Telford Park School Pupil premium strategy statement

1. Summary information					
School	Telford Park School				
Academic Year	18-19	**Total PP budget**	£214,000	**Date of most recent PP Review (External)**	Nov 15
Total number of pupils	495	**Number of pupils eligible for PP**	*251 (Sept 18)	**Date for next internal review of this strategy**	July 19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4+ Basics EM	**19%**	63% (2017)
Progress 8 score average	**-0.77**	+0.10 (2017)
Attainment 8 score average	**30.64**	49.00 (2017)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	The quality of teaching and learning
B.	Low literacy and numeracy skills
C.	Behaviour and attitudes to learning issues in all years
D.	The percentage of PP students entering Year 11 predicted to attain a standard Pass (4+) grade in English and Mathematics is 51.2% and 39% respectively lower than the equivalent to national other pupils.
E.	Improved attainment (Closing the gap) and improved rates of progress for PP students with particular attention to the higher and middle ability bands in particular boys leading to greater aspiration and engagement throughout.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
F	Attendance rates for pupils eligible for PP are 88.39% (below the target of 95% for all students) This reduces their school hours causing them to fall behind on average.
G	Increased social, emotional, mental health issues are affecting the progress of a student's (mainly PP) across targeted students within each year group.

H	Lack of parental and family engagement with school
I	Low aspirations and history of underachievement

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A	Improve the quality of teaching and learning for all students	Improve the quality of teaching practice to 90% consistently good or better. Performance management (PM) indicates that 86% of teachers are identified as effective in student output, outcome and teaching and learning. Learning walks will indicate that at least 9/10 lessons are effective in helping to students to learn. Book trawls indicate 90% of books scrutinised demonstrate effective or better feedback.
B	High levels of progress in literacy and numeracy for targeted students, across all year groups, eligible for PP.	The targeted PP pupils make more progress than "Non PP" pupils so that at least 50% exceed L&N targets and 100% meet expected targets within both literacy and numeracy. 65% of all students have a reading age at or above their chronological age. This will be evidenced through Accelerated reader, Access test and corrective reader outcomes.
C	Behaviour and attitudes to learning issues in targeted PP students, in all years, to be improved	Improved engagement in lessons. Reduced C6 and C5 entries for each student. (without changing recording practices or standards) Increased rewards, Engagement in assertive mentoring programme and other targeted support. 100% consistency with the consequence system, 100% 4 to start and 4 to finish, 100% punctuality, 100% using Vivo's to reward pupils within the lesson
D	The percentage of PP students entering Year 11 predicted to attain a good grade in English and Mathematics is 51.2% and 39% respectively lower than the equivalent to national other pupils.This figure reflects slower progress rates among PP students when compared to their peers in these key subjects. This is of serious concern in terms of the potential destinations and life chances of PP students.	Tracked rates of progress of PP students is equivalent or better than that of other students in their cohort. Where it is not, department-level interventions take place (monitored by Heads of Departments and DOL). Any in-school gap between PP and other students in the 'Basics' GCSE measure is lower 5% and narrower last validated than the national average.

E	Improved attainment (Closing the gap), improved rates of progress for PP students in the higher and middle ability, leading to greater aspiration and more engagement throughout. There are a key group of students who have some significantly low progress 8 scores. *or in the case of Yr 7 and 8 standardised scores pupils identified by the school equivalent bands	Pupils eligible for PP identified as higher and middle achieving (KS2 data*) make as much if not more progress as "other" students across KS3, so that 90% are on track to make expected levels of progress at the end of each KS. Where they are not, departments are putting in place intervention, monitored by heads of department (HOD) and PP Lead Positive P8 scores;KS3 End of year Tracking data reduction in the gap between PP and non PP attainment in school and national gap to be closed.
F	Increased attendance rates for pupils eligible or PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 88.39% to 95% in line with national standards.
G	Increased social, emotional, mental health issues are affecting the progress of a student's (mainly PP) across targeted students within each year group.	Recorded cases are signposted correctly ensuring all follow up referrals are carried out efficiently. Those in receipt of support are satisfied with level of support and accuracy of signposting. Youth survey to show a reduction in key findings data and Telford Park School to be in line or lower than other participating schools.
H	Improved parental and family engagement with the schools which effectively supports the needs of the DS's.	100% of targeted DS parent's to attend all their allocated Parent's events in particular parents evening appointments and family/parental learning events.
I	All students will be aspirational for their future. They will have a clear pathway and destinations post 16. Pupil premium students will be proportionally represented in future educational data provided by LA.	Number of students entering sixth form and appropriate level study is proportionally represented.

5. Planned expenditure	
Academic year	**2018 - 19**

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?
Improved quality of T&L for all students PM indicates that 90% of teachers are identified as effective in student output, outcome and teaching and learning. PP Strategy to complement the whole school 3 year plan	Development of a 3 year plan Increased staffing to secure more teaching groups in all years. Implement a school wide learning model. Supported by systematic monitoring of the quality of teaching, learning and assessment over time. Rigorous PM programme. Targeted CPD. Lead practioners used to support delivery of a Coaching Model Calendared Learning Walks. Triangulation of use of appropriate data and use of PLC's.	Reducing class sizes thus improving opportunities for effective teaching and accelerating progress Providing small group work with an experienced teacher focused on overcoming gaps in learning. TDTN recommendations are that QFT teaching is increased via peer to peer support. Improved teaching and learning outcomes 2017-18 demonstrated in ofsted report and peer review.	Impact of strategy to be demonstrated through external and internal sources such as HMI, Peer reviews, Action plan support, performance management.	EBL PH	Half termly. 3 Performance management windows each year Plus responses linked to external feedback as and when they take place.

				EBL	On going through the CPD programme which will be taylored towards needs identified in PM.
	CPD provision is appropriately targeted to support Quality First Teaching (QFT) and Individual teacher needs. Staff review of CPD	Staff feedback has identified the engagement in targeted, and whole school CPD in supporting improvements in their teaching.	Impact of programme formally evaluated before planning of next phase. Blue Sky Performance management CPD calendar reviewed for the beginning of each term. CPD programme to be tailored towards needs identified in PM programme, Learning walks		
Securing the effective implementation of the Pupil Premium "In Lesson Focus" alongside the whole school marking and feedback policy.	Whole school Pupil Premium "In Lesson Focus", marking and feedback policy implemented, monitored and reviewed.	EFF toolkit identifies feedback as being the intervention which provides the most improvements for disadvantaged students.	Learning Walk Work scrutiny, Performance Management. Peer to peer reviews. Department meetings DOL directorate reviews	EBL DOI	Regular LW's During half termly EAB data analysis Performance management windows three times a year
Promote student talk to promote engagement and deeper thinking	Teachers use DRICE to ensure that 90% of lessons are consistently good or better Development of Think, pair, share	This provides pupils with the opportunity to learn from their peers and develop their ability to articulate their own points in a safe environment.	Learning walks Sharing of best practise Quality assurance	EBL	Termly learning walks will monitor the implementation and student voice responses will be used to analyse the impact.

Improved engagement in lessons. Reduced C6 and C5 entries for each student. Reducing FTE's by 50%. Behaviour for learning is good or better	Consistent and continuous application of consequence system. Assertive mentoring. Bespoke programmes based on individual needs PSP's Targeted Behaviour support through external providers All exclusions result in a reintegration meeting followed by a bespoke one to one reintegration session for students to work with a member of pastoral staff to focus on modifying behaviour and addressing their key trigger issues if appropriate. De-escalation training provided for identified staff Cone of success to be introduced to run alongside cone of need.	2017-18 outcomes demonstrates an improvement in behaviour records. EFF toolkit suggest targeted intervention matched to student need improves outcomes Metacognition and self-regulation demonstrates + 8months through EEF Toolkit.	Systematically monitor the implementation of the consequence system. (KP) Half termly data collections Regular CPD Implementation of rigorous system for tracking DS behaviour patterns and targeting of appropriate intervention. Assertive mentoring of identified students who identified at being at risk Bespoke individual programmes for identified students	KP DOI HOH	Behaviour Learning Walks part of whole school CPD and monitoring and evaluation. Regular LGB reports In line with data drop On going
Total budgeted cost					£88,065

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?**

Students in KS4 who are eligible for PP make faster progress in English and mathematics than their peers	Appropriate curriculum mapping and staffing. Increased number of Maths and English lessons in all year groups. Embed PIXL approaches including Implementation of PLC's and QLA's More able programme/focus in PM. DTT approach. Targeted enhanced provision – eg educational visits, trips etc. Bespoke TT for identified students who cannot fully engage in mainstream school. Targeted Interventions planned to meet the targeted needs of the DS across KS3 and 4. Monitor and evaluate the use of Sisra English and maths Academic coaches appointed to deliver targeted support	Extra support provided to improve attainment. Targeted Teaching groups with highly qualified staff are known to be effective. Improvement in PP outcomes in 2018 (Unvalidated Results)	Regular Data analysis Departments review PM meetings DH for Progress report to SLT & EAB Regular DOL PP Focus meetings. PP Focus on subject department Agenda Analysis of Data to inform intervention planning. (DOL)	PH MC - English RJ - Maths DOI RP More able MCo RJ	Each data entry In line with LGB reports. Three times a year During each LW Yearly, further to the trip and results LM meetings with AC's monthly

Improved attainment, (Closing the gap) improved rates of progress for PP students in the Higher and Middle ability bands leading to greater aspiration and engagement throughout.	Appropriate curriculum Increased number of teaching groups across all year groups PIXL DTT approach across whole school. Curriculum and staffing mapped to meet the needs of the students. Interventions planned to meet the targeted needs of the DS DOL to schedule targeted DS Holiday provision based on DTT. Analysis of Data to inform intervention planning. DoI secures impact of Intervention strategies & programmes for DS "In Lesson PP strategy" applied by all staff	Curriculum map adjusted to meet Government guidance and student needs. Reducing class sizes thus improving opportunities for effective teaching and accelerating progress. Providing small group work with an experienced teacher focused on overcoming gaps in learning. Evidence from 2017-18 outcomes demonstrating closing the gap in some subject areas..	Scrutiny of data through moderation and assessment grades. Learning walks/Lesson observations Performance management process SLT meetings Line manager meetings Intervention attendance registers Department examination analysis documents – plans for 2018-19 Whole school 3 year plan DOL annual plans	APR PH/DOL	Half termly Each data drop – dependant on year group.

Improved attendance %'s	Increase EWO contact hours. EWO employed follow T&W protocol rigorously. First day response. Employment of Attendance Clerk Attendance Action Plans (AAP) 1:1 Assertive mentoring Attendance focus Attendance booklets Daily attendance checks. Absent student list circuated and acted upon. Targeted students – same day calls rewards allocated for 100% attendance and punctuality Parental information shared each half term	Improved attainment through increased attendance. National Foundation for education Research briefing for school leaders identifies addressing attendance as a key step. 　　　　2015/16 – 2016-17　　2017-18 PP　　88%　　　89%　　　88% WS　　88.92%　90.58%　　91.36% Ofsted 2016-17 recognise improvements in attendance within certain year groups.	Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Attendance and progress discussed at least weekly with mentor Letters about attendance to parents / guardians. EWO to visit all PA at home to discuss attendance with parents / guardian or barriers	KP HOH	2 weekly with EWO for all Weekly for assertive mentoring cohort Ongoing during reintegration meetings

Improved literacy & numeracy	Baseline assessment to identify students in need of intervention. Deliver small group Corrective reader programme. Literacy support targeted during English Lessons. Literacy lead to deliver staff CPD Identify Introduce and embed Clicker 7 Clicker 7 programme CPD for staff and parents Read 45 programme Accelerated Reader Programme Develop and embed a numeracy policy. Ninja numeracy prog KS4 identified students have an alternative pathway with extra English and maths Smaller group sizes Additional support provided for KS4. Increased literacy support within feedback and marking process.	School and external evidence demonstrates outstanding impact to Reading ages. In school progress is greater than EFF toolkit of +4 months using phonics. Reading comprehension such as Accelerated reader EEF = + 5 months Research by John Hattie shows direct instruction technique to be very effective.	Data tracking CPD for deliverer of PIXL Code CPD for class teachers to support reading in lessons. Literacy lead to monitor and evaluate delivery Track home usage of clicker 7 Book trawls Accelerated reader assessments regularly undertaken. Literacy lead to undertake regular assessments of students Regular calendar of LW's which affect middle leaders feedback Numeracy Ninja higher number of students in receipt of higher "belts"	PH/HR SF RJ	AR tests completed through English lessons as and when. Annual review of curriculum mapping
				Total budgeted cost	£97,000
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?**

Students with Social, emotional, mental health (SEMH) issues receive appropriate support and advice	Appointment of school Councillor 2 days a week Application of appropriate graduated response Referral to BU and signposting to other relevant support services. TA Trained to deliver ELSA training Purchase SLA for Ed Psych assessments SFAP Use of House 1 Application of EHCNA Anger management programme IASS student voice support Effective use of Boxall Profile. Identified external agencies sourced and plans actioned Continue targeted Staff training through The LA Future in mind programme.	Evidence suggests that the number of students with SEMH has increased rapidly and that targeted early intervention matched to specific students with specific SEMH issues can be effective. High number of CAMHs referrals and users. Student feedback about the implemented ideas has been positive. EG –books with specific topic areas available from the library.	SSO's, DSL,s DOH (relationships) and HOH to engage with parents and students as required. Appropriate services identified and actively engaged. Working with Director of Inclusion to identify graduated response for those who require referral to other services	KP PSHE Co-ordinator DOI	Half termly (graduated response as and when = Access plan do review) Annual through CAMHS report

Improved parental and family engagement with the schools which effectively supports the needs of the DS's. 100% of targeted DS parent's to attend their allocated Parent's evening appointments and events.	New online parental booking system embedded Parental/family learning sessions to be organised and run by core subject departments. 100% of new Yr 7 families to have a home visit prior to attending September 2019	Parental engagement has a large and positive impact on children's learning (DFE 2010 and Joseph Rowntree Foundation 2013) EEF Toolkit values parental involvement as a moderate impact (+3 months)	Allocated DOI to analyse data after each parents evening Parental Questionnaire	PH/RP HOH DOL	after each Parents evening review of attendance Termly July 119
Raising and understanding aspirations and improving life chances. Increased positive destination data for DS in line with other students in the school and students nationally.	TLR – PSHE Carers lead appointed to meet new key milestones Well planned and targeted assembly programme Implement "Moving on up programme" Support for targeted students to attend taster sessions at appropriate providers Provide high quality careers advice – Targeted Future Focus meetings Future Focus attendance at all PEPs. Establish a data tracking system for DS at key transition points. Appoint Aspire to HE lead. Aspire programme: Targeted support for identified students	Destination data for Telford Park school is not in line with local or national school data. 2017/18 90% of moving on up students allocated positive destination. Reduces the impact of transition dip between yr 6 and 7 Information from LA virtual schools advice that improved engagement in education after school is greater when careers advice is targeted for LAC. Reduces the impact of transition dip between yr 6 and 7 Review 2018 leaver's data against LA destination data when available.	Assemblies planned and held Relevant staff led meetings and reviews. Through parental feedback Line management meetings	KP/AH/JR DOI	April 19 July 19 On receipt of school destination data from LA Annually

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				KSh	100 days, Termly and annually.
	Targeted support for CIC Select and implement a commercial attitudinal survey to establish baseline data. Use of motivational speaker Appoint Post 16 lead to implement 100 place provision for Post-16	Development to begin to secure 2020 cohort. Development of initial 100 day plans	Results from commercial attitudinal survey to establish baseline data.		
			Total budgeted cost	**£28,000**	

2017-18 Review of Pupil Premium Expenditure: Telford Park School – Income £186,065

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**

Improved quality of T&L for all students PM indicates that 86% of teachers are identified as effective in student output, outcome and teaching and learning.	Increased staffing to secure more teaching groups in all years. Implement a school wide learning model. Supported by systematic monitoring of the quality of teaching, learning and assessment over time. Rigorous PM programme. Targeted CPD. Lead practitioners used to support delivery of a Coaching Model Calendared Learning Walks. Triangulation of use of appropriate data and use of PLC's.	What is it now? New Staffing model has supported PM windows undertaken for all school staff. PM identified as effective and indicates improvements. Improvements evidenced throughout the year. External validation through HMI and Peer review (Internal) - learning walks, work scrutiny and structured performance management process. Parliamentary Review identifies improvements	This approach will continue to be used to improve the quality of teaching and learning and will remain in the 2018-19 strategy. Implementation of the ITP, OTP, OTAP Increased number of Middle Leaders involved in monitoring T&L.	
	CPD provision is appropriately targeted to support Quality First Teaching (QFT) and Individual teacher needs. Staff review of CPD	CPD has been based on outcomes of learning walks, teacher feedback, departmental reviews, Performance Management and feedback from HOD/DOL/DH (Staff) Staff feedback indicates that CPD has been effective and this has been demonstrated in work scrutiny and highlighted clear use of the PP marking and feedback model to ensure no difference seen within books	This approach will remain with a review of the calendar of CPD and how to incorporate Middle Leaders	

Securing the effective implementation of the Pupil Premium "In Lesson Focus" alongside the whole school marking and feedback policy. .	Whole school marking and feedback policy implemented, monitored and reviewed.	Termly Learning Walks and half termly work scrutiny demonstrates that the "In Lesson PP Focus" has impacted upon directed teacher led questioning, Act comments are developing learning outcomes books are demonstrating no clear differences.	This approaches will remain. Collection 1 - Baseline Collection 2 – 25% Improvement Collection 3 - 13% Improvement	

Improved engagement in lessons. Reduced C6 and C5 entries for each student. Reducing FTE's by 50%.	Consistent and continuous application of consequence system. Assertive mentoring. Bespoke programmes based on individual needs PSP's All exclusions result in a reintegration meeting followed by a bespoke one to one reintegration session for students to work with a member of pastoral staff to focus on modifying behaviour and addressing their key trigger issues if appropriate.	Evidence as demonstrated by both internal and external sources state that behaviour in school has improved. Consistency is well monitored and regular whole school, department and individual support has been given. 100% of exclusions have been followed up with a return to school meeting which has set targets, expectations and identified new areas of provision required.	Targeted support This will remain a focus for targeted/identified students. 15 day PDC's to be introduced. Introduction of the Hub facility. Targeted provision and engagement programme.	
			Total Spent cost	£78,065

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

Students in KS4 who are eligible for PP make faster progress in English and mathematics than their peers	Appropriate curriculum mapping and staffing. Increased number of Maths and English lessons in all year groups. Introduce different options pathways. More able programme/focus in PM. DTT approach. Targeted enhanced provision – eg educational visits, trips etc. Bespoke TT for identified students who cannot fully engage in mainstream school. Targeted Interventions planned to meet the targeted needs of the DS. Develop DS provision map.	**Appropriate programmes established and new curriculum map applied.** **Concerns about historical curriculum mapping had significe impact.**	The enhanced curriculum provides further pathways to success for learner; some of which have been bespoke. We will continue with this approach next year to secure further progress and outcomes. The school will continue to monitor and model its curriculum based need.	
Improved attainment (Closing the gap) improved rates of progress for PP students in the 2nd/3rd ability quartile, leading to greater aspiration and engagement throughout.	Deliver an appropriate curriculum Increased number of teaching groups across all year groups PIXL DTT approach across whole school. Curriculum and staffing mapped to meet the needs of the students. Interventions planned to meet the targeted needs of the DS DOL to schedule targeted holiday provision based on DTT. Analysis of Data to inform intervention planning. DoI secures impact of Intervention strategies & programmes for DS Develop DS provision map.	**All appropriate interventions, programmes, targeted provision was undertaken across all year groups.**	**Greater focus required on targeting outcomes for students within the target group.**	
Improved attendance	EWO employed follow T&W protocol rigorously. First day response. Employment of Attendance Clerk Attendance Action Plans (AAP)	**All Agreed Actions have been put in to place.**	**Focus to remain.** **EWO increased number of days.** **New attendance Clerk**	

	1:1 Assertive mentoring Attendance focus Attendance booklets Two weekly attendance review ViVos allocated for 100% attendance and punctuality			

			2015-16	2016-17
		PP	88	89
		WS	89.92	90.58

Attendance has improved in 7, 8 and 9

The focus for the year is to close the gap between PP and non PP attendance and reduce the persistently absent PP pupils

%'s Improved literacy & numeracy	Provide Literacy co-ordinator. Provide Academic Coaches Deliver small group Corrective reader provision Deliver Read 45 programme Accelerated Reader Programme Develop and embed a numeracy policy. Ninja numeracy prog KS4 identified students have a 2nd pathway with extra English and maths Smaller group sizes Additional support provided for KS4. Increased literacy support within feedback and marking process.	**Outcomes remain high for all students who have literacy and numeracy as a focus across Ks3 and 4.** Criteria met and exceed in some areas. Improving outcomes for PP students given their starting points.	Careful scrutiny of data identifies this is an effective strategy based on in school and national evidence collected. We will continue with this strategy with some changes to delivery, training and management of the programmes All of the identified programme will remain with the addition focussed reading lessons and English lessons supported by Literacy leads. Continued use of Clicker 7 Introduction of PIXL CODE Numeracy profile needs to increase to meet that of the literacy.	
			Total Spend	==£88,000==
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
Students with Social, emotional, mental health (SEMH) issues receive appropriate support and advice	Application of appropriate graduated response Employ appropriate counselling services Referral to CAMHS Purchase SLA for Ed Psych assessments SFAP Use of House 1 Application of EHCNA Appropriate Theatre groups IASS student voice support Build to Express Lego programme training and resources	Level of need both nationally, locally and within school remains high. A graduated response remains in place with internal and external support provided. Appropriate external support is sourced, provided and monitored.	Support will remain target group will remain a focus and use of further external providers to be used. Providing support for staff who are supporting the SEMH to ensure they have the correct "tools" to support.	
Improved parental and family engagement with the schools which effectively supports the needs of the DS's. 100% of targeted DS parent's to attend their allocated Parent's evening appointments and events.	Appoint new MIS system manager New online parental booking system embedded Parental/family learning sessions to be organised and run by core subject departments	In more personalised intervention engagement has seen a significant increase over the year		

Raising and understanding aspirations and improving life chances. **Increased positive destination data for DS in line with other students in the school and students nationally.**	TLR3 – PSHE Lead Well planned and targeted assembly programme Implement "Moving on up programme" Support for targeted students to attend taster sessions at appropriate providers Yr 9,10 & 11 carers festival Attendance at University days. Provide high quality careers advice – Targeted Future Focus meetings Future Focus attendance at all PEPs. Assertive mentoring Academic mentoring TLR 3 Transition lead appointed Targeted transition for yr6 students and family Establish a data tracking system for DS at key transition points. Select and implement a commercial attitudinal survey to establish baseline data.	PSHE lead appointed and programme running with a focus upon student outcomes. Group, individual support and advise has been given to 100% of all targeted students. This has included off site visits supported by careers, pastoral and SEN support staff. Parents have attended additional academic mentoring meetings. Attendance at parents evenings have improved since the new booking system was introduced. Attitudinal survey sourced.	Moving on up programme to be delivered on a need by need basis and be an umbrella term for the support offered. National/local data for destinations are published Autumn Term New booking system does not allow staff to target students/parents electronically. Staff training needing to be undertaken to complete appropriately. Destination data review to be taken at other points throughout the year.	
			Total Spend	**£20,000**

The above spend also includes £3,500 Catch Up Funding.   Total Spend   £187,652.50