

Ibstock Community College Pupil premium strategy statement

1. Summary information					
School	Ibstock Community College				
Academic Year	2019 - 2020	Total PP budget	£110,315	Date of most recent PP Review	July 2019
Total number of pupils	ALL: (539) PP: (99) (18.37%)	Number of pupils eligible for PP and PP+	Year 7: 40 (20.30%) Year 8: 32 (19.75%) Year 9: 25 (14.04%)	Date for next internal review of this strategy	Nov 2019 – with PP governor and SLT

2. Current attainment - Outcomes from 2018/19						
	<i>Pupils eligible for PP at Ibstock</i>			<i>All students at Ibstock</i>		
<p>% achieving expected attainment in English and Maths in July 2019. At Ibstock, this is represented by % of students who are achieving the Ibstock Secure pathway – indicative of a possible GCSE 5 outcome.</p> <ul style="list-style-type: none"> Grade sweep 3 data June 2019 	Year 7: 43%	Year 8: 55%	Year 9: 33%	Year 7: 68%	Year 8: 67%	Year 9: 46%

3. Current progress						
	<i>Pupils eligible for PP at Ibstock</i>			<i>Non PP students at Ibstock</i>		
<p>% achieving expected progress in English and Maths in July 2019. At Ibstock, this is represented by % of students who are on or above the FFT20 estimated grade.</p> <ul style="list-style-type: none"> Grade sweep 3 data June 2019 	Year 7: 67% English	Year 8: 82% English	Year 9: 67% English	Year 7: 82%	Year 8: 84%	Year 9: 71%
	Year 7: 79% Maths	Year 8: 79% Maths	Year 9: 47% Maths	Year 7: 85%	Year 8: 83%	Year 9: 62%

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	8 PP students recorded on entry as not secondary ready (below 90 KS2) in Reading and 2 PP (below 90 KS2) in Maths – Students who enter Ibstock with poor literacy skills typically make less progress across a range of subjects. Students without the basic skills in English and maths will struggle to access the KS3 curriculum and typically achieve less.
B.	A proportion of our Year 9 PP students did less well in their Summer Examinations (in relation to predicted EOY pathways). In Summer Term 2020 it is important to find out from our Year 9 PP students how they feel about their EOY/Summer assessments – in preparation and then as a reflection afterwards.
C.	Based on previous data (2018 – 2019) some high attaining pupils who were eligible for PP were making less progress than expected nationally in a few subject areas. This prevents sustained high achievement. Once Grade Sweep one has been completed in the new academic year (2019-2020) the progress made by HA PP students will be analysed and reviewed.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are below the 95.0% College's benchmark and stood at 92.8% last term (Summer 2019). The national average is 91.9% – PP attendance at our school is better than national data but it is not meeting the College's expectations. -School hours are reduced if the students are not at school - typically they don't achieve expected progress in line with National data.
E.	Parental engagement with the school: at parents' evenings and specific school events throughout the academic year. This is leading to a lack of preparedness for learning e.g emotional resilience as well as planner/pencil case organisational skills throughout the academic year.

5. Outcomes - 2019/2020		6.
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>High levels of progress in literacy for Year 7 pupils eligible for PP and for all pupils across the curriculum. Those students with KS2 standardised scores less than 90 in both Reading and Maths have made considerable progress. Supported and measured by Head of School, SENDCO, English and Maths teachers.</p> <p>Those Year 8 students who were low prior attainers (Maths 8 and English 7) continue to be supported with Reading and Maths.</p> <p>Year 9 'foundation' and 'growing' students in English and Mathematics have continued support and intervention to help prepare them for KS4/GCSE's.</p>	<p>Students are attaining pathways in line with their peers.</p> <p>100% meet expected targets (Ibstock Pathways) additional evidence will be provided by using ARTi reading age assessments progress and Vernon spelling tests.</p> <p>The English specialist TA will target support in class for specific PP students.</p> <p>Year 8 PP students that had scores below KS2 Reading and Numeracy will make accelerated progress – more than 1 pathway from their KS2 (below 90) Reading and Numeracy.</p> <p>Additional small group work will be offered by the SENDCO and TA team as appropriate.</p> <p>The RRC coordinator will also be available to offer additional support to individual students and/or small groups.</p>

		The Learning Mentor will be able to offer support to individual PP students and/or small groups of PP students.	
B.	Excellent Quality first Teaching incl. Excellent feedback for all incl. PP students.	<p>Teaching and Learning monitoring evidence will be a focus in Lesson visits. There should be evidence in the subject teacher's lesson that shows PP students take priority with personalised interventions - "Equity not equality" approach is leading to improved outcomes for PP students.</p> <p>Faculties will share good practice and follow the college marking policy regarding pupil premium students ensuring that all verbal and written feedback is meaningful and effective and empowers students to improve and develop their skills in each subject.</p> <p>Faculties have shared and outlined PP provision to the PP Co-ordinator for the academic year – interventions, strategies and extra-curricular opportunities.</p> <p>Faculties share their outline/plan for the academic year with regards to the PP provision being made – interventions/tasks and activities to enhance PP student's academic progress.</p> <p>The continued implementation of MINTCLASS by all Teaching staff will support the sharing of teaching and learning strategies, leading to well structured, personalised lesson plans for our students that engage and motivate them – this also includes our pupil premium students as they can be identified in MINTCLASS and specifically seated in all classrooms to meet their learning needs.</p> <p>Knowledge Organisers working successfully to support PP students with their 20:20:20 daily homework.</p> <p>Leadership/faculty/SLT meetings will have PP provision on the agenda so that any current issues with progress, attendance, parental engagement and organisation can be addressed and then resolved.</p>	
C.	Improved rates of progress across KS3 for high attaining pupils eligible for PP	<p>Pupils eligible for PP identified as high attaining from Primary School data and KS2 scaled scores make as much progress as pupils nationally identified across Key Stage 3, so that 90%+ of PP are on track to achieve Ibstock Expected Pathway.</p> <p>The Faculty lead will analyse the outcomes of pupil premium students and any underachieving students will be supported with a range of personalised interventions, including meeting with the progress leader and/or form tutor to complete the Skills for schools initiative. Learning conversations will be recorded and outcomes from the 1:2:1 meeting will be actioned and monitored.</p> <p>Each faculty will seek out appropriate opportunities to challenge and encourage pupil premium students to stretch themselves such as booster and master classes and subject focused competitions and challenges. At a senior level the attainment of pupil premium students will be a rolling agenda item for line management meetings.</p> <p>The PP Co-ordinator and Progress Leader will seek opportunities to challenge this cohort across all three year groups.</p>	
D.	Increased attendance rates for pupils eligible for PP and reduction of persistent absence for PP and FSM	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP by 5%.</p> <p>Overall attendance among pupils eligible for PP improves from 92.8% to 95% in line with the college's attendance expectations.</p>	

E.	Increased parental engagement seen in parents evening turnout, INSIGHT, PP pupils' preparedness for learning.	<p>Higher turnout at Parents Evening.</p> <p>Greater numbers of PP parents using and responding to INSIGHT (parent portal).</p> <p>PP students as a result more engaged and gaps reducing in reading ages/assessments/TA and exams.</p> <p>All parents/carers have access to INSIGHT – reports are uploaded following each grade sweep.</p> <p>A coffee morning will be organised for non-attending parents and carers at progress evenings and upper school options evenings was well - attended and gave parents/carers the opportunity to speak with the progress leader and other teachers as well as looking at their children's books.</p>	
F.	<p>Wellbeing and welfare of our PP Students -Enrichment</p> <p>1. Increased confidence in PP Students – in classrooms and outside of the classroom.</p> <p>2. Introduction to the 'Routes to Resilience' scheme that Tutor groups will participate in during tutorial lessons.</p> <p>3. Resources and equipment provided to our PP Students</p>	<p>Engagement with the 20:20:20 homework strategy.</p> <p>Parents/Carers to attend an awards celebration evening in the Summer term 2020.</p> <p>Enrichment opportunities throughout the academic year for all of our PP students - some examples... within departments – activities and tasks in lessons, trips or guest speakers (Careers advisors).</p> <p>Further Education visits – College's, Universities and an insight into specific apprenticeships.</p> <p>The 'routes to resilience' scheme should help students to improve their mental wellbeing – develop resilience and this should improve confidence and inner beliefs.</p> <p>Stationery equipment for PP students is provided. Replacement equipment available.</p> <p>PP students are entitled to a paper copy of all subject knowledge organisers – these are available in the RRC.</p> <p>PP students able to attend 'Homework Club' on Monday, Wednesday and Friday Lunch-times.</p>	
G.	All PP Students wearing new uniform for academic year 2019 - 20	<p>To feel part of the school's community and ethos – feeling like they belong.</p> <p>Students fostering a sense of pride with how they look and feel in the new uniform.</p> <p>Uniform promotes commonality amongst students.</p> <p>Improving mind set – ready to learn.</p> <p>All students at the college are wearing the correct uniform. - the advantage of wearing a school uniform has become more pertinent at a time when many fear our young people are unhappier than ever before.</p> <p>The role of the uniform plays a vital part in promoting pride, self-confidence through achievement and a feeling of belonging cannot be underestimated. At the very least, it means pupils have one less thing to think about when they are caught up in a whirlwind of exams, coursework and navigating friendship groups.</p>	

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7. Planned actions and expenditure

Academic year	2019 - 2020
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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?
Excellent Quality first Teaching incl. Excellent feedback for all incl. PP	<p>Whole college refresher CPD to share college strategy for pupil premium funding.</p> <p>Use of Mintclass to position PP students for best learning and sharing of strategies.</p> <p>Staff are encouraged to have a pupil premium focused appraisal target for the 2019-2020 cycle. The aim is to continue to develop on the knowledge rich curriculum for academic year 2019 – 2020.</p> <p>Introduction of the 20:20:20 homework and Knowledge Organisers.</p> <p>August Inset Day – Behaviour strategies training.</p>	<p>EEF toolkit records mastery learning as a having a +5 impact on progress</p> <p>Secondary Homework – research has shown than this strategy has a gain of +5 months.</p>	<p>Staff training on MINTCLASS led by TR who is now leading the initiative in college.</p> <p>MINTCLASS information on PP becomes more enhanced and staff are updating continually.</p> <p>Grade Sweep analyses – three throughout the academic year. One per term.</p> <p>Lesson visits, work scrutiny, student voice and Parent/Carer voice.</p> <p>Training for staff on the 20:20:20 and Knowledge Organiser homework scheme.</p> <p>Learning camps for all students was delivered in the final fortnight of the academic year 2018-19.</p> <p>Homework club in the RRC on Monday, Wednesday and Friday lunch-times every week.</p>	<p>TR – Sept 19</p> <p>TR - SENDCO</p> <p>RG</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SENDCO and TA's.</p>	<p>Spring term in 2020</p>

Improved progress for high attaining pupils	<p>Clearer identification of students and a “no excuses” policy in terms of expectations that they achieve their expected pathway. Opportunities for HA PP students to explore careers and higher education</p> <p>Enrichment/rips/extra-curricular experiences for our PP students based around careers, higher education and apprenticeships.</p> <p>Ashby/Ivanhoe and Ibstock Pupil Premium strategy group. Meeting with PP co-ordinators once per half term.</p>		<p>Faculty focus led through SLT links – Line Manager meetings.</p> <p>Whole school training and focus on Disadvantaged students with particular emphasis on the PP Highest Achievers.</p> <p>WorldSkills trip to the NEC at Birmingham in November 19’ 80 students will go on the trip – specifically PP and LAC students.</p> <p>Career Knowledge and understanding – link with industry and local community. Guest speakers.</p>	<p>SW FL SLT</p> <p>SLT I.C.C Staff</p> <p>RG trip organiser. 4 staff to assist on trip.</p> <p>RG to organise. Careers leader at I.C.C.</p>	<p>Following GS2 March 2019</p> <p>Throughout academic year 2019 – 2020.</p> <p>Nov 19’</p>
<p>Total budgeted cost:</p> <p><i>Homework club x3 days, £3,000</i></p> <p><i>Continued commitment to use of MINTCLASS, £1,000</i></p> <p><i>for CPD and training for quality first teaching proportional for the number of pupil premium students - £2,030</i></p> <p><i>Recruitment of a Learning Mentor –50% - £10,500</i></p>					<p>£16,530</p>

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	Review?
Improved Year 7 literacy progress and improved Maths skills of Non-Sec Ready	<p>Specialist Maths and English TAs with excellent subject knowledge and experience.</p> <p>ARTi scores and Vernon spelling tests conducted by the PLC department.</p>	Reducing class size as evidence on EEF toolkit has a +3 impact on the most disadvantaged.	<p>Observation and monitoring of Learning Mentor and TAs.. Use of our RRC coordinator's skills and capacity to support 1:1 and small group work.</p> <p>ARTi scores and Vernon spelling tests completed bi annually</p> <p>Track intervention strategies through PP Provision map to ensure impact.</p> <p>Identification of new Year 6 students who are below age expectations/'Not Secondary ready' prior to induction July 2019 – interventions can then be set up in advance.</p>	<p>SENDCo/FL for English Learning Mentor TAs English and Maths.</p> <p>RG to meet with FL throughout the academic year.</p> <p>TR – SENDCO MC – Progress Leader. Transition.</p>	Spring Term 2019

Improved numbers of Year 7 PP completing and learning from Homework tasks	Homework club for Years 7, 8 and 9 PP students.	Evidence from last year, showed an uptake of PP students attending the club. This year we have expanded provision, employing 2 TAs to offer targeted support. RRC Co-ordinator additional hours to support EEF toolkit from Sutton Trust Research shows that Secondary homework can lead up +5 impact.	Training for TA and appropriate staffing. Attendance at clubs recorded Recorded on SIMS – visible through INSIGHT	SENDCo and TAs. RG to monitor impact. TA's and RRC co-ord.	Jan 2019
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
Improved progress for high attaining pupils	High expectations of all HA students across all subject areas HA PP students identified on Mintclass and seating plans in place to support these individuals to optimise their learning. Interventions, booster classes, enrichment experiences designed to engage and challenge HA students Key focus is HA PP students – looking at further and higher education and careers opportunities	HA PP cohort ... Yr 7 – Reading - 9 students Maths - 5 students Yr 8 - Reading - 3 students Maths - 5 students Yr 9 – Reading - 3 student Maths – 3 students *Yr 7 data will be inputted in Dec 2019 once all of the information has been collated from KS2.	At faculty level data will help to monitor and evaluate the progress of HA PP students – interventions will be implemented as appropriate. MINTCLASS – seating plans in all subject areas and with all teaching staff. WorldSkills trip to the NEC at Birmingham in November 19' 80 students will go on the trip – specifically PP and LAC students. Parents/carers will be kept informed of opportunities available and will be invited to attend celebration events. Celebration evening – focus on our HA PP students.	Faculty Leaders SLT link - LM SLT RG. SLT RG. SLT	Throughout 2019 – 20. Throughout the academic year. Nov 19' Throughout 2019 – 20. Summer term

<p>Total budgeted cost</p> <p><i>Learning Mentor £10,500</i> <i>for English and Maths TAs - £31,200</i> <i>for 1:1 additional TA support before or after school £1,800</i> <i>RRC Coordinator extra hours - £1,965</i> <i>Interventions/ booster classes/ enrichment -£10,000</i></p>	<p>£55,462</p>
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iii. Other approaches					
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 ?
Increased attendance rates	<p>Enhanced Attendance Monitoring by Attendance Officer.</p> <p>Focused work on engaging with parents of PP poor attenders.</p> <p>Pop up rewards to motivate those close to good attendance threshold</p> <p>Meet regularly with those PP students that are close to the benchmark expectation of 95% and reward their improvements with their attendance record.</p> <p>Staff training on Attendance Issues – whole school CPD. AO sent out Attendance Policy at the start of the academic year.</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step. We can't improve attainment for children if they aren't actually attending school.</p> <p>In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4 which outlined the attainment drop caused by poor attenders.</p> <p>The report notes that "the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of the KS"</p> <p>We know that due to absence from college some of our pp students struggle to achieve their expected pathway in particular in the end of KS3 summative assessments, the reasons being unprepared for the exams in addition to the gaps in their learning.</p>	<p>Use of INSIGHT to contact parents regularly to inform them that their child is attending fewer school days than their classmates.</p> <p>Interviews and support sessions for Parents.</p> <p>Letters about attendance are pre-empted with an invite in to school to discuss attendance with parents / carers and explore barriers</p> <p>Regular meetings/discussions with Attendance Officer about existing absence issues and ensure absence is questioned promptly.</p>	<p>RC</p> <p>Strategy intervention group: SLT Pastoral Team, PL, SENDCO</p> <p>AO, SLT link (AM) and Pastoral Managers</p>	Ongoing

	<p>Inclusion provision</p> <p>Vice Principal responsible for attendance of students at I.C.C.</p> <p>Targeted meetings with PP students – looking at strategies linked to ‘Skills For Schools’ if they are struggling to engage in lessons. Issues, wellbeing and general catch up with any needs that our PP students may have.</p>		<p>Ensure effective reduced timetable support programme for those returning after long absence.</p> <p>Attendance and progress discussed at least fortnightly in the strategy intervention meetings with SLT, PL, Pastoral Managers and SENDCO.</p>		
<p>Total budgeted cost:</p> <p><i>for Attendance Officer - £5,000</i></p> <p><i>support of music therapy and instruments to encourage extra-curricular participation. - £1,140</i></p> <p><i>support funding for widening participation events, experiences and school trips. - £3,000</i></p> <p><i>Funding for DT resources - £1,000</i></p> <p><i>support for Attendance/achievement rewards, prizes, prom tickets, improved attendance prizes - £500</i></p> <p><i>support for Alternative Provision budget - £2,000</i></p> <p><i>support Ed psych/Counselling costs. - £2,000</i></p> <p><i>Teacher hours – 1 member of staff to work with groups of PP students to develop resilience and growth mindset – 2hrs per fortnight for academic year - £1,000</i></p> <p><i>Uniform support and funding for year 9 leavers hoodies for pp students - £4,000</i></p> <p><i>Sports kit and equipment for pp students with behaviour points for consistent no equipment - £480</i></p> <p><i>Termly celebration events for pupil premium parents and students - £250</i></p> <p><i>Strategy intervention group – time/cover if required - £200</i></p> <p><i>Catering Provision - £750</i></p> <p><i>Educational materials and equipment - £500</i></p> <p>£16,500 reserved for additional intervention opportunities</p>					<p>.</p> <p>£21,840</p> <p>£38,340</p>

8. Review of expenditure 2019-2020

iv. Quality of teaching for all

Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcome/ Impact	Completed /Ongoing
<p>Whole college refresher CPD to share college strategy for pupil premium funding.</p> <p>Use of Mintclass to position PP students for best learning and sharing of strategies.</p> <p>Staff are encouraged to have a pupil premium focused appraisal target for the 2019-2020 cycle. The aim is to continue to develop on the knowledge rich curriculum for academic year 2019 – 2020.</p> <p>Introduction of the 20:20:20 homework and Knowledge Organisers.</p> <p>August Inset Day – Behaviour strategies training.</p>	<p>EEF toolkit records mastery learning as a having a +5 impact on progress</p> <p>Secondary Homework – research has shown that this strategy has a gain of +5 months.</p>	<p>Staff training on MINTCLASS led by TR who is now leading the initiative in college.</p> <p>MINTCLASS information on PP becomes more enhanced and staff are updating continually.</p> <p>Grade Sweep analyses – three throughout the academic year. One per term.</p> <p>Lesson visits, work scrutiny, student voice and Parent/Carer voice.</p> <p>Training for staff on the 20:20:20 and Knowledge Organiser homework scheme.</p> <p>Learning camps for all students was delivered in the final fortnight of the academic year 2018-19.</p> <p>Homework club in the RRC on Monday, Wednesday and Friday lunch-times every week.</p>	<p>The monitoring of the use of MINTCLASS over a 2 year period has led to the decision not to renew the subscription. Instead staff continue to work hard to implement strategies to ensure equity for all students. This is also embedded into our RESPECT standards.</p> <p>During lesson visits SLT have seen clear evidence that our disadvantaged students are being encouraged and supported to achieve in line with their peers.</p> <p>Support has been provided for any disadvantaged student to enable them to complete their 20:20:20 homework. This includes the loaning of reading books as well as printed knowledge organisers and schedules. For those students without easy access to technology at home, priority passes for the homework club were issued.</p>	<p>Completed</p> <p>Ongoing</p> <p>Ongoing</p>

Improved progress for high attaining pupils	Clearer identification of students and a “no excuses” policy in terms of expectations that they achieve their expected pathway. Opportunities for HA PP students to explore careers and higher education		Faculty focus led through SLT links – Line Manager meetings.	Due to the pandemic this is difficult to evidence through data however the remote learning that was put in place In Mar 2020 – Jul 2020 incorporated a wide variety of resources including online learning eg Oak Academy, BBC Bitesize, SENECA, MyMaths, ActiveLearn, Read Theory and Focus On Music. In addition were project based lessons on FoldR.	Ongoing
	Enrichment/rips/extra-curricular experiences for our PP students based around careers, higher education and apprenticeships.		Whole school training and focus on Disadvantaged students with particular emphasis on the PP Highest Achievers.	The training has been rescheduled for 2020-21	
	Ashby/Ivanhoe and Ibstock Pupil Premium strategy group. Meeting with PP co-ordinators once per half term.		WorldSkills trip to the NEC at Birmingham in November 19’ 80 students will go on the trip – specifically PP and LAC students.	All students who participated in the trip found it extremely aspirational. The trip was followed up with some career based tutor activities and faculties explored the Gatsby benchmarks as part of the whole college CPD programme.	Completed
			Career Knowledge and understanding – link with industry and local community. Guest speakers.	Further work is to be done when we are able to invite guest speakers into school. The careers element of the PHSE curriculum has now been rewritten	Ongoing

i. Targeted support

Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcome/Impact	Completed/ Ongoing
Specialist Maths and English TAs with excellent subject knowledge and experience. ARTi scores and Vernon spelling tests conducted by the PLC department.	Reducing class size as evidence on EEF toolkit has a +3 impact on the most disadvantaged.	Observation and monitoring of Learning Mentor and TAs.. Use of our RRC coordinator’s skills and capacity to support 1:1 and small group work. ARTi scores and Vernon spelling tests completed bi annually	Literacy intervention programmes were written with the SEND team in collaboration with the Faculty of English and allowed for small groups to be taken out from the mainstream lessons. Self esteem and confidence improved dramatically and parent feedback was very positive. This will continue next academic year and will roll out to a greater number of students/	Completed

<p>Staff training on Attendance Issues – whole school CPD. AO sent out Attendance Policy at the start of the academic year.</p> <p>Inclusion provision</p> <p>Vice Principal responsible for attendance of students at I.C.C.</p> <p>Targeted meetings with PP students – looking at strategies linked to ‘Skills For Schools’ if they are struggling to engage in lessons. Issues, wellbeing and general catch up with any needs that our PP students may have.</p>	<p>the KS, the lower the likely level of attainment at the end of the KS”</p> <p>We know that due to absence from college some of our pp students struggle to achieve their expected pathway in particular in the end of KS3 summative assessments, the reasons being unprepared for the exams in addition to the gaps in their learning.</p>	<p>absence issues and ensure absence is questioned promptly.</p> <p>Ensure effective reduced timetable support programme for those returning after long absence.</p> <p>Attendance and progress discussed at least fortnightly in the strategy intervention meetings with SLT, PL, Pastoral Managers and SENDCO.</p>	<p>compared to the national average of 88%.</p> <p>Pre lockdown, all students on a reduced timetable were monitored regularly by the Head of School and the pastoral manager and/or SENDCo.</p> <p>During the lockdown, the same teams maintained contact with the students and their parents/carers to ensure that there was sustained engagement in their remote learning.</p> <p>This was also supplemented by tutor group emails, student emails, parent emails and regular parent communications and newsletters</p>	<p>Completed</p> <p>Completed</p> <p>Ongoing</p>
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