

Sirius Academy North Pupil Premium Profile 2018-2019	
Total number of pupils in the school	1173
Number of PP-eligible pupils:	616
Amount per pupil:	£935
Total pupil premium budget:	£575,960
Evidence of school performance	

Headlines 2016/17 & 2017/2018

		Grade 5+ in Eng and Maths (%)	Grade 5+ in Eng and Maths National Benchmark 2017 (%)	Overall Progress 8 score SAN	Overall Progress 8 Score National Benchmark 2017	English Progress 8 score SAN	English Progress 8 score National Benchmark 2017	Maths Progress 8 score SAN	Maths Progress 8 score National Benchmark 2017	Bucket 2 Progress 8 score SAN	Bucket 2 Progress 8 score National Benchmark 2017	Bucket 3 Progress 8 score SAN	Bucket 3 Progress 8 score National Benchmark 2017
2017	Sirius North PP students	7	49	-0.64	0.11	-1.15	0.11	-0.94	0.12	-0.83	0.13	0.08	0.09
2018	Sirius North PP students	24		-0.42		-0.84		-0.32		-0.61		-0.01	

The table above shows significant increase in performance from 2017 in all measures, except for the progress of pupil premium students in bucket 3. However, despite the improvements in performance the gap between how pupil premium students perform at Sirius North and how non pupil premium students perform nationally is significant.

A key area of development is ensuring that greater rates of progress are made within English.

Statements from last Ofsted report December 2015 relating to the performance of disadvantaged pupils:

The pupil premium money is used extremely well to enhance the education of those pupils it is intended to support. The money is used improve the attendance of the pupils, and to give them opportunities which they would otherwise not be able to have. For example, a significant number of pupils, including some supported by the pupil premium, visited Cambridge University to consider whether they would like to apply. The spending of the money is planned, and then tracked rigorously. As a result, gaps are closing rapidly. These pupils, like their peers, are making good progress.

1. Current attainment		
	<i>Pupils eligible for PP (our school) 2017/18 (from ASP)</i>	<i>Pupils not eligible for PP (national benchmark) 2017/18 (according to ASP)</i>
Progress 8 score average	-0.39	0.13
Progress 8 English	-0.78	0.11
Progress 8 Maths	-0.37	0.11
Progress 8 English Baccalaureate Slots	-0.69	0.14
Progress 8 Open Slots	-0.05	0.11
Progress 8 score average for Higher Ability Pupils	-1.47	0.01
Progress 8 score average for Middle Ability Pupils	-0.04	-0.01
Progress 8 score average for Lower Ability Pupils	-0.19	-0.18
Attainment 8 score average	37.74	50.14
A8 English	7.52	10.58
A8 Mathematics	7.28	9.77
A8 EBACC	10.02	14.60
A8 Open	12.91	15.18
% Attaining 9-5 in English (Best) and Maths	25%	50
% Attaining 9-4 in English (Best) and Maths	43%	71
% Attaining 9-5 in the English Baccalaureate	4%	20
% Absence (Ever 6 FSM)	6.5%	NON E6 4.4
% Persistently Absent (Ever 6 FSM)	19.8%	NON E6 4.4
% Staying in education or entering employment after Key Stage 4	83%	96

2. Barriers to future attainment (for pupils eligible for PP) REVIEWED – September 2018 for 2018/19

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

A.	Literacy/Reading: Key Stage 2 entry shows a student population attaining lower than the National average. This is duplicated at the end of Key Stage 4 with English outcomes lower than expected and with a disparity existing compared to Mathematics. The high attainers underachieve greatest in English compared with their middle and lower counterparts The Academy still has a significant number of Pupil Premium students who have reading ages below age related expectations.
B.	Pastoral: IDACI (Income Deprivation affecting children index) information shows that the overwhelming majority of our pupil premium students live in post codes that are not only within the most deprived areas but within the top of deciles of deprivation. This results in multiple social, emotional and financial barriers to achievement. This is often shown in the termly attitude to learning programme outcomes as well.
C.	Numeracy: Although the key stage outcomes for the academy's middle attainers was positive, further developments are required for supporting the long term progress of our low ability pupil premium students and in particular our high attaining students.
D.	Homework/Revision/Organisation Skills: There is an in-school gap for pupils eligible for the Pupil Premium around homework behaviour logs and performance in exams meaning that pupils need support with homework and further strategies on revision.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance: There is an attendance gap between our PP pupils and Non-PP gaps (in 2017/18 PP absence 8.1% compared to 6.4%) and this is at its highest among PA Pupils. (although PP Pas is better than the national average for PP students – there is an in house gap difference of 14.6% PP compared to 7.4%)
F.	Wider Enrichment: Many of our pupils eligible for the Pupil Premium do not have a wealth of life experiences or opportunities to gain these. This can also impact upon their understanding of issues wider than their local community and limit their standards of vocabulary. This will also include actions taken to further improve parental engagement .

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The progress of our disadvantaged pupils is in line with National others.	Progress 8 score gap to National Others
B.	The progress of our disadvantaged pupils in ALL their subjects is in line with National Others.	Progress 8 score gap within baskets

C.	Our disadvantaged students will have enrichment opportunities to encourage extended learning outside of the classroom.	PP attendance and PA better than national, Exclusions better than national for same group, P8 scores.
D.	Our Disadvantaged pupils experience a range of enrichment/extra-curricular and have high aspirations for their future	Extra-curricular/Enrichment Report, NEET Figures, Destinations Data, Apprenticeship Figures, HE Data.

Key = Amended interventions. New Interventions. Continued Interventions.

Proposed spend of the Pupil Premium – Academic Year 2018-19						
A) To develop an effective infrastructure that supports the raising of attainment and diminishes the difference.						
1. Leadership						
<p>Appoint a Pupil Premium Champion from the current Senior Leadership Team</p> <p>Ensuring that they have a track record of holding budget holders to account.</p> <p>(to be reviewed after 1 year)</p>	<p>Clear lines of accountability and allows for frequent monitoring/tracking of impact of expenditure.</p> <p>Leading to diminishing gap between disadvantaged and non.</p>	Headteacher	All pupil premium pupils	<p>Constellation Trust VP completed expenditure review on behalf of Sirius North.</p> <p>Review and proposed plan to LGB</p> <p>Internal review commissioned</p> <p>Pupil Premium Champion (Strategy owners) reports back, on a termly basis, the progress of all activities.</p>	<p>September 2018</p> <p>January 2019</p> <p>On-going to July 2019</p>	<p>CT Trust VP has taken on Ownership of the plan. Clear strategy owners are documented.</p> <p>Development of KS3 curriculum is now becoming further embedded. The change in assessment process incorporating formal summative assessments alongside teacher judgements is allowing for analysis by classroom teachers to be able to identify where the gaps in learning occur in order</p>

Internal – Barrier Area	<p>A) To develop an effective infrastructure that supports the raising of attainment and diminishes the difference.</p> <p>2. Literacy/ Reading</p>					
<p>Approach <i>Refer to EEF toolkit</i></p>	Success Criteria	Owner	Who does it target?	Milestones	Completed	
<p>Literacy withdrawal in place</p> <p>4x 1 hour sessions per day bespoke support for identified students in</p> <p>Years 7-10</p>	<p>Targeted students receive intensive support and as a result the next data harvest shows improved rates of progression.</p>	<p>Assisted Head Core Skills</p>	<p>Those students who are flagged up during Data line management meetings after each data harvest.</p>	<p>Measured pre and post intervention – cohort specific dates.</p>	<p>On going</p>	<p>The mean average NRSS numeracy score for students' in the academy was 101 in June 2019, whilst the mean average NRSS literacy score for students in the academy was 94.27 (100=average nationally). Literacy withdrawal is in place with NNI and AGR providing support for identified students based upon testing outcomes.</p>
<p>Extend the provision of Ruth Miskin in order to develop the literacy levels of those with most need.</p>	<p>Key cohorts supported through raising literacy standards through the targeted use of materials. Pre and post intervention data greater progression.</p>	<p>Assisted Head Core Skills</p>	<p>Those students who are flagged up during Data line management meetings after each data harvest.</p>	<p>Measured pre and post intervention – cohort specific dates.</p>	<p>Ongoing</p>	<p>The Ruth Miskin provision has not been extended as the NRSS data indicates that that this particular intervention was not needed further, as the majority of students have an NRSS score above 70. Instead, a trial of Reading Plus is currently taking place with 30 KS3 students and will be extended to 175 students in half term 6.</p>
Internal – Barrier Area	<p>A) To develop an effective infrastructure that supports the raising of attainment and diminishes the difference.</p> <p>3. Numeracy</p>					
Approach	Success Criteria	Owner	Who does it target?	Milestones	Completed	

Refer to EEF toolkit						
Numeracy withdrawal in place 4x 1 hour sessions per day bespoke support for identified students in Years 7-10	Targeted students receive intensive support and as a result the next data harvest shows improved rates of progression.	Assisted Head Core Skills	Those students who are flagged up during Data line management meetings after each data harvest.	Measured pre and post intervention – cohort specific dates.	On going	The mean average NRSS numeracy score for students' in the academy was 101 in June 2019. Numeracy intervention is provided by LBE and timetabled based upon testing Outcomes. Additionally, Hegarty Maths has been launched (ARO sending weekly reports) On average, students using this weekly were spending an additional 1.36 hours before Xmas. This has increased to 1.89 hours by Jun It continues to increase week upon week.
Star Maths (Renaissance Learning) Package					See notes above	
Continuation of nurture group provision with nurture team of staff including trained primary teacher, assistant SENCo and one additional fulltime nurture teacher. To work with year 7-9 with cohort staying together beyond this for core subjects	Additional capacity for small group support created for those students with PP and specifically poor basic skills	AVP Inclusion	Year 7 – 9	Measured during each data harvest and forms part of data analysis and line management meetings.	Ongoing	The nurture provision is in place. Teaching does include from a primary Trained member of staff. An assistant Senco has not yet been Appointed. A wider review of nurture provision is underway that includes visiting a Local secondary academy. New space Developed to give nurture their own area KS3 assessment analysis has ensured students pathways

(52% contribution)						have been amended to ensure students are challenged and supported
Internal – Barrier Area	A) To develop an effective infrastructure that supports the raising of attainment and diminishes the difference.					
	Homework/ Revision/ Organisational skills					
Approach <i>Refer to EEF toolkit</i>	Success Criteria	Owner	Who does it target?	Milestones	Completed	
Revision Conferences – prepare students for examinations and address low aspirations. In particular, CDs to source specific exam board (52% contribution)	Targeted students receive intensive revision and support. In house data harvests show accelerated progression.	CAT VP Teaching and Learning. (Leader of English and Mathematics plus other targeted subjects)	Targeted students – Year 11	Strategy owners (CD Leads) reports back after each in house data harvest. Discussed/ scrutinised at each data line management analysis documents and meetings regards the progress of each activities.	On going until exam season.	After reviewing available commercial Opportunities, the Academy has taken an alternative strategy. An additional Year 11 parents evening was undertaken, before Xmas in which departments distributed face to face Students were also given a talk on the benefits of healthy eating and free healthy food was distributed to families a For specific revision skills, an Event is term organised on Tuesday 12th February called "The Fix Up Team - GCSE champion" where external providers will be coming in for the day and working with our students to enhance revision skills a exams. GCSE AQA French conference held which allowed all students to have a full day of revision and exam preparation provided by a specialist.

<p>Tutor programme – implementation of Jigsaw model of delivery (NB part of Constellation Trust initiative)</p>	<p>Student/ staff surveys reporting greater levels of engagement and positive feedback to specific resources</p>	<p>CAT VP Behaviour & Student Support</p>	<p>All students, all years.</p>	<p>Strategy owner report termly report to SLT and LGB.</p>	<p>On going – initial report term 1</p>	<p>A thorough review of the new resources have been undertaken and best practice shared across Sirius North & West. (Separate document) The Pastoral QA process is there to ensure that there is both 100% compliance but also quality T&L.</p>
<p>To provide pupils with on-going training on the use of effective revision skills. (both within year 11 tutor programme and embedded within subject areas)</p>	<p>Student/ staff surveys reporting greater levels of engagement and positive feedback to specific resources</p>	<p>CAT VP Teaching and Learning. Head of Year 11</p>	<p>All Year 11</p>	<p>Strategy owner report termly report to SLT and LGB.</p>	<p>Terms 1 to 4</p>	<p>Revision skills carousel workshops delivered to all Y11 students over a week period through tutor time focusing on effective skills to prepare for exams in core subjects. 50 day plans created with every student to embed the strategies learnt as part of their personal revision plan in preparation for December mock exams.</p> <p>Subject tutor time sessions in Maths also provide students with additional opportunities to access revision material through the use of Hegarty Maths. Students have been given guidance on how to access this and input on how to use this as a revision tool effectively through tutor input.</p> <p>SLT intervention groups have focused on exam skills and developing strategies to revise. Individual revision plans have been developed and students have engaged with focusing on developing resilience with their own studies.</p>
<p>Create a Pupil Premium Revision/</p>	<p>No student has barriers to</p>	<p>CAT VP Teaching</p>	<p>When applicable</p>	<p>Feeding into subject areas reports post data harvests.</p>	<p>Terms 1 - 4</p>	<p>MyTutor has been purchased to use with 4 students to support with revision and meet their individual learning needs.</p>

<p>Booster Discretionary Fund.</p> <p>(e.g. departments able to bid for relevant funding to encourage the attendance of pp students to half term revision for example)</p>	<p>accessing revision materials due to finance.</p>	<p>and Learning.</p> <p>Head of Year 11</p>	<p>Potential students identified using IDACI data.</p>			<p>Revision guides provided by all subjects for all students to ensure all have access to these.</p> <p>Online learning tools are available in a range of subjects to support progress and learning for all.</p> <p>Specific essential uniform purchases for 7 students as parents were unable to provide these for them.</p>
<p>Internal – Barrier Area</p>	<p>B) Actions focused on addressing complex social, emotional and behavioural needs and addressing barriers directly caused by income deprivation.</p> <p>1. Pastoral</p>					
<p>Approach</p> <p><i>Refer to EEF toolkit</i></p>	<p>Success Criteria</p>	<p>Owner</p>	<p>Who does it target?</p>	<p>Milestones</p>	<p>Completed</p>	
<p>Expansion of social/emotional group provision for students who are struggling. The focus is to be on literacy –</p> <p>Deployment of ELSA trained staff. Supervision – provided by HeadWay (NB part of Constellation Trust initiative)</p>	<p>Greater levels of engagement, attendance, improved levels of behaviour.</p>	<p>Assistant Headteacher Inclusion</p>	<p>Based upon identified need and referral therefore could be all years.</p>	<p>Reported after each cycle of ELSA Case load deployment. Assistant Headteacher termly report to SLT and LGB.</p>		<p>Following a Trust review on Inclusion, a restructuring of roles & responsibilities has led to a clear provision map in place and capacity is being increased with the training of additional staff via Blueprint alliance.</p> <p>Headway continue to provide supervision and Trust ELSA Network meetings have taken place.</p> <p>Continued work with the Headstart Initiative has provided group work for students which concentrates on the social and emotional aspects of attending school e.g. working with Barnados.</p>

<p>Incentive programme to support the development of positive student attitudes to learning including staff to mentor students</p>	<p>Increase number of PP students judged to be expert or advanced learners each half term</p>	<p>Assistant Headteacher - DfL</p>	<p>All students, all years.</p>	<p>Termly report to SLT , including greater in depth analysis (breakdown of barriers) regards potential learners.</p>	<p>On going</p>	<p>HT2 PP Experts 177 Advanced 106 (Total 283) – Non PP Total 301 so almost parity HT1 PP Experts 151 Advanced 156 (Total 307) Decrease in E/A by 24 but increase in Experts by 26 – Non PP 301 so decrease pattern</p> <p>Upward trend for PP students at Expert / Advanced</p> <p>HT2 – 583 HT3 – 601 HT4 – 638 HT6 – lower (but year 11 taken out)</p> <p>'The Advanced Challenge' incentive where 75 students (15 per house) were selected who were Potential Learners. If they made it to Advanced in HT5 and their house had the most improvers they won a prize for everyone in their house – 24/75 improved</p> <p>Potential+ students were identified at the start of HT6 (parents contacted) – House Teams worked with them Weekly to boost ATL 28/58 improved to at least Developing Learners</p> <p>There are also the incentives for becoming Expert Learners (letter, certificate, badge, VIP) and improved ATL - letter and certificate home praising student</p>
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<p>.To continue the contract with City Health Care Partnership for 30 hours a week School Nurse.</p>	<p>Academy is able to provide or signpost support required to individual students families.</p>	<p>Assistant Headteacher - Inclusion</p>	<p>All students when applicable</p>	<p>Annual report is produced by CHCP.</p>	<p>July 2019</p>	<p>Contract renewed – information Confidential. However, CHCP does Produce an annual generic overview sheet. A new full time school nurse started March 2019. All safeguarding protocols adhered to.</p>
<p>Listen up Programme (anger management support)</p>	<p>Students accessing support results in reduction in the number of behavioural incidents for those individuals.</p>	<p>Assistant Headteacher - Inclusion</p>	<p>All students when applicable</p>	<p>Termly report to SLT</p>	<p>On going</p>	<p>Lunch time drop in sessions available As above confidential but all safeguarding protocols adhered to.</p>
<p>Two EAL Progress Support Assistant to support the work of the EAL coordinator and to develop students use of English. (focus on achievement but also integration and student well-being) (10% pp contribution – reflecting number of EAL students that are also pp)</p>	<p>Greater progression for EAL students.</p>	<p>Assistant Headteacher - Inclusion</p>	<p>EAL PP students</p>	<p>Termly report and CDs highlight progress within their individual reports post each data harvest.</p>	<p>On going</p>	<p>1 EAL coordinator been internally Promoted to Imapct HUB. A new EAL coordinator has now been Appointed to support students both In lessons and through withdrawal work. A visit to East Riding College has taken place during HT5 to allow student access to continued EAL provision post 16</p>

External Barrier Area	C) To diminish the difference in attendance, between pupil premium students and non-pupil premium and reduce the impact of poor attendance on students' progress and achievement					
Approach <i>Refer to EEF toolkit</i>	Success Criteria	Owner	Who does it target?	Milestones	Completed	
Use of Parental engagement officer to support the attendance team.	Diminishing of the difference between OTPA PP students and non PP students.	Deputy Headteacher (B&A)	Appropriate case load across all years.	Forms part of termly attendance report to SLT and LGB.	All year	The appointment was made in Term 2. However, due to absence (unforeseen circumstances) the post did not begin until mid term 3. By end of term 6 - Gap between PP and non PP was 1% Over the ear (compared to 2% last Year)
Reinforce the importance of attendance by developing weekly attendance house prizes. To be presented in communal areas.	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance falls between 90 – 94%.	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year	Attendance competitions – high profile in assembly and OWS Tutor prizes awarded either in assembly or in tutor time 4 100% week prizes awarded during the monitoring period 1 tutor group attended Pizza Hut as the premier league winners Attendance in HT6 was 0.8% higher than in HT5 and better by 0.3%, 2.0% and 0.1% on the previous 3 years
Reinforce the importance of excellent attendance/punctuality by developing weekly	Improvements evident in comparisons of attendance each half term but	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year	As above

<p>attendance house prizes including 100% week and 100% fortnight competitions for Tutors, 100% term prize draw and Champions League/Attendance cup. To be presented in assemblies.</p> <p>(64% pp contribution)</p>	<p>particular focus upon those students whose attendance fell between 90 – 94% in 2017/18.</p>					
<p>Additional competitions on a termly basis around staff interventions, improvers and 100% students</p>	<p>Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance falls between 90 – 94%.</p>	<p>Deputy Headteacher (B&A)</p>	<p>All students, all years</p>	<p>Forms part of termly attendance report to SLT and LGB.</p>	<p>All year</p>	<p>Number of students considered OTPA has dropped from 213 in HT5 to end on 166 (including those who are no longer on role Current number of students above 94% has risen by 1% to 61% of the Academy Competitions displayed in OWS</p> <p>60% PP specific</p> <p>This is up by 4% on the previous period</p>
<p>Additional competitions on a termly basis around staff interventions, improvers and 100% students</p>	<p>Improvements evident in comparisons of attendance each half term but particular focus upon those students whose</p>	<p>Deputy Headteacher (B&A)</p>	<p>All students, all years</p>	<p>Forms part of termly attendance report to SLT and LGB.</p>	<p>All year</p>	<p>Number of students considered OTPA has dropped from 213 in HT5 to end on 166 (including those who are no longer on role Current number of students above 94% has risen by 1% to 61% of the Academy Competitions displayed in OWS</p>

	attendance falls between 90 – 94%.					60% PP specific This is up by 4% on the previous period
Attendance guides have been created to support parental engagement – increased circulation and daily use.	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance falls between 90 – 94%.	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year	Attendance guides in place and Romanian translator commissioned. TCT Attendance Network Meeting also looking to produce Trust Suite of Leaflets/ posters for parents.
Continue support groups utilising key pastoral staff – to tie in to rewards regarding attendance	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance falls between 90 – 94%.	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year	53 out of 76 attendance groups showed a positive impact on student attendance in the HT6 period. Of those that did not, 18 had students who did not have prior attendance data (new to the country, out of county transfer) and so were given a nominal target to work to) – the gains made this year would be more apparent next year.
Pupil Premium Attendance Discretionary Fund. (e.g. to be used supporting with transport costs)	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year	PP students supported with uniform and transport through funding. 20 students given this support. This does not include those who are brought in to the Academy by Engagement/HSLO on the mini bus

	attendance falls between 90 – 94%.					
External Barrier Area	D) To provide a safe environment that allows for extended learning opportunities.					
	1. Wider Enrichment					
Approach <i>Refer to EEF toolkit</i>	Success Criteria	Owner	Who does it target?	Milestones	Completed	
A.Russell Group University visit for year 11	Students evaluation sheets show greater aspirations and a greater	HA Coordinator / Assisted Head Core Skills	Year 11 Targeted students receive enrichment opportunity to raise aspirations (high attainers in particular)		When available	Awaiting alternative.
Year 11 High Fliers programme (including Sirius College activities) 52% contribution)	Students have the opportunities to experience 'lecture' sessions linking to university style learning. Development of independent skills needed for college Visits to Sirius College Independent revision mornings	HA Coordinator / Assisted Head Core Skills Assistant Head Sirius College (SAW)	All Year 11			As yet, awaiting confirmation of dates
To expand the extra-curricular support programme which promotes independent learning to deepen	Increased variety in the offer students receive leading to increase participation	Deputy Headteacher (B&A)	All students, all years	Termly participation rates reported to SLT and LGB.	All year	See HAN/ AWi report The academy has also commissioned

<p>pupils' knowledge and understanding</p> <p>Expand the enrichment programme to give increased opportunities to students</p>						
<p>External Barrier Area</p>	<p>E) To provide a safe environment that allows for extended learning opportunities.</p> <p>2. To provide support to help parents/carers to better support their child/ children's' learning. (Parental Engagement)</p>					
<p>Employ a parental engagement officer</p>	<p>PEOs caseload shows increased levels of parental engagement (via meetings etc) leading to improvements in relationships with family network, attendance and behaviour when applicable)</p>	<p>Headteacher / Deputy Head (B&A)</p>	<p>Identified case load of students, Years dependent upon identification of need.</p>	<p>Case load progression , reported each half term to relevant SLT and feedback to SLT meetings and LGB.</p>	<p>Termly.</p>	<p>The appointment was made in Term 2. The increase in PP attendance was 1.1% comparing half terms. This is in contrast to the non PP Increase of 0.4%. In addition to this, there has been an increase in the relationship with hard to reach families. These are responding to visits and calls. It is hard to put a figure on this, but attendance improvement is part of this.</p>
<p>Parental engagement event to help parents engage with what is needed for students to be successful</p> <p>(Packs created around ATL,</p>	<p>Parent exit surveys to show parental understanding of support required</p> <p>Actual year on year increase on % of families</p>	<p>Assistant Headteacher Core Skills</p>	<p>All years , all students</p>	<p>Exit survey feedback and figures reported to SLT after each event.</p>	<p>All year.</p>	<p>A number of additional parents Evenings have been placed into the academic calendar. These are focused on feeding back on non academic areas and allow for SLT and house teams to support Families with wider issues. These have been received very positively but work is continuing to</p>

<p>attainment, attendance)</p> <p>Particular focus on improving rates of engagement with lower higher attainers</p>	<p>attending each event.</p>					<p>improve attendance. (See HAN par eve % and actions)</p> <p>Feedback has been gathered at every Parents' Evening and shared with relevant stakeholders. All measures for every year group have been above 95% to date for overall satisfaction.</p>
<p>improve strategies to encourage and assist greater numbers of parents and carers to attend review meetings</p> <p>(including use of translation services/ technology)</p>	<p>100 % of parents/carers are contacted and progress communicated.</p> <p>Parents give feedback on preferred methods of communication and frequency</p>	<p>Assistant Headteacher Core Skills / Inclusion.</p>	<p>All years , all students</p>	<p>Exit survey feedback and figures reported to SLT after each event.</p>	<p>All year.</p>	<p>See Han – regards % and impact of a number of strategies.</p>
<p>disseminate 'Simply Sirius' guides for parents/carers on aspects of their child's education and wellbeing including supporting homework, attendance, attitude to learning, revision, bullying etc</p> <p>including use of translation services/ technology)</p>	<p>100% of parents can access information guides</p>	<p>Assistant Headteacher Core Skills / Inclusion.</p>	<p>All years , all students</p>	<p>Exit survey feedback and figures reported to SLT after each event.</p>	<p>All year.</p>	<p>These guides continue to be distributed and utilised at key points and in key meetings with parents.</p> <p>A Romanian translator, commissioned By SAN is having a positive effect.</p> <p>Also,</p> <p>Currently, TCT VP T&L is trailing new format for reporting KS3 outcomes and ensuring parents understand the new outcomes.</p> <p>All Term 1 data send to parents/ carers</p>

<p>To include information regards new/ development of Key Stage 3 curriculum and assessment</p>						<p>covering letter explaining the new KS3 curriculum. The 'student profiles' were also shared at Y7 and 8 parents' evenings and were received positively.</p> <p>Currently, TCT VP Pastoral has instigated a Trust Attendance Network Meeting which is looking at a suite of parental guidance leaflets and translation.</p>
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