

<b>NOR</b>	404
<b>Number of pupils eligible for PP funding</b>	163
<b>Percentage of pupils eligible for PP funding</b>	40%
<b>Total Budget allocation</b>	£215,160
<b>Academy Deprivation Index</b>	0.35
<b>Nominated member of AAB</b>	Leah West
<b>AAB PP Review dates</b>	January 2019 April 2019 July 2019

### Outcomes of Previous Academic year

	All	PP	Others
<b>EYFS (GLD)</b>	55%	55%	55%
<b>Year 1 Phonics</b>	48%	31%	54%
<b>Year 2 Phonics (cumulative)</b>	80%	67%	86%
<b>Key Stage 1 Reading</b>	71%	56%	79%
<b>Key Stage 1 Writing</b>	66%	50%	74%
<b>Key Stage 1 Maths</b>	73%	67%	77%
<b>Key stage 2 Reading</b>	62%	64%	63%
<b>Key stage 2 Writing</b>	72%	68%	77%
<b>Key stage 2 Maths</b>	56%	50%	63%
<b>Key stage 2 Combined</b>	46%	46%	46%

### Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

## What does the data suggest for priorities for the next academic year?

### EYFS

In EYFS, the gap between those eligible for Pupil Premium and other has narrowed by 45% when compare to the 16/17 outcomes. Even though there has been a reduction, this are will remain a focus for the next year as overall, outcomes in 17/18 we lower than 16/17. The main focus will be on Reading, Writing and Maths and also moving and handling. The percentage of pupils eligible for PPG in this cohort is equivalent to that on 16/17 but considerably lower than that of other year groups within the academy- this may mean that some children who are eligible have not been identified.

### KS1

Year 1 Phonics Screening results declined from the previous year's outcomes and the gap between pupils eligible for PPG and others, widened. The difference between the academy and national outcome will be an area of development and focus this academic year, along with targeting those pupils in year 2 and 3 who did not achieve the required standard at the end of last academic year.

In Year 2, the attainment of pupils eligible for PPG improved when compared to the previous year's outcomes, in all areas. When comparing outcomes in 16/17 and the difference between those eligible for PPG and others, the gap is diminishing. Reading and writing have the greatest gap compared to others and this will continue to be a focus for the academic year.

### KS2

Outcomes at the end of KS2 improved in all areas when compared to outcomes in 16/17 however there remains a notable gap, between those eligible for PPG and others, in Mathematics. This is a whole academy priority for the academic year.

The gap between those eligible for PPG and others, has diminished in all areas with PPG pupils slightly outperforming others in reading and performing on par with others when looking at the combined reading, writing and maths outcomes in 17/18.

### Behaviour and Attendance

Attendance continues to be an area for improvement, particularly persistent absentees.

## Current Pupils

	<b>% Eligible</b>	<b>% LAP</b>	<b>% MAP</b>	<b>% HAP</b>
<b>Early Years</b>	24% (10 chn)	50%	20%	30%
<b>Specific intervention need</b>		Speech Language- 1 ch Write Dance- 5 chn Dough Disco- 5 chn Beat Baby- 5 chn Maths PI- 5 chn	Write Dance- 2 chn Dough Disco- 2 chn Beat Baby- 2 chn Maths PI- 2 chn	Write Dance- 3 chn Dough Disco- 3 chn Beat Baby- 3 chn Maths PI- 3 chn
<b>Objective number</b>		<b>1, 4, 6</b>	<b>4, 6</b>	<b>4, 6</b>
<b>Y1</b>	23% (13 chn)	54%	31%	15%
<b>Specific intervention need</b>		Speech therapy- 4 chn Phonics- 7 chn Daily reader- 5 chn Handwriting- 7 chn Sentence- 1 ch Maths PI- 7 chn	Phonics- 2 chn Talk boost- 2 chn Maths PI- 4 chn	Talk boost- 2 chn Maths PI- 2 chn
<b>Objective number</b>		<b>1, 2, 3, 4, 6</b>	<b>1, 6</b>	<b>6</b>
<b>Y2</b>	39% (21 chn)	23%	63%	14%
<b>Specific intervention need</b>		Phonics- 5 chn Daily reader- 5 chn Reading fluency- 5 chn Handwriting- 5 chn Maths PI- 5 chn	Phonics- 10 chn Daily reader- 12 chn Reading fluency- 12 chn Handwriting- 12 chn Maths PI- 12 chn Thrive- 2 chn Attendance- 2 chn	Phonics- 2 chn Reading fluency- 3 chn Handwriting- 3 chn Talk boost- 1 ch Maths PI- 3 chn Attendance- 1 chn
<b>Objective number</b>		<b>2, 3, 4, 6</b>	<b>2, 3, 4, 6, 7, 8</b>	<b>2, 3, 4, 6, 8</b>

<b>Y3</b>	<b>45% (29 chn)</b>	<b>33%</b>	<b>44%</b>	<b>23%</b>
<b>Specific intervention need</b>		Phonics- 7 chn Daily reader- 4 chn Handwriting- 7 chn Spelling- 4 chn Maths PI- 10 chn ECC- Number sense- 2 chn ECC- 1 <sup>st</sup> Class- 2 chn Maths- Plus 1- 3 chn Thrive- 3 chn Attendance- 3 chn	Phonics- 2 chn Reading fluency- 2 chn Reading inference- 3 chn Handwriting- 3 chn Spelling- 3 chn Debating- 2 chn Maths PI- 13 chn Maths- Plus 1- 1 ch	Debating- 4 chn Maths PI- 6 chn Attendance- 1 ch
<b>Objective number</b>		<b>2, 3, 4, 5, 6, 7, 8</b>	<b>2, 3, 4, 5, 6</b>	<b>6, 8</b>
<b>Y4</b>	<b>43% (30 chn)</b>	<b>43%</b>	<b>57%</b>	<b>0%</b>
<b>Specific intervention need</b>		Phonics- 3 chn Daily reader- 9 chn Handwriting- 7 chn Spelling- 3 chn Sentence- 1 ch Maths fluency- 4 chn Maths PI- 13 chn ECC- Number sense- 3 chn ECC- 1 <sup>st</sup> class- 1 ch Sensory session- 1 ch SEMH intervention- 1 ch Thrive- 1 ch Attendance- 1 ch After school club- 1 ch	Phonics- 2 chn Daily reader- 5 chn Handwriting- 8 chn Spelling- 6 chn Sentence- 2 chn Debating- 5 chn Maths fluency- 2 chn Maths PI- 17 chn ECC- Number sense- 1 ch Sensory session- 1 ch SEMH intervention- 1 ch Thrive- 1 ch After school club- 2 chn Breakfast club- 3 chn	
<b>Objective number</b>		<b>2, 3, 4, 5, 6, 7, 8</b>	<b>2, 3, 4, 5, 6, 7</b>	

<b>Y5</b>	<b>54% (26 chn)</b>	<b>35%</b>	<b>57%</b>	<b>8%</b>
<b>Specific intervention need</b>		Daily reader- 6 chn Reading fluency- 2 chn Spelling- 4 chn Sentence- 2 chn Maths PI- 9 chn Thrive- 2 chn SEMH- 2 chn Attendance- 2 chn Breakfast club- 1 ch	Daily reader- 1 ch Spelling- 3 chn Sentence- 1 ch Debating- 4 chn Maths fluency- 1 ch Maths PI- 15 chn Attendance- 1 ch After school club- 3 chn Breakfast club- 3 chn	Maths PI- 2 chn Debating- 2 chn
<b>Objective number</b>		<b>3, 5, 6, 7, 8</b>	<b>3, 5, 6, 7, 8</b>	<b>6</b>
<b>Y6</b>	<b>58% (29 chn)</b>	<b>31%</b>	<b>14%</b>	<b>52%</b>
<b>Specific intervention need</b>		Phonics- 5 chn Daily reader- 7 chn Reading fluency- 3 chn Handwriting- 3 chn Spelling- 5 chn Maths fluency- 8 chn Maths PI- 9 chn Third Space- 9 chn Thrive- 4 chn Attendance- 2 chn Breakfast Club- 1 ch	Daily Reader- 2 chn Handwriting- 1 ch Maths fluency- 4 chn Maths PI- 4 chn Third Space- 4 chn Thrive- 2 chn After School Clubs- 1 ch	Daily Reader- 2 chn Spelling- 1 ch Debating- 3 chn Maths fluency- 6 chn Maths PI- 15 chn Third Space- 15 chn Sensory sessions- 1 ch Thrive- 1 ch Attendance- 1 ch EWO- 1 ch After School Clubs- 1 ch Breakfast Club- 2 chn
<b>Objective number</b>		<b>2, 3, 4, 5, 6, 7, 8</b>	<b>3, 4, 6, 7, 8</b>	<b>3, 5, 6, 7, 8</b>

### Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Breakfast Club	£2,000	All PPG pupils who attend	Finance Manager- D Hetherington	All pupils ready for the day and ready to learn. All pupils access a healthy breakfast.
Experiential Learning- subsidised visits, visitors and residential visits	£10,000	All PPG pupils	Finance Manager- D Hetherington	All children able to experience curriculum enrichment activities.
After School Clubs	£1,000	All PPG pupils who attend	Finance Manager- D Hetherington	Pupils able to access all after school clubs and enrichment activities.
Uniform	£1,000	Identified PPG pupils	Finance Manager- D Hetherington	Children are not discriminated against as a result of not having full school uniform. Children are ready to learn.
FSM sign-up incentives	£1,000	Families of those children eligible for PPG	Finance Manager- D Hetherington	FSM uptake increases and therefore the amount of PPG funding increases. Pupils eligible for PPG are rapidly identified and access additional provision.
Music Provision Year 4 Wider Opportunities provision	£3,500	All	Class teachers	Children gain access to provision they may not access out of school.
Restocking of Class Dojo prizes	£1,500	All	Finance Manager- D Hetherington Class Dojo lead- S Ogden	Children are rewarded for positive behaviour resulting in further positive behaviour.

Director of Learning to support direct and focussed interventions in Year 6	£7,000	29 children	DoL- R Barr Class teachers- S Ogden & L Whiting	Year 6 children make accelerated progress and improve outcomes.
Teaching assistant support in all classes.	£123,288	All	Principal- K Moran Vice Principal- N Coe Assistant Principal- J Harpur	Improved progress and attainment outcomes for Pupil Premium pupils. Early identification of underachievement rapidly reduces the opportunity for gaps to widen.

<b>Objective 1 Speech and Language</b>  <b>Years: EY, Y1, Y2, Y3, Y4 and Y6</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
<b>To raise attainment through personalised Speech and Language intervention.</b>	Provide in-house Speech and Language Therapy training for staff	<b>Speech and Language Training (SALT):</b> £360 per training session.  <b>Staffing:</b> £700	All	Class teachers and support staff SENCo	Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and end of year screenings.
	Screen all Nursery pupils and new to Reception pupils on entry. Liaise with SALT to plan and deliver individual and small group sessions.	<b>Staffing:</b> £1,500	Nursery – 1 Reception – 1	EYFS teachers and support staff SENCo	PP pupils identified will be targeted through regular 1-1 or small group sessions, reducing number with significant delays.
	Deliver regular 1-1 and small group Speech and Language sessions to children.	<b>Staffing:</b> £2,000  <b>Resources:</b> £500	Year 1 – 4	Class teachers and support staff SENCo	Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and end of year screenings.  Increased number of PP pupils achieving Expected in Communication and Language.
<b>Review Term 1</b>	<b>See individual Class Impact documents.</b>				



<b>To raise attainment through personalised Speech and Language intervention.</b>	Small group intervention to develop basic language acquisition and confidence using the GL WellComm programme.	<b>Staffing:</b> £800	All	Class teachers and support staff SENCo	Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and end of year screenings.
<b>Review Term 2</b>					
<b>Review Term 3</b>					

<b>Objective 2 Phonics</b>  <b>Years: EY, Y1, Y2 and Y3</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
<b>Increase % of pupils reaching the required standard to pass Y1 Phonics screening and Y2 Phonics re-sit.</b>	<p>Provided targeted support in addition to whole class teaching for individuals and groups.</p> <p>Monitor progress of pupils to identify those at risk of not reaching required standard and review provision.</p> <p>Purchase of Letterland resources to supplement Phonics teaching across EYFS and KS1.</p>	<p><b>Staffing:</b> £3,000</p> <p><b>Resources:</b> £300 training session.</p> <p>Letterland resources- £500</p>	<p>Reception – 10 Year 1 – 6 Year 2 – 17</p>	<p>Reading Lead – C Round &amp; A Moore</p> <p>Phonics Lead- N Skirrow</p> <p>Class teachers and support staff</p>	<p>Increased % reaching the required standard and close the gap with National in both Y1 and Y2.</p> <p>Increased average score in Phonics Screening.</p> <p>Increased % achieving Expected in Reading ELG at end of Reception.</p>
<b>Raise attainment in Phonics for LAP Y3 pupils who did not reach the required standard and close gap with others.</b>	<p>Provide targeted support to those pupils who did not reach the required standard to pass the Y2 Phonics re-sit.</p> <p>Liaise with SENCo to identify any additional needs and strategies to implement.</p>	<p><b>Staffing:</b> £1,500</p>	<p>Year 3- 13</p>	<p>Class teachers and support staff SENCo</p>	<p>Increased speed and fluency when reading and decoding (Speed Reading).</p>
<b>Review Term 1</b>	<b>See individual Class Impact documents.</b>				
<b>Review Term 2</b>					
<b>Review Term 3</b>					

<b>Objective 3 Reading</b>  <b>Years: EY, Y1, Y2, Y3, Y4, Y5 and Y6</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
<b>Increase % of pupils achieving ARE, and those working beyond ARE.</b>	<p>Provided targeted support and additional reading fluency sessions.</p> <p>Investment in Banded Books and class collections to promote love of Reading and pupil engagement.</p> <p>Improve standardised assessments to prepare pupils for end of Key Stage tests and use of QLA to inform teaching.</p>	<p><b>Staffing:</b> £10,000</p> <p><b>Resources:</b> £1,000 inc decodable Pink band books for Reception.</p> <p>NFER tests- £1,000</p>	<p>Initial target pupils:</p> <p>Reception – 10</p> <p>Year 1 – 5</p> <p>Year 2 – 20</p> <p>Year 3 – 8</p> <p>Year 4 – 15</p> <p>Year 5 – 7</p> <p>Year 6 – 11</p>	<p>Class teachers and support staff</p>	<p>Increased % reaching age related expectations/ curriculum and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Expected at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Higher Standard at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Expected in reading ELG at end of Reception.</p>
<b>Review Term 1</b>	<b>See individual Class Impact documents.</b>				
<b>Review Term 2</b>					
<b>Review Term 3</b>					

Objective 4 Handwriting / Physical Development  Years: EY, Y1, Y2, Y3, Y4, Y5 and Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<b>Increase % EY pupils achieving Expected in Moving and Handling (Physical Development)</b>	Provided targeted support in addition to whole class handwriting sessions and continuous provision for individuals and groups, e.g. Write Dance, Dough Disco, Beat Babies etc	<b>Staffing:</b> £2,500 <b>Resources:</b> £200	Nursery – 1 Reception – 10	EYFS teachers and support staff	Improved letter formation and fine-motor skills resulting in increased % of PP pupils achieving Expected in Moving and Handling and Writing ELG.
<b>Improve the standard of handwriting, with a specific focus on speed/ fluency.</b>	Provided targeted support in addition to whole class handwriting sessions for individuals and groups,	<b>Staffing:</b> £5,000	Year 1 – 7 Year 2 – 20 Year 3 – 10 Year 4 – 15 Year 5 – 6 Year 6 – 4	Class teachers and support staff SENCo	Improved letter formation and speed/fluency resulting in increased % of PP pupils achieving age-related expectations in Handwriting strands of English curriculum.
<b>Review Term 1</b>	<b>See individual Class Impact documents.</b>				
<b>Review Term 2</b>					
<b>Review Term 3</b>					

Objective 5 Spelling  Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p><b>Improve spelling across the academy and % pupils achieving ARE and those working beyond ARE in Spelling strands of Writing.</b></p>	<p>Discrete spelling sessions timetabled with additional individual and small group sessions to target focus pupils.</p> <p>Use of RWI Spelling as whole class resource and for interventions.</p> <p>Purchase Spelling Shed App for use by individuals/small groups/whole class to improve spelling of statutory and non-statutory spelling lists of the National Curriculum.</p>	<p><b>Staffing:</b> £5,500</p> <p><b>RWI Spelling:</b> £1,000</p> <p><b>Spelling Shed App:</b> £300</p>	<p>Year 3 – 7 Year 4 – 9 Year 5 – 7 Year 6 – 6</p>	<p>Writing Lead – C Lynch &amp; A Lent</p> <p>Class teachers and support staff</p>	<p>Increased % pupils achieving ARE spelling objectives and achieving age-related scores on standardised tests.</p> <p>Reduced number of spelling errors within daily written work.</p>
Review Term 1	<b>See individual Class Impact documents.</b>				
Review Term 2					
Review Term 3					

<b>Objective 6 Maths</b>  <b>Years: EY, Y1, Y2, Y3, Y4, Y5, Y6</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
<b>Increase % of pupils achieving ARE, and those working beyond ARE.</b>	<p>Provided targeted support, precision intervention, pre-teach sessions, in response to formative and summative assessments.</p> <p>Subscription to Times Table Rockstars to increase engagement in learning of times tables and speed of recall.</p> <p>Daily KIRFs teaching to improve recall of basic facts relating to ARE and practising of previously taught facts to support learning.</p> <p>Purchase of maths manipulatives to visually support and extend children's understanding of mathematical concepts.</p> <p>Y5 and 6 PPG pupils to access Third Space Learning maths 1-1 tuition.</p>	<p><b>Staffing:</b> £25,000</p> <p><b>Resources:</b> £4,000</p> <p><b>Times Tables Rock Stars:</b> £120 (40% of £300 subscription)</p> <p><b>Third Space Learning:</b> £5,970</p>	<p>Reception – 10 Year 1 – 13 Year 2 – 22 Year 3 – 29 Year 4 – 30 Year 5 – 26 Year 6 – 28</p>	<p>Class teachers and support staff</p>	<p>Increased % reaching the required standard and close the gap with National across the academy.</p> <p>Increased % achieving Expected at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Higher Standard at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Expected in Number and SSM ELGs at end of Reception.</p>

<p><b>Improve support staff understanding of progression in basic skills and how to accelerate learning through the use of manipulatives and visual strategies.</b></p>	<p>Support staff training in relation to teaching basic skills and building on these (ECC training).</p> <p>Support staff training in relation to use of manipulatives and visual strategies to embed mathematical concepts (ECC training).</p>	<p><b>Staffing:</b> £3,000</p>	<p>Year 3 – 4 Year 4 – 5</p>	<p>Maths Lead – L West &amp; B Chapple</p> <p>Support Staff – BA, KP, AA</p>	<p>Support staff will embed strategies throughout their whole class group work and interventions ensuring pupils' mathematical understanding is improved and gaps in learning are addressed.</p> <p>Support staff will understand how concrete apparatus can be used to support and deepen children's learning.</p>
<p><b>Review Term 1</b></p>	<p><b>See individual Class Impact documents.</b></p>				
<p><b>Review Term 2</b></p>					
<p><b>Review Term 3</b></p>					

<b>Objective 7</b> <b>Social Emotional and Mental Health</b>  <b>Years: EY, Y1, Y2, Y3, Y4, Y5, Y6</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
<b>Improve the social, emotional and mental health needs of pupils with significant needs to improve attitudes to learning and reduce risk of exclusion.</b>	Develop staff knowledge and understanding of strategies within the academy to address pupils' social, emotional and mental health needs.	<b>Thrive training:</b> £1,700  <b>Staffing:</b> £35,000	EYFS – 2 Y1 – 4 Y2 – 2 Y3 – 3 Y4 – 4 Y5 – 4 Y6 – 7	Learning Mentor- K Edwards  Family Support Co-ordinator- L Maisey	Staff will undertake training, purchase necessary resources and begin to implement strategies with identified pupils.
<b>Review Term 1</b>	<b>See individual Class Impact documents.</b>				
<b>Review Term 2</b>					
<b>Review Term 3</b>					



<b>Objective 8 Attendance</b>  <b>Years: EY, Y1, Y2, Y3, Y4, Y5, Y6</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
<b>Improve attendance and punctuality across the academy to reduce the gap to National.</b>	<p>EPN in place for all unauthorised absences.</p> <p>Term time holidays unauthorised and EPNs issued.</p> <p>Close monitoring of attendance for all children/ groups and, for those at risk of becoming PA, interventions/ support in place.</p> <p>Attendance meetings with parents of children who are PA and/ or persistently late.</p> <p>Weekly newsletter states the number of minutes of lost learning time across the week due to lateness.</p> <p>First day response and home visits for children identified as vulnerable and/ or poor attenders.</p>	<p><b>Staffing:</b> £6,000</p> <p><b>EWO:</b> £200 per case</p>	<p>All</p>	<p>Learning Mentor- K Edwards</p> <p>Family Support Co-ordinator- L Maisey</p>	<p>Attendance figures improve and close the gap to national figures.</p> <p>PA figures to reduce-closing the gap to national figures.</p> <p>Late arrivals before the close of registration reduced.</p> <p>The % of children achieving in line with ARE improves as a result of good attendance.</p>

<p><b>Increased awareness of the importance of good attendance and punctuality.</b></p>	<p>Attendance information leaflet distributed to all parents.</p> <p>Termly rewards for children with good attendance.</p> <p>Half termly attendance reported to all parents.</p>	<p><b>Resources:</b> £3,000 (attendance prizes, reports, leaflets)</p>	<p>All</p>	<p>Learning Mentor- K Edwards</p> <p>Family Support Co-ordinator- L Maisey</p>	<p>Parental engagement in improving attendance is evident and attendance is improving.</p> <p>Children aware of the importance of attending and rewarded accordingly.</p> <p>Parents aware of their child's attendance and supported in improving this where necessary.</p>
<p><b>Review Term 1</b></p>	<p><b>See attendance tracking documents for break down.</b></p>				
<p><b>Improve attendance and punctuality across the academy to reduce the gap to National.</b></p>	<p>Enlist the support of Doncaster EWO service for a half a day a week in order to tackle persistent absence and lateness.</p>	<p><b>Resources:</b> £29 per hour for 3hrs per week (approx. £2,000)</p>	<p>All</p>	<p>Finance Manager- D Hetherington</p> <p>Learning Mentor- K Edwards</p> <p>Family Support Co-ordinator- L Maisey</p>	<p>Attendance figures improve and close the gap to national figures.</p> <p>PA figures to reduce-closing the gap to national figures.</p> <p>Late arrivals before the close of registration reduced.</p> <p>The % of children achieving in line with ARE improves as a result of good attendance.</p>
<p><b>Review Term 2</b></p>					
<p><b>Review Term 3</b></p>					