

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
<b>School</b>	Outwood Academy Bishopsgarth				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£227,096	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	447	<b>Number of pupils eligible for PP</b>	253 as of 19/07/2019	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment		
	Pupils eligible for PP (your school)	ASP Difference with National
<b>Progress 8 score average</b>	-0.57	0.7 below
<b>Attainment 8 score average</b>	32.6	17.5 below

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> (issues to be addressed in school, such as poor literacy skills)	
<b>A.</b>	Literacy skills of pupils entering Year 7 are lower for students who are eligible for PP than for other students, which prevents them from making good progress.
<b>B.</b>	Numeracy skills of pupils entering Year 7 are lower for students who are eligible for PP than for other students, which prevents them from making good progress.
<b>C.</b>	Attendance and punctuality rates for students who are PP are below the 95% benchmark in all year groups, which reduces their number of school hours and as such impedes their progress.

<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)
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<b>D.</b>	Raise parental engagement through information and parent evenings.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Students improve their literacy skills during Year 7 and 8 to achieve 5+ or better in English in Year 11.	Pupils eligible for PP in Year 7 and 8 will make similar progress by the end of the year compared with Non PP pupils. All students will make at least the expected progress. This will be evidenced using Accelerated Reader assessments and Praising Stars © English assessments every half term.
<b>B.</b>	Students improve their numeracy skills during Year 7 and 8 to achieve 5+ or better in maths in Year 11.	Pupils eligible for PP in Year 7 and 8 will make similar progress by the end of the year compared with Non PP pupils. All students will make at least the expected progress. This will be evidenced using the Numicon Diagnostic Assessments and Praising Stars © maths assessments every half term.
<b>C.</b>	Increased attendance for all students that are eligible for PP.	To increase the attendance of our PP cohort, which is currently at 89%, by 6% to meet the national benchmark of 95%.
<b>D.</b>	Number of parents attending information evenings increases measured through completion of registers.	Parental engagement increases and they become knowledgeable about how to support their children at home.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2018-2019</b>
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
<b>i. Quality of teaching for all</b>	

Objective	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve on Teaching & Learning across the academy	<p>CPD on quality first teaching based on the strategies that work with PP students.</p> <p>SLT and other outstanding practitioners will lead on the implementation of the above strategies in L and P through two hour interactive training sessions.</p>	<p>The Academy wants to offer high quality teaching to all students. These strategies have been proven to improve the amount of progress by +7 months over a shorter time period at low cost. These methods have also been proven to be successful with students from poor backgrounds (PP).</p> <p>The Academy's use of collaborative learning structures and seating plans aid and support the learning of all pupils. Comprehensive training is delivered to all colleagues to ensure correct delivery of these strategies. Seating plans are designed so that pupils are seated with their peers from across the ability range.</p>	<p>SLT members and outstanding practitioners will deliver training.</p> <p>Learning walks and observations will demonstrate implementation of PP strategies in practice across the academy.</p> <p>HODs to quality assure that staff are producing seating plans and that they are re-evaluating these every half term.</p>	<p>SLT: SMe CYo ASi MGr</p> <p>Practitioners: LHe FLi KWa AWi SCo</p>	July 2019

<p>Impact on literacy Y7 &amp; Y8</p>	<p>Consistent use of Accelerated Reader in the classroom.</p> <p>Literacy Progress Units.</p> <p>Lexia.</p> <p>Writing Challenge.</p>	<p>Accelerated Reader is a programme which is used with all KS3 students in school time. It focuses on reading comprehension skills whereby students read books from a level identified through STAR testing which challenges them to improve their reading skills. A comprehension test is taken at the end of every book with the aim of students increasing the level of books they are reading as well their reading age.</p> <p>Literacy Progress Units are delivered through timetabled Literacy lessons and small group intervention. Pupils work on developing their basic Literacy skills of spelling, punctuation, and sentence construction.</p> <p>Lexia is a computer programme that allows pupils to work through a range of activities to improve their core foundation of literacy knowledge and skills through a phonics based approach. It is delivered during AR lessons for those who have been identified as requiring intervention through the use of ipads.</p> <p>Writing Challenge is a small group intervention that works to develop pupils' writing skills by enhancing their understanding sentence construction, word choice, and the structural elements of writing.</p>	<p>SLT will check that AR is implemented consistently on learning walks. The Librarian and Literacy lead will track and monitor the progress of students closely and the quizzes they complete.</p> <p>HOD and Second in English currently oversee that AR scores/interventions are monitored by classroom teachers using a status of the class document. This is updated every lesson to ensure all students are maximising reading time. Strategic interventions are implemented with students following each half termly STAR test.</p> <p>Literacy Progress Unit attendance and progress is monitored by staff delivering the intervention and also by the Second in English who is responsible for Literacy Across the Curriculum.</p> <p>Lexia scores and progress are monitored by the Second in English through the online tracking system provided by Lexia. Pupils can be manually placed onto a range of levels and programmes based on their starting points and progress. This is monitored each half term.</p> <p>Writing Challenge books will be provided for students and work will be assessed by the member of staff leading the intervention. Pupils' marks and progress will be recorded on a half termly basis.</p>	<p>LHe SCo JCo JBa AHo</p> <p>All English teachers</p>	<p>July 2019</p>
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<p>Impact on numeracy Y7 &amp; Y8</p>	<p>Consistent use of Hegarty Maths and Numeracy Ninjas and Numeracy VMGs</p>	<p>Hegarty Maths enables students to access maths content outside of their timetabled maths lessons, as well as encouraging independent learning/study. Access to Hegarty Maths also levels the “playing field” between students who have parents/guardians at home who are maths confident, and those that aren’t.</p> <p>Numeracy Ninjas - A dedicated program, which provides regular practice of basic numeracy skills, thus securing their speed and recall of mental arithmetic. Numeracy Ninjas takes places during VMG time, once per week.</p> <p>Y7 and Y8 catch-up students identified and placed into a Numeracy VMG, which focuses on improving numeracy skills.</p>	<p>Each teacher to relaunch Hegarty with their classes as a refresher. Ensure that regular users are praised/rewarded for the number of hours/tasks completed. More advertising of the weekly ‘Hegarty Stars’ nominations made my staff. Staff to ensure that they are setting regular and timely tasks that link with SOW, praising stars and/or ‘Nothing New, Let’s Review’ lessons. Ensure each student has a Hegarty book that they can use at home/in school to evidence independent task completion. All teachers set Hegarty Maths weekly. This is monitored by the HoD and Maths Directors and class teachers via the Hegarty Tracker.</p> <p>VMG staff to input students’ weekly scores on to the Numeracy Ninjas Tracker. Numeracy Lead to set this up and monitor throughout the year. SLT to ensure that Numeracy Ninjas in taking place during learning walks.</p> <p>The numeracy VMG is run by specialist maths staff and progress is monitored on a half-termly basis through the PS cycles and the Numicon Intervention Tracker.</p>	<p>JTy and AAH</p> <p>FLi.</p> <p>EHa EWi FLi</p>	<p>July 2019</p>
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<p>To ensure Y10 and Y11 make the required progress within individual subject areas</p>	<p>Director support from OGAT to be made available to departments to ensure PP students make the required progress.</p>	<p>Guidance and support from directors within the trust have been proven to improve standards across OGAT academies. This support will enable Heads of Departments to accurately predict student progress for PP students.</p>	<p>Regular feedback to the Principal and Vice Principal in the weekly RAG meetings for Y11.</p>	<p>HoDs, SLT, Principal, Deep Support Lead, Directors.</p>	<p>RAG meetings have taken place for Year 11 on a weekly basis. Pupil premium students are discussed at length and interv</p>
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<p>To ensure students in Y11 make the required progress within English.</p>	<p>All students in Y11 have access to 5 Core Lessons and a once a week Enrichment session.</p> <p>Some pupils have access to an additional 3 hours of Option English.</p> <p>Students are always able to access revision materials. These are made available on the website and through dispersal by classroom teacher.</p> <p>Identified key pupils are placed into yr11 English VMG classes.</p>	<p>Students are provided with an extra English lesson within the curriculum in Year 11. This enables them to consolidate their understanding further.</p> <p>Students also gain access to extra English in a range of additional ways to ensure their potential is maximised. The Academy offers:</p> <p>Option 5 English: for students who need extra support to achieve a grade 5 (additional three hours per week).</p> <p>1:1 tutors are available for English. Heads of Department identify students who would benefit from some 1:1 tuition in their subject areas in order to secure progress. 1:1 tutors are able to tailor their intervention to individual students in order to fill any gaps in knowledge or to focus on any areas of weakness such as technical accuracy in English.</p> <p>VMG support: additional 20 minutes per day of English teaching per week in place of their usual Vertical Mentoring Group. This is available to Y11 students who require this level of intervention.</p> <p>Revision: relevant revision guides and materials are provided by the English department to support students in their revision outside of lesson time.</p> <p>Enrichment: The school day finishes at 2:30, however, from 2:30 - 3:30 enrichment sessions are provided by teaching staff and support staff for any students who may be struggling and require more focused support from their teachers.</p>	<p>Regular feedback to the Principal and Vice Principal in the weekly RAG meetings.</p>	<p>SCo JCo LHe</p> <p>All English staff.</p>	<p>Weekly (RAG)</p>
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<p>To ensure students in Y11 make the required progress in maths.</p>	<p>All students in Y11 have access to 5 hours of Core maths and one hour of enrichment.</p> <p>Some pupils have access to an additional 3 hours of Option Maths.</p> <p>Students are always able to access revision materials. These are made available through specific learning platforms and through dispersal by classroom teacher.</p> <p>Identified key pupils are placed into yr11 Maths VMG classes.</p>	<p>1:1 tutors are available for maths. Heads of Department identify students who would benefit from some 1:1 tuition in their subject areas in order to secure progress. 1:1 tutors are able to tailor their intervention to individual students in order to fill any gaps in knowledge or to focus on any areas of weakness in mathematical knowledge.</p> <p>Students also gain access to extra maths in a range of additional ways to ensure their potential is maximised. The Academy offers:</p> <p>Option 5 maths: for students who need extra support to achieve a grade 5 (additional three hours per week).</p> <p>VMG support: Additional 20 minutes per day of maths teaching per week in place of their usual Vertical Mentoring Group. This is available to Y11 students who require this level of intervention.</p> <p>Revision: Revision for exams can be daunting for students therefore we try to ensure they are as prepared as possible for their exams. Relevant revision guides and materials are provided by departments to support students in their revision at home. Breakfast Revision classes also take place before mock exams and their final GCSE examinations.</p> <p>Enrichment: The school day finishes at 2:30 however from 2:30 - 3:30 enrichment sessions are provided by teaching staff and support staff for any students who may be struggling and require more focused support from their teachers.</p>	<p>Regular feedback to the Principal and Vice Principal in the weekly RAG meetings.</p>	<p>AAH JTy</p> <p>FLi</p> <p>All maths staff.</p>	<p>Weekly (RAG)</p>
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Intervention with students in Y10 and Y11.	All students to have access to Option English and Option Maths.	We want to provide students with extra support if they are not making the required progress to give them time to consolidate their knowledge.	This is provided through the curriculum and measured by the academy reporting system Praising Stars©  Student assignment to Option groups may be reviewed throughout the year depending on their progress or need.	SLT SCo JTy AAH JCo	July for Y10 and weekly for Y11
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<b>Total budgeted cost</b>
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**ii. Targeted support**

Action	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>Impact Y7 &amp; Y8 numeracy and literacy</p>	<p>To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills.</p>	<p>We want to ensure that any student that is eligible for PP funding has access to further support. The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame. The resources that will be included are phonics, Lexia, Literacy Progress Units, Accelerated Reader and handwriting support for literacy. Hegarty maths, Maths Mastery, Numicon and Numeracy Ninjas for numeracy. All of these resources have been proven to add at least +4 months' progress.</p>	<p>Students will be identified for support based on their KS2 data for Reading and Maths. All interventions will take place in small group settings such as The Bridge, LRC or in subject specific VMG classrooms. All students will be retested every Praising Stars © cycle to identify the progress made. The Numeracy and Literacy leads will identify the cohort that need further intervention and support using KS2 and Praising Stars assessments. These students will receive intervention on the areas requiring improvement.</p>	<p>SCo LHe JTy FLi</p>	<p>July 2019</p>
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**Total budgeted cost**

**iii. Other approaches**

Objective	Intended outcome	What interventions will be implemented?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>English:</p> <ol style="list-style-type: none"> <li>1. Enrichment for Y11: this is targeted at ALL students, and ALL students are monitored.</li> <li>2. Writing Challenge VMG Intervention - Targets Year 7 Catch Up students once a week with the focus on their writing skills.</li> <li>3. Y11 English VMG: targets underachieving students, and includes under-performing PP students</li> <li>4. Y11 revision evening - students and parents are ALL invited, 'Goodie bags' with revision information are given to ALL. This is followed up and distributed to students who did not attend.</li> <li>5. Reciprocal Reading and Accelerated Reader intervention (for Y7 Catch Up, but this can also be PP if appropriate)</li> <li>6. Breakfast revision sessions - for ALL students- PP students are included, for trial and actual GCSE exams.</li> </ol>	<ul style="list-style-type: none"> <li>• Weekly RAG meetings and English report to SLT to identify non-attenders/interventions to encourage attendance;</li> <li>• PS reports and departmental meetings to identify and monitor students requiring intervention in VMG;</li> <li>• Liaising with SLT and HoDs to ensure all families receive information and are kept updated with relevant information and resources;</li> <li>• LHe (2<sup>nd</sup> in Department) to co-ordinate and report Y7 catch Up information to CYo (SLT DEEP Support lead)</li> </ul>	SCo JCo SHa LHe	Sept 2019

<p>To provide subject specific intervention for PP students across the academy</p>	<p>PP students make equal progress in line with their Non PP peers across the curriculum.</p>	<p>Maths:</p> <ol style="list-style-type: none"> <li>1. Enrichment for Y11: this is targeted at ALL students, and ALL students are monitored.</li> <li>2. Y7 and Y8 catch-up students identified and placed into a Numeracy VMG, which focuses on improving numeracy skills.</li> <li>3. Hegarty Maths enables students to access maths content outside of their timetabled maths lessons, as well as encouraging independent learning/study. Access to Hegarty Maths also levels the “playing field” between students who have parents/guardians at home who are maths confident, and those that aren’t.</li> <li>4. Hegarty Catch up Enrichment - On a Monday we have a Hegarty maths enrichment which mean that any student that cannot gain access to a PC at home for whatever reason or just needs more support, can come to this enrichment to get help with their homework, therefore not disadvantaging anyone who does not have IT access at home.</li> <li>5. Revision Guides and Workbooks - All year 11s are provided with revision guides and workbooks to support their revision towards the exam. Students do not have to buy their own meaning all students are provided for regardless of their financial background.</li> </ol>	<ul style="list-style-type: none"> <li>• Weekly RAG meetings and Maths report to SLT to identify non-attenders/interventions to encourage attendance;</li> <li>• FLi (numeracy coordinator) to oversee the organisation of the Numeracy VMGs and the students identified for this, using KS2 data, PS reports and departmental discussions with staff;</li> <li>• I : I intervention coordinated and monitored by HoD using PS data;</li> </ul> <p>Maths staff to run Hegarty Enrichment Club on rolling staff basis. Attendance to this enrichment to be monitored by the enrichment registers.</p>	<p>AAH JTy</p> <p>FLi</p> <p>Maths staff</p>	<p>Sept 2019</p>
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|  |  | <ol style="list-style-type: none"><li>5. Numeracy Co-ordinator - We have a member of staff that has a responsibility for numeracy. Roles include organising the VMG topics for whole-school VMG and numeracy catch up.</li><li>6. 1 to 1/Option Maths/Year 11 VMG - Targeted students who are at risk of not getting a 4/5, although previous data suggests they should, are placed in option maths/ 1 to 1 and/or VMG. Here they get the opportunity with a maths specialist to cover more of the topics they are struggling with based on gap analysis from previous exams.</li><li>7. Breakfast Club Maths - Closer to the exams we provide breakfast club maths which provides students with a breakfast in return for them coming into school before school starts to revise further for their maths exams.</li></ol> |  |  |  |
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To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>Science</p> <p>Year 11 - Enrichment is provided for all year 11 students which also includes PP. We ensure that we target all students and follow up non-attendees to encourage all students to access extra Science lessons. This means that students who struggle to get help at home, have access to a Science teacher outside of normal lessons.</p> <ol style="list-style-type: none"> <li>1. All PP students can claim free revision guides for their course in Y10/11.</li> <li>2. All PP students are invited to all holiday and breakfast revision sessions in the lead up to GCSE exams.</li> <li>3. Science VMG for yr11 pupils who have been identified by the HoD. PP students are included in these VMGs.</li> </ol>	<ul style="list-style-type: none"> <li>• HoD to identify and monitor student intervention;</li> <li>• Weekly RAG meeting to identify nonattenders and discuss interventions.</li> <li>•</li> </ul>	AWi JMc	Sept 2019
To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>Creative Arts:</p> <ol style="list-style-type: none"> <li>1. In Creative Arts we put on enrichment intervention for all students.</li> <li>2. One to one time with the Teacher in class.</li> <li>3. Regular phone calls/contact home with parents.</li> <li>4. Extra resources for lessons, this could be in the form of a demonstration/ visual aids.</li> </ol>	<ul style="list-style-type: none"> <li>• HoD to identify and monitor students requiring intervention through PS analysis and departmental meeting discussions;</li> </ul>	KRa JBI	Sept 2019
To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>Life/Humanities:</p> <ol style="list-style-type: none"> <li>1. All Year groups - Support and guidance around risk taking behaviour and sexual health delivered by the Targeted Youth Support Team</li> <li>2. Y10 ESH careers project.</li> <li>3. Y9 ESH careers project.</li> <li>4. Humanities enrichments for ALL yr11 pupils which will include PP students.</li> </ol>	<ul style="list-style-type: none"> <li>• HoD to liaise with external agencies to organise ongoing support for identified students/cohorts.</li> </ul>	HMi ASi	Sept 2019

To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>MFL:</p> <ol style="list-style-type: none"> <li>1. Enrichment open to all students in Y9, 10 and 11. Certain PP as well as non-PP students are targeted, but all are welcome in the interests of equality. PP is a factor when monitoring attendance and attainment.</li> <li>2. Dictionaries are provided in school for all students, again so that all students have equal access.</li> </ol>	<ul style="list-style-type: none"> <li>• HoD to identify and monitor targeted students through PS analysis and departmental discussions;</li> <li>• HoD to ensure appropriate resources are purchased and distributed.</li> <li>•</li> </ul>	KWa	Sept 2019
To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>PE:</p> <ol style="list-style-type: none"> <li>1. We provide high quality teaching to ensure all students access the intervention they need, and they all have opportunities for theory and practical enrichments.</li> </ol>	<ul style="list-style-type: none"> <li>• HoD to identify and monitor students who require intervention using PS data analysis;</li> </ul>	LCo CYo MGr	Sept 2019
To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>DT:</p> <ol style="list-style-type: none"> <li>1. We target PP students and offer extra support in lessons where necessary.</li> <li>2. We offer clubs in all areas for DT where students can either come and build confidence or learn new skills or receive support with homework/classwork.</li> <li>3. There is additional Y9&amp;10 enrichment to support with progress. PP students (among many others that are under performing) are targeted.</li> <li>4. Currently, all students are asked to bring in a contribution when they complete practical. This will be more regular in food as they complete practical more often.</li> </ol>	<ul style="list-style-type: none"> <li>• HoD to identify and monitor students who require interventions using PS data analysis;</li> <li>• HoD to identify and monitor students who are identified for intervention through PS data analysis and Department Meeting discussions;</li> </ul>	JBI	Sept 2019
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Option Maths, VMG Maths and maths 1 to 1 tuition and Director support.	PP students to make positive progress, and for the gap between PP and Non PP students to be narrowed.	<p>For the whole Y11 cohort, the students' average progress contribution for maths was -0.36.</p> <p>The PP students achieved an average progress contribution of -0.32 for all subjects and 31.8% of them achieved EBacc Maths C/4+. Although, this progress contribution is negative, this is an improvement on the 2017/18 results by 0.28. However, in comparison to Non PP students, there is still an area to improve.</p> <p>PP students' average progress contribution was -0.32, whilst Non PP students' average progress contribution was -0.17 (gap of 0.15 still to close).</p>	These approaches of specific, targeted intervention for students who need to receive further intervention (in the form of either: 20 minutes per day in VMG; 1 hour sessions, as required, with a 1 to 1 specialist or subject Director; 2-3 hours a week timetabled Option lessons; and/or 1 hour per week targeted Enrichment	See PP tracker

<p>Option English, VMG English and English 1 to 1 tuition and Director support.</p>	<p>PP students to make positive progress, and for the gap between PP and Non PP students to be narrowed.</p>	<p>For the whole Y11 cohort, the students' average progress contribution for English Language was +0.09.</p> <p>The PP students achieved an average progress contribution of -0.32 for all subjects and 68.2% of them achieved EBacc English C/4+. This progress contribution is positive and is an improvement on the 2017/18 results by 0.04. However, in comparison to Non PP students, there is still an area to improve.</p> <p>PP students' average progress contribution was -0.32, whilst Non PP students' average progress contribution was -0.17 (gap of 0.15 still to close).</p>	<p>These approaches of specific, targeted intervention for students who need to receive further intervention (in the form of either: 20 minutes per day in VMG; 1 hour sessions, as required, with a 1 to 1 specialist or subject Director; 2-3 hours a week timetabled Option lessons; and/or 1 hour per week.</p>	<p>See PP tracker</p>
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</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>
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Careers Inc.	All students to have secure post-16 plans	Careers advice is an important part of school in order to ensure we foster ambition in all students. We employ careers advisors through Careers Inc to meet with students to work out their post-16 plans, as well as to support with applications and interview preparation. This is available to all students at lunchtimes or in timetabled interviews for year 10 and 11.	This will continue next year, as we need to ensure that we are preparing our students for post-16 destinations and are ensuring that they secure their best possible life chances.	See PP tracker.
Y8 Outwood Bound Adventure Day and Graduation	All students to be prepared for continuing their education into KS4 and developing their social and team building skills to ensure that we are developing their life chances.	At the end of Y8, students who have demonstrated excellent effort levels in their studies are rewarded with a Graduation ceremony and to ready them for KS4 study. Following Graduation, students are also invited to take part in an Outwood Bound programme as a reward.	This will continue next year, as we need to ensure that we are preparing our students initially for their GCSEs and KS4, but more significantly, for their post-16 destinations and are ensuring that they secure their best possible life chances.	See PP tracker.

<b>iii. Other approaches</b>				
<b>Aim</b>	<b>Intended outcome</b>	<b>Success Criteria:</b>	<b>Lessons Learned:</b>	<b>Cost</b>

<p>To improve attendance across the academy.</p> <p>Improving attendance was one of the academy's main areas for improvement. Attendance therefore needs to be everyone's priority.</p>	<p>Increase attendance of persistent absentees.</p> <p>Promote resilience in our students and praise students with good attendance through a range of whole school strategies.</p>	<p>Since the start of this academic year the academy worked extremely hard to introduce many attendance incentives/rewards for students. These include:</p> <ul style="list-style-type: none"> <li>• Dry wipe boards have been introduced into VMGs rooms. ALA and MGR collate figures and decide 'Top Student' (based on students who continually achieve 100% every week, or have improved significantly which is good for their situation) and 'Most Improved' (have to have improved by 40% one week to the next);</li> <li>• Chocolate bars were handed out every Friday for pupils with 100% attendance for that week.</li> <li>• VMG League table was introduced to allow a visual representation of each VMGs' attendance success and to foster a sense of competition between the different VMGs.</li> <li>• A reward trip to Alton Towers was organised linked to attendance. Pupils' place on the trip was only guaranteed if they managed to maintain an attendance percentage of above 95% in the run up to the trip.</li> <li>• The VMG with the best attendance each half term was rewarded with a special breakfast during VMG time.</li> <li>• Each term there was an attendance draw for 100% attendance that term. The winner received a Kindle fire. The names of all of the pupils with 100% attendance were entered and a winner chosen at random.</li> </ul>	<p>Attendance continues to be a main focus of the academy's improvement plan and new incentives are being developed to further engage pupils in their attendance.</p>	
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|  |  | <ul style="list-style-type: none"><li>• Attendance snake poster has been put up around the school for students to see;<br/>The attendance poster has also been given to VMG tutors to put on their wall by their attendance board or on their VMG board;<br/>Arrows placed on the snake poster for VMGs and VMG tutor has conversation about where they should be/how well they are doing;</li><li>• MGR has lead attendance assemblies. First - to show the students that their attendance needs improving, why they need good attendance and how to improve their attendance. Second - reflection from the first assembly and showed students that some</li><li>• year groups have improved and how many students achieved 100% for a full term.</li></ul> |  |  |
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