achievement faced by eligible pupils at the school

- how you'll spend the pupil premium to address those barriers and the reasons for that approach
- how you'll measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

7 PE AND SPORT PREMIUM FUNDING FOR PRIMARY SCHOOLS

Ark Victoria receives PE (physical education) and sport premium funding, which is detailed in a separate document. In this document it details:

- how much funding is received
- a full breakdown of how the funding has been, or will be, spent.
- the effect of the premium on pupils' PE and sport participation and attainment
- how we ensure these improvements are sustainable.

PERFORMANCE TABLES

School and college performance tables also report on the performance of disadvantaged pupils compared with their peers.

Annex 1a: Pupil premium strategy statement

Summary information					
School	Ark Victoria				
Academic Year	2020-2021	Total PP budget	£672840	Date of most recent PP Review	Sept 2020
Total number of pupils	1520	Number of pupils eligible for PP	600	Date for next internal review of this strategy	July 2021

Primary Phase		
Results from Y6 2019 – no data for 2020	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
% achieving ARE or above in reading, writing and maths	61%	65%
Progress in reading	-3.2	
Progress in writing	0.3	
Progress in maths	0.65	

Secondary Phase		
Results from Centre assessed grades 2020 – no historical data	<i>Pupils eligible for Pupil Premium (in school)*</i>	<i>Non-Pupil Premium pupils (in school)*</i>
Attainment 8	45.4	48.6
Progress 8	+0.22	+0.38
% English and Maths 9-4	68%	75%
% English and Maths 9-5	38%	51%

* Data taken from Centre assessed grades in school as there were no GCSE examinations

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A.** Historically pupil premium students achieve a lower level of attainment than non-pupil premium.
- B.** Pupil premium students with HPA make less progress than their peers.
- C.** A proportion of pupil premium students have reading ages lower than their chronological age.
- D.** Too many pupil premium students leave the primary phase without the skills to access the secondary curriculum.

External barriers (issues which also require action outside school, such as low attendance rates)

- E.** Attendance rates for pupil premium students are lower than non -pupil premium students
- F.** Many pupil premium pupils do not have access to resources which their peers have access to (e.g. electronic devices, dictionaries etc)
- G.** Many pupil premium students lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education.

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Teaching to be effective or better	Majority of teachers graded as proficient across both phases. PP children make accelerated progress to diminish differences.
	Narrow the attainment gap between PP and non-PP students across the curriculum	Pupils eligible for pupil premium funding will make better than expected progress PP children achieve similar results to their peers. Primary combined target for end of KS2 is set at 68% for all children.
	Improved attainment for high attaining pupils PP	Children with high prior attainment will be continually challenged and achieve their full potential.
	Improved reading attainment across the whole school	Reading ages for all students will increase to be in line with, or very close to, chronological age. Measured using NGRT and other approved reading tests.
	Improved outcomes at primary phase across all year groups, especially in Year 6 to ensure secondary readiness	Outcomes at least as good as national averages.
	Improved attendance rates and reduced persistent absence	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 97%.
	Improved Mental wellbeing and personal development of students to ensure success in life, education and employment	Increase the exposure of pupil premium students to aspirational experiences such as trips and visits, that enriches their educational journey and enables them to develop the confidence to be successful contributors. Reduced number of behaviour incidents, and number of pupils regularly receiving negative logs for pupils eligible for PP. Reduced number of fixed term and permanent exclusions for pupils eligible for PP.

Planned expenditure Primary Phase

Academic year: **2020-21**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve teaching, provide targeted academic support and wider 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	Mid year review
All teaching in every classroom is effective or better leading to better outcomes for PP children.	Support quality of teaching through Read Write inc and Maths Mastery programmes. £3000 Targeted CPD for teachers in all stages of their career. £5000 Coaching for all teachers who are not consistently proficient on the GTR, and training for new coaches. £5000 Assessment systems put in place to ensure accurate assessment of every child and the identification of concerns within key groups £5320	RWI has been shown to be an effective strategy for increasing progress. The Sutton Trust T+L toolkit has found it to be effective. In previous years, both RWI and maths mastery were shown to have an impact in the PP review. The quality of teaching children receive is the most significant factor in how quickly they make progress and gaps can be closed. In the research schools network document, it states improving the quality of teaching and learning will positively impact on all pupils but has a particularly positive effect on pupils eligible for pupil premium funding.	RWI and maths mastery training for new staff in September. Monitoring and evaluation cycle will closely monitor all aspects of teaching and learning to ensure swift action is taken where needed. CPD will be tailored to individual teachers and the needs of the staff. Regular coaching will be in place and impact tracked closely. Peer observations, use of video and learning walks will share good practice. Use of the GTR will inform CPD and ensure development is bespoke to our school.	English lead for KS1. Phonics lead. T+L team Maths lead	
Improved reading attainment	Purchase of engaging texts £32000 Book corner design competition to engage readers and encourage reading for pleasure £1000 Appointment of reading lead to work across the academy TLR £8000 All children to have a passport to encourage reading at home. £5000 Purchase of more home reader books. £5000 Topic approach where non-core lessons are blocked and link to English curriculum to support vocabulary. Resources purchased to support topic lessons. £3000 Class reader certificates given out in celebration assemblies £1000	Reading is fundamental to future academic success. All pupils need to have a good enough level of reading to access the full curriculum. Pupils need exposure to rich texts and vocabulary in order to meet the expectations of the SATs. All pupils should be able to read at a standard meeting their chronological age.	Reading work scrutiny, including Pupil Voice PIRA and SATs tests administered Reading age calculated using NRG English work scrutiny to check for use of vocabulary All teachers will have a reading performance management target this year for the lowest 20% of readers CPD will focus on reading/vocabulary this year Deputy head/reading lead to carry out a deep dive into reading across the academy to check provision, devise a policy and clarify next steps. PPMs will focus on reading and academic intervention to support pupils who are struggling	Reading lead Deputy head leading on quality of education	

	<p>Reading badges given out to promote more reading at home £1000</p> <p>Reading area constructed in the playground and around school to encourage more reading during break/lunch £8000</p> <p>TEN training on reading and reading intervention for 4 members of staff. Cover cost £2500</p> <p>Books ordered for pupils to take home to encourage more reading for pleasure at home £40000</p>				
Improved outcomes in Year 6 to ensure secondary readiness	<p>Before and after school targeted Interventions. Saturday and Easter holiday sessions. £8000</p> <p>Action tutoring twice a week for children falling behind. £5000</p> <p>Children taught in smaller class groups through use of intervention teachers. £25000</p> <p>Revision books to be ordered to ensure all interventions are impactful £3000</p> <p>Regular year 6 data meeting with all teachers to identify any pupils falling behind and put interventions in place.</p>	<p>Revision and intervention sessions will support pupils by consolidating learning and closing gaps. Pupils will feel well-prepared for national assessments.</p> <p>The EEF report in 2020 stated that in year 7 pupils are 'expected to use new types of texts, which are more dense and technical than those encountered in primary school.' We need to ensure year 6 are equipped with the knowledge and skills to access the secondary curriculum.</p>	<p>Monitoring and evaluation cycle</p> <p>RWM work scrutiny, including Pupil Voice</p> <p>PIRA, PUMA and SATs assessments</p> <p>Weekly Y6 data meeting</p> <p>Regular PPMs</p>	<p>Head of year 6</p> <p>Deputy head</p> <p>Year 6 team</p>	
Total budgeted cost					£165820

ii. Targeted academic 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	Mid-year review
Narrow the attainment gap between PP and non PP pupils in RWM	Small intervention groups which will focus on PP children who are falling behind. £10000	We need to eliminate any variance in the quality of teaching to ensure effective, high quality teaching in all classes which will ensure at least strong progress for all pupils, with those identified as needing to catch up making sustained progress. Professional development delivered will include CPD sessions; peer observation through lesson study; coaching and mentoring and co-planning. These things are said to be effective in the Teacher Development Trust research review on professional development.	Performance management targets will include diminishing differences between PP and non PP. Staff will be very aware of their class make up due to Venn diagrams in classes, data discussions during co-planning and pupil progress meetings. All interventions will be closely monitored by SLT and reviewed to ensure impact.	Heads of year Assessment lead to track effectiveness of interventions	
Narrow the attainment gap between PP and non-PP students across the curriculum	Higher ratio of staff within the Early Years to ensure a really high quality environment and provision which promotes accelerated progress for our youngest children and close gaps sooner. £40000 Visits to outstanding early years providers organised £2000 Y1 to order EYFS resources to provide continuous provision for our Y1 pupils after missing so much time in reception last year £20000 Y1 staff to be trained in the use of EYFS assessments £5000	Overall, the evidence suggests that early years interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families (Education Endowment Foundation website) FFT have concluded the earlier gaps are addressed the more impact on pupils achievement. Accelerated progress in EYFS has a direct link to GCSE results.	Staff new to early years will receive regular training and support from SLT and HOY. Learning environment audits to identify areas of strength to share good practice in encouraging independent learning and areas for development. GTR used to monitor the quality of provision through the play section on the rubric.	Assistant head for early years Head of reception	

<p>Improved attainment for high attaining PP pupils</p>	<p>Co-planning time for all year groups to plan together using the backwards planning model</p> <p>Purchase some challenging texts for our highest attaining pupils to ensure engagement. £10000</p>	<p>Following the co-planning model and planning backwards from the end goal proved successful, in terms of children's progress last year. Year groups planning together will support with subject knowledge and questioning/misconceptions to challenge children with high prior attainment.</p>	<p>Monitoring and evaluation cycle Complete fortnightly work scrutiny alongside pupils to ensure appropriate support and challenge Middle leaders to complete weekly planning scrutiny and feedback to teachers before lessons start for the week Curriculum planning time given to HOY to ensure learning is sequenced appropriately and knowledge builds on what they already know.</p>	<p>Heads of year Curriculum AHT</p>	
<p>Improved combined attainment of PP pupils.</p>	<p>Small intervention groups which will focus on PP children who are falling behind. £10000</p>	<p>The EEF report recognises small class sizes only have a positive impact if numbers are reduced drastically. Small intervention groups of less than 10 pupils should ensure targeted and bespoke teaching tailored for individual needs.</p>	<p>Staff will be very aware of their class make up due to Venn diagrams in classes, data discussions during co-planning and pupil progress meetings. All interventions will be closely monitored by SLT and reviewed to ensure impact. CPD will be bespoke and targeted to ensure teachers delivery high quality education.</p>	<p>SLT</p>	
<p>Total budgeted cost</p>					<p>£97000</p>

iii. Wider strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Mid-year review
E. Improved attendance rates and reduced persistent absence	<p>Contribution to additional parent support worker focusing on attendance £30000</p> <p>Class and individual attendance monitored weekly and trophies given out for winning classes</p> <p>Rewards for good attendance. £500</p> <p>Regularly updating parents on attendance and any concerns. £0</p> <p>PTA set up and regular coffee mornings held to ensure open communication £1000</p>	<p>Pupils need to attend school every day in order to make progress</p> <p>NFER identifies addressing attendance issues as key</p> <p>The EEF toolkit shows parental engagement has a positive impact on academic success for a moderate cost.</p>	<p>Regular attendance updates to SLT team</p> <p>Data monitored daily and weekly</p> <p>Key trends are identified and interventions put in place.</p> <p>Open communication with parents.</p> <p>Regular vulnerable child meetings to link attendance/DSL/behaviour information</p>	<p>Parent support workers</p> <p>SLT</p>	
F. Improved Mental wellbeing and personal development of students to ensure success in life, education and employment	<p>Enrichment Opportunities including trips and visitors. £6000</p> <p>Assemblies and collapse days focusing on mental wellbeing. £1000</p> <p>Sports coaches to lead activities over lunch time. £7000</p> <p>Play leader training and implementation £5000</p> <p>After school clubs with PP children given priority. £5000</p> <p>Learning mentors to work with all children identified as vulnerable. £20000</p> <p>Loudmouth theatre company to deliver workshops on keeping safe, and follow up sessions. £3000</p> <p>Student leadership roles provided to encourage</p>	<p>Pupils with SEMH needs require additional support to raise their self-esteem so they feel confident to access the curriculum and challenge themselves</p> <p>Develop pupils' cultural capital and exposure to a wider curriculum so they are able to access challenging content confidently.</p> <p>Pupils' health and mental wellbeing will impact their success in education</p>	<p>Pupil Voice during learning walks and book looks.</p> <p>Monitoring of behaviour records to see an improvement.</p> <p>Active vote- children in every year group to answer questions about themselves and school life to gauge trends/issues to resolve them.</p> <p>Worry boxes monitored and interventions put in place where needed.</p> <p>Pastoral team to feedback to SLT regularly</p>	<p>Learning mentors</p> <p>DSL</p> <p>SLT</p>	

	independence and offer new opportunities. £1000				
	Mental health training for all staff £2000				
Total budgeted cost					£81500

Planned expenditure Secondary Phase

Academic year: **2020-2021**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve teaching, provide targeted academic support and wider 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	Mid-year review
Teaching is effective across the phase, leading to better outcomes for PP children.	Assistant Headteacher providing training and support for early career teachers. £20,000	In order to improve outcomes for pupils, teaching needs to be effective across the phase in all subjects.	HMO to feed back to SLT about the effectiveness of the training.	HMO	
	Coaching provided for all secondary teachers who require support. £40,000	Middle leaders (Faculty Directors/Heads of Department) are accountable for the quality of teaching in their area.	Monitoring and evaluation cycle will closely monitor all aspects of teaching and learning to ensure swift action is taken where needed.	LLE/HMO	
	Training provided on how to plan for all learners. £2,000		Quality of co-planning meetings to be monitored.	LLE/HMO	
	IRIS software purchased to support the development of teachers. £2,232.38	Teachers will be able to share good practice and reflect on their own practice.	Monitoring and evaluation cycle will closely monitor all aspects of teaching and learning to ensure swift action is taken where needed.	LLE/HMO	
	Faculty Directors/Heads of Department to provide subject-specific CPD to enhance provision for all learners. £16,000	CPD will be tailored to individual teachers and the needs of the staff.	Faculty Directors to continually update their faculty training plans. SLT to monitor the quality of plans on a half-termly basis.	LLE	
	Teachers to target underperforming PP pupils in planning. £0	Teachers need to be aware of PP pupils so that they can plan and cater for all pupils in their class.	Quality of co-planning meetings to be monitored.	LLE/HMO	
	Assistant Headteacher working on curriculum development to ensure that the curriculum is progressive and sufficiently challenging for all learners. £5,000	The curriculum is progressive and sufficiently challenging for all learners.	HMO to feed back to SLT about the work on the curriculum.	HMO	
Total budgeted cost					£85, 232.38

ii. Targeted academic 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	Mid-year review
Narrow the attainment gap between PP and non-PP pupils across the curriculum.	Assistant Headteacher in charge of outcomes to provide strategic overview of interventions to diminish progress differences for PP pupils. £30,000	There was a difference in progress and attainment between Y11 PP and non-PP pupils in most subjects, with non-PP pupils making more progress in Summer term 2020.	Review the differences in progress and attainment after every assessment point.	HBR	
	Provide training so that teachers know how to review the progress of PP pupils in their classes. Provide follow up training. £10,000		SLT to review with Middle leaders in LM meetings.	HBR	
	2 Secondary TAs hired to provide targeted support for underachieving PP pupils. £40,000	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. (Education Endowment Foundation)	Review the differences in progress and attainment after every assessment point.	HBR	
Improved attainment for high attaining pupils PP.	Provide training on CCR! so that teachers know how to review the progress of PP pupils in their classes. (£5000 already accounted for above) Teachers to target underperforming PP pupils in planning. £0	HPA PP pupils did not make as much progress as their peers last academic year Teachers need to know how to analyse the data so that they can plan how to improve the attainment of HPA PP pupils.	Review the differences in progress and attainment on a termly basis in Pupil progress meetings.	SLT	
Total budgeted cost					£80,000

iii. Wider strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Mid-year review
Provide materials/ resources which enable all learners to make progress and achieve.	Digital technology programmes such as Kerboodle, Active Learn to be used to support pupils' learning outside of lessons. £10,000	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. (Education Endowment Foundation)	SLT to review with Middle leaders in LM meetings.	LLE	
	Use of programmes such as English Mastery, Maths Mastery to break down content into clearly defined learning objectives, which are pursued until they are achieved. £9,500	On average, mastery learning approaches are effective, leading to an additional five months' progress. (Education Endowment Foundation)	SLT to review with Middle leaders in LM meetings.	LLE/HMO	
	Ensure that PP pupils have access to materials/ equipment such as French dictionaries, revision books, which prevent gaps between PP and non-PP pupils. £12,000	Pupils will need essential equipment such as protractors for Maths, and French bilingual dictionaries, to complete their homework.	Faculty Directors/ Heads of departments and class teachers to ensure that pupils are using the equipment at school and at home.	LLE	
	Ensure that PP pupils in Y8 and Y9 have laptops at home (all other PP pupils have already been provided with laptops). £52,500	Pupils require access to laptops to ensure that they can access work that is set remotely.		HBR	
Improved reading attainment.	<p>NGRT tests to determine pupils' reading ages. £0</p> <p>A list of pupils who are not at the expected reading age will be identified and shared with teachers. £0</p> <p>A reading strategy created by the Reading lead and shared with teachers. £2,873</p>	<p>Pupils need exposure to rich texts and vocabulary in order to meet the expectations of the end of term tests and GCSEs.</p> <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. (Education Endowment Foundation)</p>	<p>Improvement of reading ages in termly NGRT tests.</p> <p>PSI to review termly.</p>	LLE/PSI	

	<p>TEN training on reading and reading intervention for 1 member of staff. Cover cost £1,000</p> <p>Accelerated Reader programme - Star quizzes which pupils will use to measure whether they have understood the texts they are reading. £1,414.62</p>				
Improved character and personal development of pupils to ensure success in life, education and employment.	<p>Assistant Headteacher to create programme to ensure that PP pupils have access to opportunities on different programmes. £15,000</p> <p>Deputy Headteacher in charge of creating character development programme. £20,000</p> <p>Target PP pupils for programmes such as Envision and Headstart, to give them opportunities to deliver assemblies, conduct presentations etc. £0</p> <p>Mental health training for staff £1,000</p> <p>Counselling course to support all children identified as vulnerable. £2,000</p>	<p>To ensure that pupils have the opportunities to engage with experiences which parents might not be able to afford. This will diminish the gap in cultural capital.</p> <p>Benefits have been found in both primary and secondary schools, for disadvantaged pupils.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (Education Endowment Foundation)</p>	<p>Evaluations from pupils to measure whether pupils found the programmes useful and the improvement in confidence etc.</p> <p>Evaluations to review the character development programme by staff and students.</p>	MNA	ABR
Behaviour interventions improve attainment by reducing challenging behaviour.	<p>1 additional Student Support managers employed in Secondary phase to work with pupils who need targeted support such as mentoring. £20,000</p> <p>Data manager to analyse trends and report information on a weekly basis to Student Support</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues. (Education Endowment Foundation)</p>	<p>Analyse behaviour data from tracker.</p> <p>Analysis of interventions from other support agencies.</p>	IYO	LAY/VCH

	Managers, Heads of Year and SLT. £5,000				
Improved attendance rates and reduced persistent absence.	Attendance team to contact home when pupils do not attend school. £11,000	Pupils need to attend school every day in order to achieve grades and make progress.	Analyse attendance of PP pupils and non-PP pupils through CCR	VCH	
				Total budgeted cost	£163,287.62