

High Hazels Academy - Pupil Premium Statement

1. Summary information					
School	High Hazels Academy				
Academic Year	2016/17	Total PP budget Amount per pupil £1320	£112,200 – Infants £224,400 – Juniors Total - £336,600	Date of most recent PP Review	22.6.16 John Keech Cravenwood Academy
Total number of pupils	266 Infants 348 Juniors 614 Total	Number of pupils eligible for PP <i>(as of December 2016)</i>	41 Infants 112 Juniors 153 Total	Date for next internal review of this strategy	March 2017

2.	3.		4. Current attainment					
	EYFS		Y1		End of Key Stage One		End of Key Stage Two	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
% Achieving GLD	74% (National 52%)	69% (National 69%)						
% Passing the phonics test			67% National 70%	72% (National 83%)	93% (National 86%)	88% (National 93%)		
% Achieving Expected in reading, writing and maths							National 60%	
% Achieving expected in reading					73% (National 78%)	81%	38% (National 71%)	35%
% Achieving expected in writing					53% (National 70%)	71%	67% (National 79%)	67%

% Achieving expected in maths					77% (National 77%)	78%	51% (National 75%)	61%
% Achieving above in reading					10% (National 27%)	24%	5% (National 23%)	6%
% Achieving above in writing					3% (National 16%)	9%	10% (National 18%)	16%
% Achieving above in maths					8% (National 20%)	7%	10% (National 20%)	8%

	Year One		Year Three		Year Four		Year 5	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading Attainment	66.7%	63%	76.2%	81.2%	68%	69.8%	61.9%	55.3%
Writing Attainment	66.7%	58.9%	66.7%	62.3%	50%	52.8%	33.3%	38.3%
Maths Attainment	80%	68.9%	81%	81.2%	62.5%	71.7%	50%	38.3%

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

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

A.	Oral language skills in EYFS are low for all pupils including Pupil Premium upon entering the school. In FS2, despite good intervention sentence formulation and subject specific vocabulary are a barrier. This slows reading and writing progress in subsequent years. This particularly impacts on writing at the end of KS1.
B.	There are a large amount of children in the school in all year groups who have gaps in their oral language skills. We have a large amount of children who are working at Level C on the English competency scale who need support with building vocabulary and sentence formulation. This impacts on their reading, writing and maths progress.
C.	Reading attainment in KS2. This is particularly the case in Y5 and Y6. Vocabulary and specific structured answers for 3 mark questions were key barriers in the SATS reading paper.
D.	The more able KS1 children especially those who are pupil premium do not yet reach their potential due to lack of consistent challenge.
E.	Lack of understanding of mathematical vocabulary meant that many of our children including higher ability Pupil Premium children struggled to access the maths reasoning paper.

F.	Emotional awareness and regulation. Many children were not able to manage their emotional wellbeing during Y6 which results in emotional distress/behavioural incidents particularly during the exam period.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Attendance rates for pupils eligible for PP are higher than children who are not PP but they are still below the national expected attendance figures.
H.	Children who are eligible for pupil premium are disadvantaged in terms of the experiences they have had compared to their peers.

6. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	In FS1 the majority of children including Pupil Premium children will have expected levels of speech and language by the time they move to FS2, In FS2 children's sentence formulation scores will be in line with the expected level for their age.	<p>The majority of children in nursery will by the end of the year</p> <ul style="list-style-type: none"> • 4 key word understanding • 4 key word expression • At least 10 early concepts from the Level 1 concepts big, little, noisy, quiet, in, out, under, top, empty, fast, slow <p>They will be able to:</p> <ul style="list-style-type: none"> • Clap 1,2 and 3 syllable words • Generate a rhyme • Know and use key vocabulary for food, animals, clothes, actions, parts of the body and transport. <p>ESCAL data will show the majority of children are in line with their age. There will be less children highlighted as red flags when compared to this year's data.</p> <p>In FS2 children's ESCAL scores will show more children are in line with their age. There will be less children highlighted as red flags for sentence formulation when compared to this year's data.</p>

		<p>There will be a clear improvement in Listening, Understanding and Speaking scores.</p> <p>Parent voice will show that children's speaking and language has Improved over the year.</p>
B.	Teaching will be consistently good across the school. All pupil premium children will receive teaching where they make progress in every lesson.	All teaching will be consistently good or better to support children's outcomes. Triangulation will show the quality first teaching, accurate assessment and effective feedback is leading to good progress by children eligible for pupil premium.
C.	Pupils eligible for Pupil Premium will make better than expected progress in writing, helping to diminish the difference between themselves and their peers.	<p>When comparing data from 2015-16 there will be a clear improvement in attainment and progress for writing in KS1 and KS2.</p> <p>The gap between Pupil Premium and non Pupil Premium will have diminished.</p> <p>A higher level of children will achieve the expected standard for writing in EYFS.</p>
D.	Reading and writing progress for children with Pupil Premium has improved compared to 2015-16 and it is evident that children understand subject specific vocabulary from the children's writing and speaking.	<p>When comparing data from 2015-16 there will be a clear improvement in attainment and progress for reading and writing in all areas of the school.</p> <p>The difference between Pupil Premium and non Pupil Premium peers will be diminishing.</p>
E.	Pupil Premium children are provided with enough challenge in all areas of the curriculum to enable them to reach their full potential and show that they are working at greater depth, particularly at KS1.	When comparing data from 2015-16 there will be a clear improvement in the amount of pupil premium children who are achieving greater depth in maths, reading and writing, particularly at KS1.
F.	Attendance for children eligible for Pupil Premium is above 95%. All pupil premium children/families who have had attendance support have improved from 2015-16.	<p>Attendance figures for children eligible for pupil premium will have increased on individual basis.</p> <p>Average attendance for children eligible for pupil premium will be at or above 95%.</p>
G.	Children who are eligible for pupil premium access a range of opportunities to build on their first hand experiences which will impact on their academic, social and wellbeing development.	All Pupil Premium children will have taken part in an enrichment club over 2016-17.

		<p>Pupil voice will show that children have access to a broad and balanced curriculum.</p> <p>Staff voice will show the impact of this on academic performance and wellbeing.</p>
H.	<p>Emotional awareness and regulation is a barrier for many of our children in KS2, particularly children in upper KS2 where a large majority are Pupil Premium. They have difficulty dealing with the pressure of SATS and lack resilience when questions are tricky (SATS reading paper 2016).</p>	<p>Children will have strategies to manage stress and be able to manage their emotions when they find something difficult and have another go.</p> <p>Y6 children will manage SATS better and this will impact on results as they will be able to perform at their best.</p>

7. Planned expenditure					
Academic year	2016/17				
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 implementation?
There is improved attainment for pupils eligible for pupil premium in KS1 and KS2, in reading, writing and maths	To continue to improve the delivery and tracking of Read, Write Inc. ensuring this supports the attainment of children eligible for pupil premium	EEF Toolkit Phonics (+4 months). Rose Review states that systematic teaching of reading is essential for success and that phonics should be taught effectively in order for children to develop fluency in reading.	Measure progress half termly through Read, Write Inc. assessments Supporting staff delivering phonics based on individual need. <i>See Phonics Action Plan</i>	Phonics leader	Review with data
	Introduce mastery approaches to teaching in Writing.	EEF shows that mastery learning has a positive effect on pupil progress (+5 months).	Monitoring and evaluation of delivering through learning walk. Supporting with whole class and personalised CPD based on individual staff need. Friday Flicks of books to monitor pupil progress and outcomes. Assessments and data analysis to ensure children eligible for pupil premium are making good or better progress and the gap is diminishing. <i>See Writing Action Plans</i>	Writing leader, Curriculum Assistant Head	Review with data on a termly basis.
	Embed the mastery approach	EEF shows that mastery learning has a positive	Monitoring and evaluation of delivering through learning walk.	Maths leader	Review with data on a termly basis.

	to teaching maths through staff training and coaching.	effect on pupil progress (+5 months).	<p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Friday Flicks of books to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure children eligible for pupil premium are making good or better progress and the gap is diminishing</p> <p><i>See Maths Action Plan</i></p>		
	To introduce the use of the Achievement for All lesson study approach to support new or newly qualified teaching staff to ensure good or better teaching for all children.	<p>EEF funded - University of Manchester project ongoing.</p> <p>Support for teaching and learning has proven effectiveness from last year.</p> <p>NCTL research into lesson study approach has shown this to be successful in developing teaching and learning.</p>	<p>NCTL research on lesson study.</p> <p>Achievement for all recommend the approach – Sheffield Hallam University use this approach effectively with all teaching students.</p> <p><i>See Achievement for All Action Plan</i></p>	<p>Assistant Head Inclusion</p> <p>Literacy leader</p>	
Speaking and understanding of language for pupil premium children in EYFS will have improved. This has supported them with making good progress in	Structured snack time introduced and embedded in nursery with particular focus on attention and listening and speaking daily.	Speech and language service use Structured Snack time to support children with very low levels of language in specialist language centres with fantastic impact.	<p>Staff training from the speech and language therapist.</p> <p>Speech and language therapist regular input to support planning and delivery of snack time. Video coaching and feedback to be introduced for snack sessions to support CPD for nursery staff.</p>	Assistant Head Inclusion	<p>Review implementation at the end of each term.</p> <p>Should be embedded well by Spring 1.</p>

<p>reading and writing.</p> <p><i>See Communication and language action plan</i></p>		<p>We started a snack time project last year at a more basic level and it had a positive impact.</p>	<p>Two specialist speech and language teaching assistants supporting snack time in the morning and afternoon session and planning the sessions with the team.</p>		
	<p>Building upon the speech and language support given for Play and Say to introduce early concepts using Word Aware to children who are Pupil Premium and non Pupil Premium using Concept Cat for children in nursery.</p>	<p>Proven impact of Play and Say small groups from ESCAL data and early years data which showed improvement year on year from 2014/15 to 2015/16 in all areas of language.</p> <p>EEF toolkit shows small group language interventions have good impact (+5 months)</p>	<p>Specialised staff training from speech and language service for Concept Cat.</p> <p>Measure impact of interventions using the concept cat assessment each term.</p>	<p>Assistant Head Inclusion</p>	<p>Review implementation in Spring 1.</p> <p>Review with end of year data in Summer 2016.</p>
	<p>Implementing the use of whole class pre teaching of vocabulary alongside shape coding to support speech, language and writing in FS2.</p>	<p>Proven impact in the speech and language field. Many schools are using this as a whole school approach to teaching SPAG with success.</p> <p>The introduction of shape coding will add to the research of impact in this areas.</p>	<p>Specialist support from the speech and language service.</p> <p>Support with planning from the speech and language therapist and Inclusion Assistant Head to the FS2 staff team.</p>	<p>Assistant Head Inclusion</p>	<p>Review implementation in Spring 1.</p> <p>Review with end of year data/observations in Summer 2016.</p>

	To develop the Early Years Foundation Stage to make it a language rich environment to contribute to effective oral development.	EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)	Monitoring and evaluation of Early Years classrooms to ensure a high quality of provision to support oral language development. SENCo and speech and language therapist to support with this and offer staff CPD. Adults to be trained to support children in the provision to build their language. LEAP and Play and Say intervention activities are used in provision	Assistant Head EYFS	Review progress in Spring 2 Review with end of year data
	To pre teach vocabulary or a new concept on a daily basis relating to the book or topic and share these with parents.	EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months) Parental engagement is proven to enhance support for language – Sheffield Speech and language therapy.	Parent workshops for LEAP and Play and Say and pre teaching workshop Monitoring and evaluation of the success of this strategy. Ensuring this is built up to be used consistently across school.	Assistant Heads Inclusion and EYFS.	Review progress in Spring 2 Review with end of year data

<p>There is improved attainment at greater depth, particularly in KS1 across reading, writing and maths</p> <p><i>KS1 Action Plan Point 1</i></p> <p><i>Maths Action Plan Point 2</i></p>	<p>Whole class teaching provides opportunities for children to work at greater depth through support with planning and delivery of lessons.</p>		<p>Monitoring and evaluation of delivering through learning walk.</p> <p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Friday Flicks of books to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure more children eligible for pupil premium are working towards greater depth.</p>	<p>Year 2 leader</p> <p>KS1 leader</p>	<p>Review data at the end of each half term.</p> <p>Review with end of year data.</p>
<p><i>Y2 action plan</i></p>	<p>Additional HLTA support used to boost small group of mid to high attainers in Y2</p>		<p>Monitoring and evaluation of delivering through learning walk.</p> <p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Friday Flicks of books to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure more children eligible for pupil premium are working towards greater depth.</p>	<p>Year 2 leader</p> <p>KS1 leader</p>	<p>Reviewed through Friday Flick</p> <p>Reviewed from the end of Spring 1 for impact.</p>

<p>Children will be more aware of how they are feeling and will be able to talk about and manage their emotions better.</p>	<p>Mindfulness for Y5 and Y6. Educational Psychologist to deliver sessions</p>	<p>EEF - High Impact for very low cost (+8 months)</p> <p>Focus Psychology research paper</p>	<p>Pupil voice</p> <p>Parent workshops</p> <p>Delivered by Educational Psychologist and led in school by Assistant Heads.</p> <p>Positive observed impact during test situations and positive impact on data.</p> <p>Scaling tool</p> <p><i>Inclusion Action Plan</i></p>	<p>Assistant Heads Y6 and Inclusion</p>	<p>Reviewed at the end of Autumn term.</p> <p>Reviewed each term.</p>
	<p>Staff training on metacognition and how they can support this in the classroom</p> <p>Follow up sessions from the Educational Psychologist.</p>	<p>EEF - High Impact for very low cost (+8 months)</p>	<p>Staff voice</p> <p>Parent voice</p> <p>Pupil voice</p> <p>Observed impact on the way that children deal with things that they find tricky. Increased resilience.</p> <p>Resilience scaling</p> <p>Case studies/ consultations</p>	<p>Assistant Head Inclusion and Curriculum.</p>	<p>Reviewed in Spring 2 for TAs.</p> <p>Reviewed each half term.</p>

	<p>Philosophy for Children embedded in all classes</p> <p>-Follow up training given to teachers using a coaching approach.</p>	<p>EEF toolkit – Promising project – Initial results show good impact on children’s understanding and ability to talk about complex issues and construct arguments.</p> <p>It has proven positive impact on KS2 SATS scores.</p>	<p>Pupil voice</p> <p>Staff voice</p> <p>Speech and language assessment data</p> <p><i>P4C action plan</i></p>	<p>Philosophy for children lead</p> <p>Curriculum Assistant Head</p>	<p>Reviewed at the end of Autumn 2 – Review through Bronze Award completion.</p> <p>Review on termly basis</p>
<p>To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.</p>	<p>To further develop a broad and balanced curriculum to offer a range of visits, speakers and experiences to all children that they may not experience outside school.</p>	<p>EEF Outdoor Adventure Learning (+3months)</p> <p>University of Cambridge research shows that trips and experiences improve children’s learning experiences and have a positive impact.</p>	<p>Monitoring and evaluating of the impact of trips and visits.</p> <p>Ensuring all children who are Pupil Premium are accessing trips.</p> <p>Pupil and staff voice around visits and trips</p> <p><i>Curriculum Action Plan</i></p>	<p>Curriculum Assistant Head</p>	<p>Reviewed by curriculum lead on termly basis.</p>
Total budgeted cost					

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	When will you review implementation?
<p>Speaking and understanding of language for pupil premium children will have improved. This will support them with making good progress in reading and writing as they move through the school.</p> <p><i>Communication and language action plan</i></p>	To continue the effective support and provision from small group speech and language interventions, which are personalised to children's needs.	<p>EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)</p> <p>High level of evidence from Sheffield Speech and language service to support all the interventions we are using in school.</p> <p>With newer pre teaching groups we will be part of the evidence gathering trial group.</p>	<p>Measure progress through termly assessments.</p> <p>Monitoring and evaluation of delivery of sessions.</p> <p>Support for 2 x speech and language TAs to other staff delivering the interventions. New staff delivering the interventions are coached and support by these staff.</p>	Assistant Head Inclusion	<p>Reviewed from Autumn 2 alongside data.</p> <p>Reviewed termly.</p>
	To continue to support children with specialist 1:1 or small group interventions which will support oral language development.	<p>EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)</p> <p>Intervention assessment records show impact over the last 4 years as we have built up a suite of effective</p>	<p>Measure through termly progress assessments</p> <p>SEN database monitors intervention progress for all individual children and by intervention.</p> <p>Parent workshops for all interventions.</p>	Assistant Head Inclusion	Reviewed termly with data.

To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.	Children who are pupil premium are prioritised for enrichment activities at lunchtimes and after school to ensure they access a broad and balanced curriculum.	EEF Outdoor Adventure Learning (+3months) University of Cambridge research shows that trips and experiences improve children's learning experiences and have a positive impact.	Termly reallocation of groups to ensure all children get a chance to attend a group/ Child voice feedback	Assistant Head Curriculum Senior learning mentor	Reviewed termly Review whole school end of year with enrichment map
Total budgeted cost					
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 implementation?
To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.	To ensure children's wellbeing and safety by supporting families eligible for pupil premium by subsidising uniform costs.	We know that supporting families in this way has ensured children are able to access uniform which fits them, allowing them to feel included in school life.	To identify the families in need of support. Ensure support is accessible where needed. <i>Pastoral action plan</i>	Senior learning mentor	Reviewed termly
To ensure the engagement and involvement of parents in children's education which will lead to	To offer and effectively deliver a range of parent workshops on an increasing variety of the curriculum and interventions	EEF Toolkit (+3 months) When parents are knowledgeable about how to support their child we have seen previous impact on that child's learning.	Parent voice monitored All subject leaders' / year leaders to support with delivery of interventions. Pastoral support to monitor.	Curriculum Assistant Head	Reviewed termly

improved academic outcomes.				Senior learning mentor	
	To support children and families eligible for pupil premium to complete high quality homework through homework club.	EEF Toolkit (+2months) This gives all children the opportunity to access their home learning. Parents are very supportive of this and would like it to continue.	Pastoral team. Staff, pupil and parent voice.	Senior Learning mentor	Reviewed termly
All Pupil Premium children will have improved attendance from 2015-16 to 2016-17 and attendance figures will be in line with national. <i>Pastoral action plan Point 1.</i>	To add capacity to the attendance team to allow them to work with all families in line with our attendance strategy to improve attendance.	Attendance raised to 95% DfE has asked for a high level of analysis on data leading to early intervention. Last year's work on attendance showed improvement in attendance. We are unable to avoid the amount of long leave we have although we will continue to actively discourage this. We need to make sure when children arrive back in school we can catch up any learning that has been missed.			Reviewed termly
	To continue the implementation of a reward system for attendance and punctuality.		Termly implementation – Ensure rewards are timetabled. Weekly certificate – scheduled weekly time to celebrate attendance/punctuality rewards.		Reviewed termly

	TA/learning mentor time to work with children when they arrive back at school after long leave to fill gaps in their learning.				
Total budgeted cost					

8. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
To improve the quality of teaching children were receiving where it was not good or better.	Achievement for all support for Y4 SLT support for specific year groups	<ul style="list-style-type: none">The quality of teaching in Y4 improved. Some teachers who engaged with the support showed improvement, some teachers have since left the school.The quality of planning, provision and teaching improved in FS2 ensuring good levels of attainment. Again teachers have either shown improvement or left the school.	<ul style="list-style-type: none">We will be continuing to use Achievement for All to support the school to ensure good or better teaching in all classes.We will be targeting the support through a lesson study approach for our newer teachers NQTS, RQTS, Teach First.	£20,000
ii. Targeted support				
Desired outcome	Chosen action/approach	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

To improve the levels of oral language skills within school particularly in EYFS	<p>Speech and language therapist 2 days a week</p> <p>Two speech and language teaching assistants to deliver interventions</p> <p>Speech and language TAs based in EYFS 2 hours a day.</p>	<ul style="list-style-type: none"> In nursery children made fantastic progress in Listening, Understanding and speaking with 82-87% of children making above expected progress in all three areas. ESCAL scores showed children had made excellent progress in comprehension, vocabulary and sentence formulation and with the support put in place. Children made better progress than last year. 	<ul style="list-style-type: none"> We will continue with this approach but we are building on this approach by introducing the snack time project to train and empower nursery staff. We will be working with FS2 to support sentence formulation as the ESCAL has showed children are working at a lower level in sentence formulation than vocabulary and comprehension. We will use shape coding to support this. For FS1 we want to build on the vocabulary support the children receive to build in work on early concepts. 	47,500
Improved maths progress and outcomes for children in Y6	1:1 tuition	High – Excellent progress for children in Y6 over the year for the majority of children. Average progress for Y6 children was 16.52 steps.	This was much more effective than last year because the children were taught by Y6 teachers in a larger group but assisted by teachers. This year we are tweaking that model slightly to include Y5 teachers who knew the children from last year along with other highly skilled teachers to support children in Y6	£20,000
To improve reading, writing and maths progress in KS1 and KS2 for Pupil Premium children.	Fisher Family Trust delivered 1:1 and 1 st class number and 1 st class number 2 delivered 1:3/4	Children have made excellent progress as a result of Fisher Family Trust in Y2. Contributed to good reading results in KS1. The majority of children who receive Fisher Family Trust make better than expected progress.	Carefully chosen interventions continue to be an effective way of supporting our children who are Pupil Premium in KS1. We need to tweak the programme to have more emphasis on writing in the later stages so that pupils complete reading comprehension questions, as in their SATS.	£120,000

To engage with vulnerable Pupil Premium families and provide pastoral support.	Pupil Premium champion	Improved pastoral support for all families with extra capacity in the pastoral team. Able to reach more vulnerable families of children who are Pupil Premium and non- pupil premium.	We continue to have a need for a large pastoral team in school due to the high number of vulnerable children and families we work with. We are hoping to build on the support we have given this year to make it more tailored to our families.	£10,452
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iii. Other approaches

Desired outcome	Chosen action/approach	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
Attendance for Pupil Premium children will be in line with children who are not Pupil Premium.	Attendance Officer	Pupil Premium children attendance is now slightly higher than non- pupil premium children, although it is still not in line with national.	The attendance officer adds extra capacity to the attendance team to enable them to follow the strict absence procedures we now have in place. We will be continuing with this approach.	£6,000

9. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk