

Pupil premium strategy statement:

Summary information					
School	Oasis Academy MediaCityUK				
Academic Year	2020/21	Total PP budget	£472,248.00	Date of most recent PP Review	September 2020
Total number of pupils	814	Number of pupils eligible for PP	442	Date for next internal review of this strategy	February 2021

2019-20 outcomes for PP students		
Attainment for: 2018-2019 –last published results due to Covid-19	Pupils eligible for PP	Pupils not eligible for PP
Progress 8	-0.02	-0.06
Attainment 8	38.81	42.68

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in student knowledge and skill due to missed learning and mobility (Impact of Covid 19)
B	Very low starting points identified from baseline testing
C	Weak literacy/numeracy

ADDITIONAL BARRIERS

External barriers

D	High level of social, emotional and mental health needs requiring personalized support and intervention
E	Low self-esteem, aspiration and lack of resilience
F	Poor attendance and home engagement with limited FE or HE family experience
G	Material poverty in terms of space to work at home/digital disadvantage

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Attainment & Achievement: Students meet national expectations for achievement at Key Stage 4	Attainment and progress measures improve so that they are in line/better than national averages. QA shows teaching and learning is good or better
B	Attendance: Sustained high attendance figures and reduced numbers of PA students	Attendance that is in line or better than the national average.
C	Pastoral/Wellbeing: Supporting students with their pastoral needs, safety, and fulfilling their potential outside of lessons	Reduce levels of exclusion in line with national averages
D	Careers/Post 16: Enhance support for Pupil Premium students post 16 destinations	NEET data shows PP students attend post 16 provision, overcoming social and academic barriers

Planned expenditure Academic Year 2020/2021

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

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To ensure students have the equipment necessary to participate in learning, in particular to overcome digital disadvantage</p> <p>Total = £45,500</p>	<p>Creation of inclusive classrooms – stationary, stock and equipment</p> <p>All students to have access to devices required for digital learning</p> <p>All students to have an IPAD (Horizons project)</p>	<p>To ensure that any barriers to learning are addressed prior to teacher input thereby reducing wasted time for all learners.</p> <p>Extensive research EEF highlighting widening digital gap during global pandemic</p>	<p>Through QA processes including student/parent voice, lesson observation and teacher feedback</p> <p>Additional laptops for students</p>	<p>PMC</p>	<p>Termly</p>
<p>Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning</p> <p>Total = £25,738</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching. Joint PPA will allow co-planning to develop staff subject and curriculum knowledge</p>	<p>Line managers to check quality of PPA sessions and through staff voice</p> <p>Quality Assurance of teaching and learning</p> <p>Progress data analysis</p> <p>Student Voice</p>	<p>PMC/SCO</p>	<p>Termly</p>

<p>To develop the HPA Strategy throughout KS3 and 4 to improve achievement and progress of HPA students</p> <p>Total = £10,600</p>	<p>All staff are aware of HPA PP students and plan accordingly. High quality classroom practice ensures good progress is made</p>	<p>Data analysis shows Interventions have previously been targeted at mid-ability on entry students, whilst they have had an impact it is higher ability on entry PP students where there is often a gap in performance.</p>	<p>Through QA processes including student/parent voice, lesson observation and teacher feedback</p>	<p>PMC/SCO</p>	<p>Termly</p>
<p>Whole-school literacy interventions</p> <p>1 x TLR -£4,600 BRP training x 6 days cover - £2,760 2 x TA salaries - £38,864 2 x Intervention tutors - £45,856</p> <p>Total = £92,080</p>	<p>Every student is able to access the curriculum</p> <p>All students' reading age to meet or exceed chronological age</p>	<p>Strong literacy skills are critical to be able to participate fully in modern life.</p> <p>Literacy lead coordinates cohesive approach to improving literacy across the curriculum in addition to targeted interventions for those in need</p>	<p>Through data analysis, progress/attendance and behavior</p> <p>QA processes including book scrutiny</p> <p>Student voice</p>	<p>PMC/KEM</p>	<p>Termly</p>
<p>To raise achievement of PP students in maths to be at least in line with national average through continued implementation of mastery strategy</p> <p>1 x TLR - £4,700 £ Maths Mastery - £4,000 £ Hegarty Maths - £1,500</p> <p>Total = £10,200</p>	<p>PP students achieve GCSE results in line with their peers. 70% of PP students make expected progress in Maths.</p>	<p>Strong numeracy skills are critical in order to be able to participate fully in modern life.</p> <p>Baseline data shows gaps in this area</p>	<p>Through data analysis, progress/attendance and behavior</p> <p>QA processes including book scrutiny</p> <p>Student voice</p>	<p>SCO/DJA</p>	<p>Termly</p>

Tailored Revision Materials for KS4 - £3,826.10 Revision guides for Year 11 - £2,876.23 Total = £6,702.33	To ensure students study effectively in preparation for examinations	Tailored revision materials for all exam classes in every subject are required to ensure students have access to study guides/aids needed to maximize performance	Subject teachers through planning QA through LM system Student voice	SCO	Termly
NQT and RQT programme £28,000 + £2,610 £Cost of weekly meeting salary- £3,290.58 Total = £33,900.58	Early career stage teachers are supported to be strong practitioners in the classroom	We have a large number of early career teachers this year and helping to improve the quality of education in their lessons will impact on PP students	NQT termly assessments QA of teaching and learning for NQTs and RQTs	JGO	Termly
Total budgeted cost	£224,720.91				

ii. Targeted Support

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
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<p>To reduce the number of FTE for PP students through targeted intervention and bespoke therapeutic support.</p> <p>TA salary for 5 hours a week – £2,626</p> <p>£Cost of external speakers, race trust costs - £10,000</p> <p>Total = £12,626</p>	<p>Improved emotional, social and behavioural skills for students needing specialist support</p> <p>Students receive 1-to-1 and small group support to improve their confidence and self-manage their behaviour. Interventions coordinated by SRP</p> <p>Reduction in lost learning time due to exclusion</p>	<p>Many students suffer from mental health issues. Often their poor behaviour choices are as a result of abuse or trauma these students have suffered.</p>	<p>Weekly summaries to ALT</p> <p>Weekly SRP meetings to discuss appropriate cases and impact of interventions</p>	<p>GCH/KBA</p>	<p>Weekly reports and monitoring</p>
<p>Increase the capacity for the school counselling service through a number of strategies, for example, more staff MHFA trained</p> <p>£Cost of course - £500.00</p> <p>£Cost of training for 5 staff on one day MHFA course - £2,000</p> <p>£Cost of salary for 1 day a week - £5,033</p> <p>Total = £7,533</p>	<p>Early identification of students requiring support</p> <p>Strategies to be delivered to support attendance, engagement and progress</p>	<p>High numbers on external waiting lists</p> <p>Access to counselling at an early stage can improve a student's emotional health and wellbeing supporting engagement with learning</p>	<p>Through weekly SRP meetings</p> <p>Line management meetings</p> <p>Weekly and half termly summaries to ALT</p>	<p>GCH</p>	<p>Termly</p>

<p>Use of Alternative Provision</p> <p>Total = £56,400</p>	<p>Sustaining the higher standard of behaviour across the whole school through limited use of AP</p>	<p>EEF research impact to life chances of permanent exclusion</p> <p>Students will be referred to offsite provision where support and challenge in school has been exhausted</p>	<p>Limit the number of AP referrals</p> <p>SLA with LA</p> <p>Half termly face-to-face visits/monitoring reports</p>	<p>GCH</p>	<p>Half termly</p>
<p>To improve PP attendance through targeted support</p> <p>£60% of Attendance salary - £19,374</p> <p>SOL services – £3,168</p> <p>EWO services - £5,640.00</p> <p>Total = £28,192</p>	<p>To raise the attendance of PP students thereby narrowing the gap and improving overall attendance and progress.</p> <p>Early intervention for PP students to ensure they do not become persistent absentees. PA reduction for disadvantaged students</p>	<p>This had a significant impact when reviewing historic data and interventions</p>	<p>Weekly monitoring and implementation of the attendance strategy.</p> <p>Weekly update reports to ALT</p>	<p>LBA</p>	<p>Weekly</p>
<p>0% NEET across the Academy with all students enrolled in employment, education and training when they leave Year 11</p> <p>TLR - £4,700</p> <p>£ GM Higher costs, and any transport costs to Unis etc.– £9,850</p> <p>Total = £14,550</p>	<p>Careers Programme to be embedded throughout the curriculum. Gatsby benchmarks to be followed to ensure all students have encounters with employers</p>	<p>Disadvantaged students are more likely to be at risk of becoming NEET.</p>	<p>Weekly meetings, half termly reports. QA-student voice</p>	<p>CBE</p>	<p>Half termly</p>

To ensure students in receipt of PP can access learning during times of financial hardship uniform, vouchers, hardship funds Total £30,100	To ensure students do not miss significant amounts of time in their education	May PP students who are PA indicate that this is due to financial barriers such as no transport money or uniform issues	Pastoral leaders to monitor this and implement support	GCH	Weekly
Total budgeted cost	£149,401.00				
iii. Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Magic Breakfast Club £1,500 Staff salary to cover Magic Breakfast - £7,944 Total = £9,444.00	Encourage pupils to eat a healthy breakfast before school and are ready to start the day	EEF research – improvements are seen socially, health and academically when students attend breakfast clubs	Half Termly tracking of attendance	MHA	Half termly
Ensure all PP students attend at least one extracurricular club/careers activities in order to boost participation and attitudes to learning. students @ £50 each – Total £22,100	Students show better attitudes to learning, improve their attainment and attitude to themselves and the academy. Higher % of PP students to participate in extended academy activities	Students often lack cultural experiences which in turn means that learning can be decontextualized. Enriching visits will aid their learning and wider understanding.	CBE/HFL to oversee careers and aspiration programme and monitor participation rates to ensure equality of opportunity and match this with performance data. Half termly summaries to ALT	GCH	Half termly

<p>To ensure students participate in all curriculum areas and improve their achievement and engagement</p> <p>Cost of food tech ingredients - £9,020 all practical subject equipment / materials £11,077</p> <p>Total = £20,097</p>	<p>Subsidies for ingredients in food technology, materials in Technology subjects</p>	<p>Continued participation, understanding of healthy lifestyles and improve achievement in this curriculum area.</p> <p>Census data illustrates average age of death in Salford 10 years lower than national averages</p>	<p>QA processes</p> <p>Curriculum Leader to monitor participation and uptake at KS4</p>	<p>SCO/JMC</p>	<p>Termly</p>
<p>Peripatetic music lessons</p> <p>Cost of lessons for the students who have piano/drum lessons etc.</p> <p>MAPAS – Total =£9,540</p>	<p>Access to music tuition</p>	<p>Financial factors with potential limits to funds available for music tuition</p>	<p>Termly tracking of participation rates</p>	<p>SCO/JMC</p>	<p>Termly</p>
<p>Provide funds to ensure all students can attend Educational and extra-curricular visits</p> <p>Planned cost for trips (ski trips etc.) we are paying for PP kids or subsidised (students @ £80 each)</p> <p>Total costs - £35,360</p>	<p>Access to School Trips and Residential visits</p>	<p>Disadvantaged students could miss out on enrichment visits due limited funds</p> <p>EEF Teaching and Learning Toolkit research: Social and emotional learning (+4 months); peer tutoring (+6 months); digital technology (+4 months)</p>	<p>Termly tracking of participation rates</p>	<p>GCH</p>	<p>Termly</p>

Debate Mate Total = £3,850	Target participation to programme	Debating can help to raise speaking and listening skills, as well as improve a range of high order thinking skills and non-cognitive abilities such as confidence, teamwork and leadership.	Termly tracking of participation rates	GCH/FWO	Termly
Brilliant Club Total = £4,790	Target participation to programme	Aspiration raising and targeted university-style academic experiences to support students in KS3 and KS4 with informed decisions about university destinations.	Termly tracking of participation rates	GCH/HFL	Termly
Total budgeted cost	£105,181.00				
Overall budgeted cost	£479,302.91				

Review of expenditure

Previous academic year: 2019-2020

i. Improving Classroom Pedagogy

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Cost, Evaluation, Impact and Lessons Learnt
To ensure students have the equipment necessary to participate in learning	Creation of inclusive classrooms – stationary, stock and equipment	To ensure that any barriers to learning are addressed prior to teacher input thereby reducing	Through QA processes including pupil voice, lesson observation and teacher feedback	No time lost in lessons and a reduction in behaviour points for no equipment thereby resulting in higher rates of progress and achievement. Progress 8 projections to be a	SCO	Pupil premium students achieved a P8 score of -0.02 compared to non PP of -0.06 in 2019. Through QA it was evident that providing equipment eradicated barriers to learning for PP students and promoted equality within classrooms.

		wasted time for all learners.		minimum of 0 for PP students in all years.		<table border="1"> <tr> <td>PP Boys</td> <td>-0.04</td> </tr> <tr> <td>PP Girls</td> <td>0.01</td> </tr> </table>	PP Boys	-0.04	PP Girls	0.01
PP Boys	-0.04									
PP Girls	0.01									
To develop the HAOE Strategy throughout KS3 and 4 to improve achievement and progress of HAOE students	Teachers will have a range of CPD, support and coaching to develop provision for HAOE PP students throughout the academy. A range of initiatives will be implemented throughout all year groups to raise aspiration and performance.	Interventions have previously been targeted at mid-ability on entry students, whilst they have had an impact. It is higher ability on entry PP students where there is often a gap in performance.	Data entry QA and QA of classroom provision.	Students achieve/ or are on track to achieve a P8 score above 0 in all year groups.	MDI/PMC	<p>HPA students still do less well than other groups of students within the academy, particularly boys. PP HPA still have a minus P8 score.</p> <p>PP HPA is -0.16 is higher compared to non PP -0.33</p> <p>CAGs for 2020 show this remains a priority</p>				
To develop Nurture provision for identified Year 7 students to improve achievement, progress and aid transition to secondary school	A bespoke curriculum will be in place for targeted students. This will be led by the SENCO with HLTA support in addition to support from a EAL teacher	Identified Year 7 students with low KS2 scaled scores to be given access to a bespoke curriculum to enable rapid progress to be made	Through QA processes including pupil voice, lesson observation, teacher feedback in addition to data entry QA	High levels of progress for Year 7 students eligible for PP. Attendance to be above National Average for PP students identified	KBA	Government closure of schools March 2020				
All staff are consistently good in their classroom practice thereby ensuring good progress for all students	Through a review of QA data, bespoke CPD support implemented to ensure consistency of	EEF indicates that PP students benefit from good T&L more than their peers through high quality teaching, their	Data analysis, QA of provision, pupil voice and assessment information.	No gaps in performance across most subjects (and reduced gaps for bucket 2 subjects).	PMC/MDI	Teaching is consistently of a high standard, Extra contact time has ensured high quality planning as has implementation of the Oasis Trust Curriculum.				

	quality across the academy. Middle leaders will also implement a raising achievement plan to dove tail with this raising the performance of PP students	performance will improve.				<p>Powerful Action steps has been implemented as a coaching programme to support teachers practice</p> <p>From 2019 data gaps in performance are as follows:</p> <p>GCSE examinations cancelled March 2020</p> <p>Government closure of schools March 2020.</p> <p>AP data up this point shows a positive progress score for PP students against national benchmarks</p>
To improve students' retention to help with exam performance in new specifications.	Develop the use of knowledge organisers and implement intervention time within the timetable.	Students with lower family incomes often do not have specialist help and support to revise.	QA	No gaps in performance in student data.	SCO	GCSE examinations cancelled March 2020
ii. Targeted Support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Cost, Evaluation, Impact and Lessons Learnt
To reduce the number of FTE for PP students through targeted intervention and	The School has appointed a part time councillor. This is to work as a member of the SEND team. The	Many students suffer from mental health issues. Often their poor behaviour choices are as a result of	Weekly reports and monitoring	The counselling service supports students and their families. It aims to identify students with poor behaviour early and support	GCH	<p>There has been a reduction in FTEs which are now closer to national benchmarks at 7.75% March 2020</p> <p>20 students were referred to behaviour coach, case studies show areas of</p>

bespoke therapeutic support	counselling sessions involve emotional literacy work amongst other forms of counselling.	abuse or trauma these students have suffered.		with strategies before issues escalate		positive impact for the majority of students however the impact was not sustained across all students comparative to cost
To reduce the progress and achievement gaps between disadvantaged students and non-disadvantaged students in KS4.	Provide intervention programmes outside of the normal school hours for year 11 in English and maths to include holiday and Easter revision programmes	This had a direct impact on student outcomes last academic year.	CLS to analyse attendance data with student progress.	Higher progress and achievement for PP students. PP students to be national average for 3LP and 4LP in maths, science and Global subjects. PP students to have progress 8 score of 0 or higher.	SCO	PP Students using internal data are outperforming their non PP peers. This is true for all sub-groups of PP students, apart from girls. Where non PP peers did slightly better. In Maths PP student P8 was -0.01
Reduction in incidents of aggressive student behaviour, overall improvement in climate for learning	Boxing intervention programme for targeted KS3 and 4 students during lunch time	Some students do not have the strategies to deal with certain difficult situations, this results in them using violence as a chosen strategy to deal with conflict	PLs to analyse behaviour data	Targeted students to show a reduction in negative behaviour points	GCH/PLs	Bullying/racist incidents saw a reduction by 40% from 09/11/20 to 0.6% 07/11/20. The number of serious incidents has reduced by over 50%
Ensure all PP students attend at least one extracurricular club/careers activities in order to boost participation and attitudes to learning.	Programme of enrichment and extended opportunities targeted at PP students to raise their participation.	Students often lack cultural experiences which in turn means that learning can be decontextualized. Enriching visits will aid their learning and wider understanding.	CB to oversee careers and aspiration programme and monitor participation rates to ensure equality of opportunity and match this with performance data.	Students show better attitudes to learning, improve their attainment and attitude to themselves and the academy. 70% of PP students to participate in extended academy activities	GCH	Up to March 2020 52% of all participants were PP

To ensure students participate in all curriculum areas and improve their achievement and engagement	Subsidies for ingredients in food technology	Previously PP students have not chosen this subject	LB to monitor participation and uptake at KS4	Continued participation, understanding of healthy lifestyles and improve achievement in this curriculum area.	LBA	Participation at KS3 100% Uptake at KS4 increased on previous year by 50%
To ensure that students in receipt of PP are supported to achieve their potential.	2 Pastoral Leaders to support students identified as PP	PP students often require mentoring and pastoral support to engage with parents and remove barriers to progress.	Through RAP meetings PP students who are underachieving are identified and support put into place.	To reduce the gap between attendance, punctuality, FTE and subsequently achievement between disadvantaged students and their peers. PP attendance and exclusions to be in line with national averages.	SCO/CLs	Mental Health First Aid Training provided for all Pastoral leaders Five pastoral leaders in post, one per year group
To raise achievement of PP students in maths to be at least in line with national average.	Continued implementation of arithmetic and mastery strategy	PP students are making less progress than their peers in maths.	SCO to monitor and prepare cohorts.	PP students achieve GCSE results in line with their peers. 70% of PP students make expected progress in Maths.	SCO	69% of PP students in Maths met their expected progress in the subject.
iii. Whole School strategies						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Cost, Evaluation, Impact and Lessons Learnt
To improve PP attendance to be at 95%	Service Level Agreement for EWO to target PA pupil premium students.	This had a significant impact in the last academic year to improve PP attendance	Weekly monitoring and implementation of the attendance strategy.	Early intervention for PP students to ensure they do not become persistent absentees. PA reduction for disadvantaged students	LBA/JH	Sept 2019- March 2020 PP student attendance is above the attendance of PP students nationally at 92.94% PP PA is also in line with national

	60% of Attendance Team Salary			To raise the attendance of PP students thereby narrowing the gap and improving overall attendance and progress.		
To improve the punctuality of PP students	Magic Breakfast – to give PP students a healthy meal and ensure they arrive on time to the academy.	Many students are not ready to learn in the morning and come to school hungry – this will improve performance and punctuality.	Weekly attendance records kept and triangulated with achievement data.	Students who are disadvantaged will be ready to learn and on time for their tutorial – reduction in PP students who are persistently late to below 3%	MHA	Sept 2019- March 2020 Student punctuality is good with less than 2% lates.
0% NEET across the Academy with all students enrolled in employment, education and training when they leave Year 11	Careers Programme to be embedded throughout the curriculum. Gatsby benchmarks to be followed to ensure all students have encounters with employers	Disadvantaged students are more likely to be at risk of becoming NEET.	Weekly meetings, half termly reports. QA-student voice	Students who are disadvantaged are enrolled in the appropriate pathway	CBE	For 2018 leavers latest data for sustained employment and education shows 97.7%, 2019 leavers 97.3% above the national average. Additionally the two year sustained employment and education data shows 2018 leavers at 93.1% (Salford LA) above the LA and national average. The CEIAG plan incorporates activities designed to raise aspirations and in turn achievement of all pupils. Improved monitoring/tracking of the number of PP pupils taking part in CEIAG related activities. Future educational trips will be part funded by the Pupil Premium Grant We continue to work with GM Higher to open up opportunities in higher education to pupils and they are

						targeted through the NCOP funding programme. 1 million mentors programme launched with year 10 pupils in October 2019. Matches pupils to mentors from different career sectors. Currently identifying students to take part as ___% PP
The quality of teaching will be better in year 7 because the teachers will differentiate to the individual students' needs based on better knowledge of students ability prior to Year 7	Appointment of a Transition Leader so that as much information as possible is known about the students before they arrive at OAMC	Some students arrive with no prior data or inaccurate data which makes planning for specific needs difficult. In the past some students have been placed in a low set due to inaccuracies of data and this has hindered their ability to make the progress they are capable of.	QA cycle including student voice, lesson observations, data collection QA.	Improved knowledge of students ability and so better quality teaching and learning of year 7 students	KMM	Government closure of schools March 2020 meant that all Transition activities had to be held virtually MIDYIS baseline assessments conducted in the absence of KS2 SATS illustrate the impact of Covid -19 and the low starting points for this cohort Evaluation of the Transition team can be seen in Y 7 attendance term 1 2020 (97%)
To ensure all students are able to attend the academy and be on time for learning.	Transport subsidies for students who are disadvantaged.	To remove barriers to attendance	Weekly monitoring	Reduced gap between attendance and punctuality for disadvantaged students to less than 2% with PP students attendance to be above 94.8%	LBA	Data difficult to compare due to the impact of Covid -19 in the run-up to national school closure March 2020 Attendance up to this point as follows: PP 92.94% Non PP 95.7% Until week of National Closure
To raise achievement for groups of students who enter the	Intervention Tutors to provide support for underachieving	To ensure any prior gaps in performance are addressed in	SCO/CLs to monitor cohorts and use DTT. This	Improvement in progress for maths to be at national and for English to be 0.25	SCO	2018/19 data shows English and Maths achievement is close to national average. Progress of PP

academy and are at risk of underachieving.	PP students in all years	English and maths leading to better progress.	should be monitored in RAP			students in both English and maths is above national average, students who received intervention from intervention tutors improved their performance by one grade.
To further raise attainment of PP students in EBACC faculties.	To equip middle level leaders with tools and strategies to raise achievement	PP performance in Bucket two is much lower than their performance across all other subjects.	Weekly line management and QA of data	Global bucket to rise further to a P8 of zero	PMC/SLO	CAGs show progress of students in Ebacc subjects has improved.
To ensure students in receipt of PP can access learning during times of financial hardship.	Food parcels and uniform subsidies	May PP students who are PA indicate that this is due to financial barriers such as no transport money or uniform issues.	Pastoral leaders to monitor this and implement support/	To ensure students do not miss significant amounts of time in their education.	GCH/MHA	During March-July lockdown 150 food parcels have been delivered to our families. Additionally, Magic Breakfast has continued to support our families with the weekly delivery of breakfast items for over 100 students helping to ensure our families are fed 750+ FSM vouchers distributed with additional academy vouchers being delivered to those most in need, thus ensuring our students are able to access learning and combat 'holiday hunger' during lockdown.
To improve PP attendance to be at 95%	Service Level Agreement for EWO to target PA pupil premium students.	This had a significant impact in the last academic year to	Weekly monitoring and implementation of the attendance strategy.	Early intervention for PP students to ensure they do not become persistent absentees. PA reduction for	LBA/JH	Attendance of PP students 2019-March 2020 at 92.94%

		improve PP attendance		disadvantaged students		
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