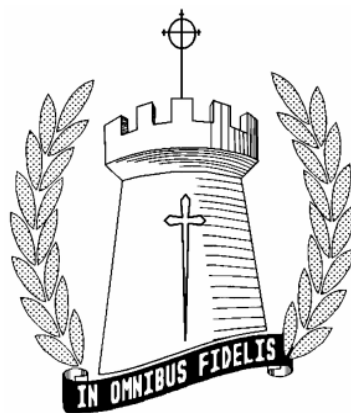


St Damian's RC Science College



PUPIL PREMIUM PLAN 2019-2020

REVIEW DATES:

- Term 1 - Dec 2019
- Term 2 - Apr 2020
- Term 3 - July 2020

Pupil Premium Plan 2019-2020

Overview

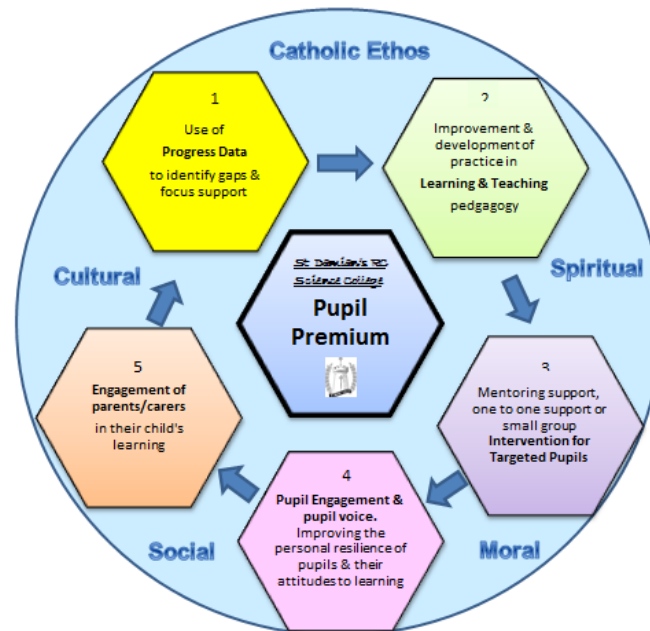
PP Funding	
Pupil Premium: Deprivation	£935 per pupil
Pupil Premium: Service Children	£300 per pupil
LAC and previously LAC	£2,300 per pupil

- ❖ Pupil Premium pupils form 24% of the St. Damian's R.C. College population
- ❖ Year 7 (45, 27%), Year 8 (38, 22%), Year 9 (49, 30%), Year 10 (35, 22%) and Year 11 (29, 18%).
- ❖ Total Pupil Premium: 196/821 students [24% of school cohort]
- ❖ The College has been allocated **£183,410** [Apr 2019] for the academic year 2018/19 from Tameside LA
- ❖ LAC funding of **£36,800**- 16 pupils [£2,300 /pupil]
- ❖ Strategies are based on the Teaching & Learning Toolkit published by the Education Endowment Fund
- ❖ Expenditure is outlined in all five sections of the plan. Certain strategies are given individual costings

Impact Report

The Pupil Premium Impact Report focuses on 5 key actions as highlighted in 'St. Damian's Pupil Premium Strategy' diagram.

The five units of the Pupil Premium Impact Report are colour-coded accordingly.



1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	<p>Key Focus on progress of 'groups' of underachieving PP learners</p> <p>Y7</p> <ul style="list-style-type: none"> • KS2>3 Transition • 11/45 pupils in Y7 with Below Expected Progress in KS2 English • 8/45 pupils in Y7 with Below Expected Progress in KS2 Maths <p>Y8</p> <ul style="list-style-type: none"> • Progress of Boys [5 targeted pupils 5+ subjects under target [4B, 1G, 3HA, 1MA, 1LA] <p>Y9</p> <ul style="list-style-type: none"> • Progress of High Ability [12 targeted pupils 5+ subjects under: 8B, 4G] • Progress of Middle Ability [6 targeted pupils 5+ subjects under: 4B, 2G] <p>Y10</p> <ul style="list-style-type: none"> • Progress of High & Middle Ability Boys [11 targeted pupils 5+ subjects under 7G, 4B, 5HA, 5MA, 1LA] <p>Y11</p> <ul style="list-style-type: none"> • 6B, 3G. Progress & Attainment of High Ability Pupil Premium to increase performance at Grades 9-7 [4 targeted pupils] • Progress of Middle Ability [5 targeted pupils, 6G, 4B – 5+ subjects below target] • Progress of 2 LAC 	
B.	Some PP learners do not maximise response to high quality teaching, learning & feedback	
C.	PP learners with lower levels of Literacy, Numeracy, homework and organisational skills	
D.	PP learners with social & emotional issues & low aspirations that are having a detrimental effect on learning	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	PP learners requiring attendance and welfare support	
2. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Increase Progress and Attainment of PP pupils in all Year Groups	<ul style="list-style-type: none"> • Y7 PP pupils entering 'Below', make at least 'Expected progress' in English & Maths • Y8 PP Boys make improved levels of progress across the curriculum • Y9 PP HA & MA make improved levels of progress across the curriculum • Y10 PP HA & MA make improved levels of progress across the curriculum • Y11 PP HA achieve grades 9-7 across subjects at GCSE • Y11 PP MA increase progression levels across the curriculum, Y11 PP boys
	High Quality Learning & Teaching & Feedback to Ensure Access for All Learners	<ul style="list-style-type: none"> • Improvements in quality of PP learners work as evidenced by MPP
	Mentoring, Intervention & Targeted Learning	<ul style="list-style-type: none"> • Improved skills in Literacy & Numeracy as evidenced by the HT Intervention Report
	Pupil Engagement & Pupil Voice	<ul style="list-style-type: none"> • PP Learners with social & emotional issues engage successfully with school as evidenced by HOY RAPs, Case Studies & Ambrose Records
	Engagement of Parents/Carers in Child's Learning	<ul style="list-style-type: none"> • High Levels of PP attendance in each Year Group 95%+

3. Planned expenditure						
Academic year						£183,410
i. Increase Progress and Attainment of PP pupils in all Year Groups						
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?	
An ambitious curriculum designed to give all learners, particularly PP the knowledge and cultural capital they need to succeed in life	Updated Curriculum Policy includes PP Plan, review and implement KS3 & KS4 Curriculum Overviews Evaluate Intent / Implementation /Impact in relation to PP Review implementation of Subject Skills: Literacy & Numeracy / 21 st Century / Employability skills Evaluate effectiveness of planned sequencing/ interleaving on PP Review of PP in relation to formative & summative assessment Parent updates for PP on Curriculum – Information Eve Ambitious curriculum targets for PP	EEF Evidence: <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Mastery Learning • Metacognition • Parental engagement • Peer tutoring • Reading comprehension strategies Rationale: <ul style="list-style-type: none"> • PP pupils experience breadth & depth across the curriculum • PP have increased knowledge and skills • PP have increased cultural capital to succeed • Raised aspirations for PP • Pupils access Literacy & Numeracy as required 	<ul style="list-style-type: none"> • Implementation of Curriculum Policy • Outcomes of evaluation of Intent / Implementation / Impact • KS3 & KS4 Curriculum Overviews • Subject Curriculum documents • Progress Checks • Progress Check Analysis 	MHW	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020	
High levels of progress in Literacy in Y7-9	Lexia Fresh Start Phonics Accelerated Reader	EEF Evidence: <ul style="list-style-type: none"> • Mastery Learning • Peer Tutoring • Reading comprehension Strategies Rationale: <ul style="list-style-type: none"> • 11 pupils in Y7 'Below Expected 'at KS2 • Focus on 7 pupils in Y8 identified in Progress Checks • Focus on 18 pupils in Y9 identified in Progress Checks • Strong foundations at KS3 to improve SPAG outcomes at KS4 [all subjects] 	<ul style="list-style-type: none"> • Monitoring of intervention sessions • Termly reports from Staff Lead • Progress Check Data in English • Accelerated Reading data 	SHN STE MYS	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020	

<p>High Levels of progress in Numeracy in Y7-9</p>	<p>Numeracy Ninjas Mathswatch Teacher led Numeracy Intervention</p>	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Mastery Learning • Peer Tutoring <p>Rationale:</p> <ul style="list-style-type: none"> • 8 PP pupils in Y7 'Below Expected' at KS2 • Focus on 2 pupils in Y8 identified in Progress Checks • Focus on 14 pupils in Y9 identified in Progress Checks • Strong foundations at KS3 to improve outcomes at KS4 e.g. EBacc subjects [Maths, Science, Geography] 	<ul style="list-style-type: none"> • Monitoring of intervention sessions • Termly reports from Staff Lead • Progress Check Data in Maths 	<p>AAI OPE</p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>
<p>Improved rates of progress across KS3 for PP learners [including High Ability]</p> <p>YEAR 9</p>	<p>Tracking of PP Subject Intervention HOY Intervention PP RAPS Staff Briefings</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Mastery Learning • Metacognition • Parental engagement • Peer tutoring • Reading comprehension strategies <p>Rationale:</p> <ul style="list-style-type: none"> • Progress of High Ability [12 targeted pupils 5+ subjects under: 8B, 4G] • Progress of Middle Ability [6 targeted pupils 5+ subjects under: 4B, 2G] • Specific focus on progress & attainment of PP • Effective academic and pastoral support of PP pupils • Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> • Monitoring of PP progress & attainment data by DHT • Monitoring of impact of subject intervention – Progress Checks • Monitoring of impact of HOY intervention – RAPS • Learning walks / MPP 	<p>APL Y9 FT</p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>
<p>Improved rates of progress across KS3 for PP learners [including High Ability]</p> <p>YEAR 8</p>	<p>Tracking of PP Subject Intervention HOY Intervention PP RAPS Staff Briefings</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Mastery Learning • Metacognition • Parental engagement • Peer tutoring • Reading comprehension strategies <p>Rationale:</p> <ul style="list-style-type: none"> • Progress of Boys [5 targeted pupils 5+ subjects under target [4B, 1G, 3HA, 1MA, 1LA] • Specific focus on progress & attainment of PP • Effective academic and pastoral support of PP pupils 	<ul style="list-style-type: none"> • Monitoring of PP progress & attainment data by DHT • Monitoring of impact of subject intervention – Progress Checks • Monitoring of impact of HOY intervention – RAPS Learning walks / MPP 	<p>SBS Y8 FT</p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>

		<ul style="list-style-type: none"> Effective communication of barriers & strategies to overcome them 			
<p>Improved rates of progress across KS3 for PP learners [including High Ability]</p> <p>YEAR 7</p>	<p>Tracking of PP Subject Intervention HOY Intervention PP RAPS Staff Briefings</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> Collaborative Learning Feedback Homework Mastery Learning Metacognition Parental engagement Peer tutoring Reading comprehension strategies <p>Rationale:</p> <ul style="list-style-type: none"> 11/45 pupils in Y7 with Below Expected Progress in KS2 English 8/45 pupils in Y7 with Below Expected Progress in KS2 Maths Specific focus on progress & attainment of PP Effective academic and pastoral support of PP pupils Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> Monitoring of PP progress & attainment data by DHT Monitoring of impact of subject intervention – Progress Checks Monitoring of impact of HOY intervention – RAPS Learning walks / MPP Y7 Transition Checkpoint 	<p>KFY Y7 FT</p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>
<p>Improved rates of progress across KS4 for PP learners</p> <p>YEAR 11</p>	<p>Progress 8 & Attainment 8 Reports for Y10 & Y11 Subject Intervention HOY Intervention Academic Mentoring with STE PP RAPS Staff Briefings</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> Collaborative Learning Feedback Homework Mastery Learning Metacognition Parental engagement Peer tutoring Reading comprehension strategies <p>Rationale:</p> <ul style="list-style-type: none"> 6B, 3G. Progress & Attainment of High Ability Pupil Premium to increase performance at Grades 9-7 [4 targeted pupils] Progress of Middle Ability [5 targeted pupils, 6G, 4B – 5+ subjects below target] Progress of 2 LAC Pupils make at least expected / exceed Expected Progress Effective academic and pastoral support of PP pupils Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> Monitoring of PP progress & attainment data by DHT Monitoring of impact of subject intervention – Progress Checks Monitoring of impact of HOY RAPS Learning walks/MPP 	<p>RBA Y11 FT</p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>

<p>Improved rates of progress across KS4 for PP learners</p> <p>YEAR 11 HIGH ABILITY</p>	<p>Progress 8 & Attainment 8 Reports for Y10 & Y11 Subject Intervention HOY Intervention PP RAPS Staff Briefings</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Mastery Learning • Metacognition • Parental engagement • Peer tutoring • Reading comprehension strategies <p>Rationale:</p> <ul style="list-style-type: none"> • Increase performance at Grades 9-7 [9 pupils, 4 targeted pupils] • Pupils make at least expected / exceed Expected Progress • Effective academic and pastoral support of PP pupils • Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> • Monitoring of PP progress & attainment data by DHT • Monitoring of impact of subject intervention – Progress Checks • Monitoring of impact of HOY RAPS • Learning walks/MPP 	<p>RBA Y11 FT</p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>
<p>Improved rates of progress across KS4 for PP learners</p> <p>YEAR 10</p>	<p>Progress 8 & Attainment 8 Reports for Y10 & Y11 Subject Intervention HOY Intervention Academic Mentoring with STE PP RAPS Staff Briefings</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Mastery Learning • Metacognition • Parental engagement • Peer tutoring • Reading comprehension strategies <p>Rationale:</p> <ul style="list-style-type: none"> • Progress of High & Middle Ability Boys [11 targeted pupils 5+ subjects under 7G, 4B, 5HA, 5MA, 1LA] • Pupils make at least expected / exceed Expected Progress • Effective academic and pastoral support of PP pupils • Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> • Monitoring of PP progress & attainment data by DHT • Monitoring of impact of subject intervention – Progress Checks • Monitoring of impact of HOY RAPS • Learning walks/MPP 	<p>SSY Y10 FT</p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>

Improved rates of progress across KS4 for PP learners [High Ability] YEAR 10	Progress 8 & Attainment 8 Reports for Y10 & Y11 Subject Intervention HOY Intervention PP RAPS Staff Briefings	EEF Evidence: <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Mastery Learning • Metacognition • Parental engagement • Peer tutoring • Reading comprehension strategies Rationale: <ul style="list-style-type: none"> • Progress of 5/8 High Ability to be monitored [Below target in 5+ subjects end of Y9] • Pupils make at least expected / exceed Expected Progress • Effective academic and pastoral support of PP pupils • Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> • Monitoring of PP progress & attainment data by DHT • Monitoring of impact of subject intervention – Progress Checks • Monitoring of impact of HOY RAPS • Learning walks/MPP 	SSY Y10 FT	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
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£65,410

ii. High Quality Learning & Teaching & Feedback to Ensure Access for All Learners

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?
PP pupils are able to retain information long term and recall this information to ensure they make progress.	High quality T&L in all lessons. Promotion of Independent Learning and effective strategies to revise. Staff training SGP throughout the school Opportunities for pupils to retrieve information in all lessons Pupils given opportunities to learn how their memory works	EEF Evidence: <ul style="list-style-type: none"> • Collaborative learning • Metacognition and self regulation • feedback Rationale <ul style="list-style-type: none"> • Pupils understand how they learn and can use these skills to recall previously learnt material • Pupils make at least expected progress • Pupils improve their confidence in examinations 	<ul style="list-style-type: none"> • Learning walks • MPPS • Pupil voice • PCA • Subject Development Stages • Staff training • Curriculum reviews • Sharing best practice • Research and development • Assemblies 	SKY	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020

£55,000

iii. Mentoring, Intervention & Targeted Learning

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?
Pupils develop independent learning skills	Homework Club/Study Club Form tutors focussing on behaviour points given for 'lack of homework' – early parental contact.	EEF Evidence: <ul style="list-style-type: none"> • Collaborative learning • Peer Tutoring • Parental contact • Behaviour interventions Rationale: <ul style="list-style-type: none"> • Pupils improve organisation, homework completion and receive fewer behaviour points for missed homework • Identified pupils will respond positively to collaborative peer support • Early parental contact with behaviour points will ensure expectations are clear and support strategies agreed 	<ul style="list-style-type: none"> • Half termly review of study club • Feedback from HOY on quality of support from PLF • Half termly behaviour points analysis 	MJE HOY 7-11	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
Effective revision for linear examinations	Targeted intervention classes	EEF Evidence: <ul style="list-style-type: none"> • Collaborative Learning • Feedback Rationale <ul style="list-style-type: none"> • Identified PP pupils in subjects require an increased level of support in small groups to maximise outcomes 	<ul style="list-style-type: none"> • Monitoring of PP Targeted Intervention schedule • Regular updates to schedule • Review of impact half-termly by teachers 	MHW HOY	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
SEN Pupils increase levels of Literacy & as a result have improved curriculum access to all Subject Areas	Literacy Curriculum for Lower Ability Targeted LSA Support KS3/4 Study/Homework and Aspirations clubs SENCO liaison with Whole School Literacy Lead	EEF Evidence: <ul style="list-style-type: none"> • Digital technology • Homework • Phonics • Reducing class size • Setting or streaming • TAs Rationale <ul style="list-style-type: none"> • Lexia programme to build phonics skills and improve reading ability • Accelerated reading programme to support regular reading for pleasure. Assessment through testing and quizzes • To consolidate classroom teaching • To address reading ability at its most basic level. To enable pupils to access texts 	<ul style="list-style-type: none"> • Review of intervention impact • Monitoring pupil progress data • Review progress in AR and Lexia schemes • Pupil and staff feedback/voice • LSA appraisal • Classroom 'drop ins' • Liaison with Literacy Lead and contribution to strategy 	CWR	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020

		<ul style="list-style-type: none"> • Increase teacher: pupil ratio in LA classes where pupils need higher degree of attention • To enable better differentiation of resources/make the curriculum more accessible/support the teacher in pitching teaching at the appropriate level • To provide statutory support for pupils with complex learning needs 			
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Total budgeted cost

£35,000

iv. Pupil Engagement & Pupil Voice

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A range of 'in-house' packages to support all pupils to positively engage in learning	Personalised Ambrose packages to meet the individual needs of pupils	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Social and emotional learning • Parental engagement • Behaviour interventions <p>Rationale:</p> <ul style="list-style-type: none"> • Pupils provided with one to one support regarding social and emotional development • Pupils able to share concerns and look for resolutions with Ambrose Manager • Increased self-esteem and resilience amongst learners • Opportunity to continue education and learning outside of the main classroom 	<ul style="list-style-type: none"> • Monitoring of Ambrose referrals • Line management meetings with the Ambrose Manager • HOY input • Risk assessment documentation • Pupil voice 	FBY	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
Pupils have high aspirations and participate in an aspect of pupil leadership; building their self-esteem and life skills	Review how pupil leaders are selected to ensure all learners are represented in pupil leadership roles	<p>EEF:</p> <ul style="list-style-type: none"> • Aspiration interventions • Social & emotional learning <p>Rationale:</p> <ul style="list-style-type: none"> • Pupils actively encouraged to apply for pupil leadership roles • Increased self- confidence through the development of new skills and increased levels of responsibility 	<ul style="list-style-type: none"> • Increased numbers of PP learners in pupil leadership roles • Pupil voice of PP learners in pupil leadership roles 	MJE	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
Pupils are well prepared for the next stages of education, training & employment	1:1 Careers Interviews with PS CEIAG Curriculum ASPIRE Days Options Advice Post 16 Transition	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Aspiration Interventions <p>Rationale:</p> <ul style="list-style-type: none"> • Pupils given the confidence to pursue high aspirations 	<ul style="list-style-type: none"> • DHT meetings with Positive Steps • Pupil voice feedback • Pupil Destinations Data 	MHW	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020

	PP & Gatsby Benchmarks In school Mentoring targeted Y10/11 STE Mentoring by 'Brother' – Y10	<ul style="list-style-type: none"> Pupils know Options pathways available to them [14/16/18] Increased self-esteem, motivation and engagement Pupils have contact with employers & post 16 providers Pupils choose sustainable destinations No PP NEETs Vulnerable PP pupils well supported during KS4 	<ul style="list-style-type: none"> Outcomes of Gatsby Benchmarks & Careers Plan Mentoring Updates [STE] Mentoring Updates & Reviews [Brother] 		
Pupils to have positive relationships with key person (SSO) to remove barriers to learning	HOY / FT referral to SSOs to provide support and techniques to maximise learning opportunities	<p>EEF Evidence:</p> <ul style="list-style-type: none"> Social and emotional learning Parental engagement Behaviour interventions <p>Rationale:</p> <ul style="list-style-type: none"> Pupils provided with one to one support regarding social and emotional development Pupils able to share concerns and look for resolutions Signposting to relevant support outside of school, including professionals, groups and Apps Increased self esteem Organisational skills 	<ul style="list-style-type: none"> Line management meetings with SSOs Analysis of Edaware information Discussions with HOYs and link SLT Parental feedback 	FBY	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020

Total budgeted cost

£12,000

v. Engagement of Parents/Carers in Child's Learning

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?
High Levels of attendance in school	Attendance tracking Services of Attendance Officer Parental contact Rewards	<p>EEF Evidence:</p> <ul style="list-style-type: none"> Parental engagement Aspiration interventions <p>Rationale:</p> <ul style="list-style-type: none"> Pupils have good attendance meeting school expectation Increased learning time Increased progress Removal of barriers to learning Interaction with peers / staff avoidance of isolation 	<ul style="list-style-type: none"> Regular meetings with JGH Meetings between HOY and JGH SIMs reports for PP attendance Monitoring of pupils causing concern at FT level moving towards attendance officer level Parental contact 	JGH	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020

Reduction in Fixed term exclusions	Use of ASPIRE system; alert to changes in behaviour Inclusion support; tracking seclusion Consistency in reintegration once exclusion has occurred Restorative Justice used when appropriate	EEF: <ul style="list-style-type: none"> • Parental engagement • Behaviour interventions • Social & Emotional learning Rationale: <ul style="list-style-type: none"> • Parents are generally supportive of the school and early contact could prevent poor behaviour escalating • Tracking seclusion and putting in behavioural support could prevent exclusions from occurring • Tracking exclusions and identifying support required could reduce the number of 'reoffenders' obtaining an exclusion. • Utilising restorative justice when appropriate could support positive mental health and solve any underlying issues. 	<ul style="list-style-type: none"> • Half termly behaviour points analysis and review of reports which ran. • Tracking detentions and identifying any changes in behaviour • Tracking of seclusion; support activities carried out and identifying any follow up required. • Tracking of exclusions and any support which is required. • Monitoring of RJ cases and ensuring cases are completely resolved. 	MJE	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
Involvement of parents to identify and reduce barriers to learning	Parental Interviews Y6>7 Transition Information Evenings Parents' Evenings Twitter / Text messages	EEF Evidence: <ul style="list-style-type: none"> • Parental Involvement Rationale: <ul style="list-style-type: none"> • College supports the child and the parent in partnership 	<ul style="list-style-type: none"> • SLT line management of HOY • HOY PP RAPS • HOY Records • Progress Checks 	HOY	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
Resources made available to pupils who need them to support pupils' progress and engagement.	Applications for resources Subject Subscriptions e.g. mathswatch Additional lessons	EEF Evidence: <ul style="list-style-type: none"> • Parental Involvement Rationale: <ul style="list-style-type: none"> • Equality of access to resources • Pupils are well supported in learning 	<ul style="list-style-type: none"> • Finance records on PP spending 	AON	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
Total budgeted cost					£16,000