Pupil Premium Strategy

1. Summary information					
School	Co-op Academy Failsworth				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	September 2018
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	September 2019

Pupil Premium Strategy

	In-school barriers:
A.	To improve the outcomes of ALL pupils by ensuring the delivery of high quality challenging Teaching and Learning to address issues of attendance and engagement.
B.	To improve Literacy skills for pupils in KS3. The lack of extended writing and poor presentation in the books of Pupil Premium (PP) pupils compared to non PP has a significant impact on the outcomes of these pupils. Pupils are prevented from making good progress in Year 7 and 8 which leads to underperformance in KS4.
C.	To improve Numeracy skills for pupils in KS3. Pupils eligible for PP are prevented from making good progress in Year 7 and 8 which leads to underperformance in KS4.
D.	High attaining pupils and middle ability pupils who are eligible for PP are making less progress than other high attaining pupils and middle ability pupils across the 5 years due to a combination of low expectations and historically low aspirations.
E.	To raise aspirations amongst the staff and school community for pupils eligible for PP to those of non PP pupils.
	External barriers
F.	Poor attendance rates for pupils eligible for PP are 90% (below the target for all children of 95%) is preventing access to the curriculum, dislocating learning and conspiring PP students to fall behind.
G.	To raise aspirations of families/carers of pupils eligible for PP to those of non PP pupils.

4. Outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	To improve the outcomes of ALL pupils by ensuring the delivery of high quality Teaching and Learning to address issues of attendance and engagement.	By improving the quality of teaching and learning in the school overall this disproportionately affects the outcomes off PP pupils. Pp pupils will have less resilience to poor teaching.
B.	High levels of progress in literacy for Year 7 and 8 pupils eligible for PP.	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets and 90% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using a number of assessments in December, March and June.
C.	High levels of progress in numeracy for Year 7 and 8 pupils eligible for PP.	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets and 90% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using the Progress review in December, March and June.
D.	Improved rates of progress across all 5 years for high attaining and middle attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining and middle attaining from KS2 levels / standardized scores make as much progress as 'other' pupils identified as high attaining, across all years, so that 20% or above are on track to achieve a progress 8 score greater than 0.
E.	Aspirations for Pupils eligible for PP will be the same as those of non PP pupils.	Pupils will have a wider understanding of the careers available to them and will see these as achievable outcomes from their school career. Evidence will be used form Connections/Positive Steps to track staying on rates post 16 and enrolment to pre university courses.
F.	Increased attendance rates for pupils eligible for 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 90% to 95% in line with 'other' pupils.
G.	The aspirations of families/carers of PP pupils will be the same as non PP pupils.	The families/carers of PP pupils will have the knowledge and understanding of how to prepare/facilitate their child with regards to their future career. They will have guidance of what is appropriate and achievable for their child and clear guidance on next steps.

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?
A To improve the quality of Teaching and Learning in school	All teaching staff to deliver quality first teaching in the classroom to ensure engagement and progress of ALL. Academy plan sits behind this document.	In order to diminish the difference for PP pupils we are working on delivering quality first teaching and equity between ALL – Strategies sit within the school plan. This ensures that critical PP pupils receive consistently high levels of teacher feedback, focused and targeted questions and access to the highest levels of curriculum content in all subjects they study. Sharing good practice and bespoke CPD will provide all staff an opportunity to see strategies to promote QFT of PP pupils. This will be facilitated by Lead Practitioners and other excellent teachers Evidence based research is used across the academy to assess, develop and embed proven strategies that raise the attainment and progress of PP students. Dedicated T&L Trios and Hub are focused on PP- trialing strategies, using research and then sharing good practice that impacts positively school wide Smart Marking techniques- more focused feedback for PP pupils through PP book being prioritised when marking ensuring that these	Pupil Premium focused coaching walks. Continued professional development will be provided from dedicated T&L Team. Rigorous scrutiny of progress review data to assess progress. Greater use of assessment grid/new GCSE grade boundaries/chief examiners reports to assess diminishing gaps in knowledge and skills in all subject areas. Use of evidence based research to embed proven strategies that work, ensuring rapid implementation and progress	RSW + team	December 2018 Teaching and learning graded at 75% Meeting expectations RSH Review focus for trios on PP for 2019/20

		students have instant, accessible and SMART feedback that allows them to make rapid and tangible improvements to their work. Increased verbal feedback for PP pupils and insisting on high order responses in the classroom. Lead Practitioner have PP heavy classes working on the premise that PP students need access to very best quality teaching, positive and educational experiences and high levels of challenge	Feedback focused observations to assess the impact that instant verbal feedback has on the progress of PP students Strategic timetabling and setting of classes ensures that PP students have Lead Practitioners delivering the very best quality Teaching and Learning.		

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?
A To improve the quality of Teaching and Learning in school	Use of Growth Mind-set to develop a culture of praise within the school. Mind-set is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck through her research on achievement and success. In a fixed mind-set, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success without effort. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work—intelligence and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Development of Growth Mindset marking in Y7 to change the culture/ethos of the academy. Pupils will journal as a record of the journey during forma time. Praise and reward system evolving through Growth mindset and Co-op Values Growth Mindset launch with parents/carers of new cohort (transition evening summer term 2018) prior to starting in September. Creation of "Achieving Excellent Together" Days to further develop and embed resilience, growth mindset, challenge and encouraging creativity within and beyond the classroom.	Praising effort, reliance, challenge seeking, optimism rather than praising intelligence, talent, speed of completion or 'being the best', build resilience and a tendency to try learning strategies.	Launch in assemblies Work with Progress Leaders to embed the culture. Coaching walks. Displays around the school environment Review and monitor rewards systems periodically Year 7/Year 10 peer teaching January 2018 PBR	RSW/TSM/ PBR + all staff	December 2018 PBR feedback 2019

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?
B Improved Year 7 and 8 literacy progress	Marking for literacy in all subjects specified (English, Citizenship/Humanities/Science). Whole staff CPD on the importance of extended writing.	Much of the research suggests that high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose and will include: • Smart marking techniques- more focused feedback for PP pupils through PP book being prioritised when marking 　• PP focused 　• PP HAPs 　• PP MAPs 　• PP Low Ability • Increased verbal feedback for PP • Growth Mindset marking for Year 7	Cycle of 'assessment of impact' will be implemented in order to assess success, improvements in specific areas of literacy.	RBR/JHA RSW/	December 2018 Whole school literacy developments? Staff briefing –JHA - January 2019
	Quality of written communication (QWC) assessment – sticker trialed 2017/18 within subjects – now adopted where QWC is assessed. Bespoke recording sticker created to place on front of books to track progress.	Staff in literacy-based subjects (English, Citizenship/Humanities/Science/Technology /PE) will aid the development of extended writing to develop good literacy skills and in some cases assist in catch-up literacy.	Quality of written communication indicator (QWC, 1-4) in key subjects for Y7&8 to support delivery of appropriate intervention.	RBR/LSI	Progress Review Windows Stickers evident – review of moderation of QWC needed. Further development with JHA to develop/co-ordinate
	QWC baseline assessment completed in transition period and assessed by English team. Example of pupil work to stuck into books as	Use of QLA and access reader test to develop both reading and writing standard to ensure pupils can access the KS3 curriculums in all subjects	Internal and where appropriate external support and training to ensure interventions are delivered effectively. Peer observation of colleagues, to embed learning.	RBR/LSI	Progress Review Windows Access reader/star reader – ongoing 4

reference material for all other subjects.				times per year – October/Feb/April/June PP –given priority to use LEXIA support programme as homework support tool. Dec – Feb review 1
Focus on the quality of presentation in books	This aims to reduce the barriers faced later in students school life when approaching exams, poor presentation and handwriting can be detrimental to exam success therefore addressing this at KS3 aims to remove this barrier.	Staff training on high quality feedback to be delivered by T&L team / English specific (SCA/LPK). Appropriate training selected using evidence of effectiveness and discussed with T&L lead. Use INSET sessions to deliver training to ensure feedback is insightful, constructive and informative and enables children to take the next steps in their learning. Peer observation of classes after the sessions, to embed learning.	RSW/PBR	Ebacc work scrutinies in half term 1 and 2 Carried out in half term 1 and 3 by RSH/PBR – feedback reports/actions by HODS
Year 7 Literacy hub created for students with KS2 Scaled scores in reading of 82-95 Half term 1 – Y7 focused KS3 interventions – specific to reading		Bespoke interventions – reading focused during family time with English specialists (GBL/MSE) Bespoke interventions – reading focused during family time with English specialists and addition staff.	RBR/JGR/Team	1)literacy group maintained throughout term 1. Addition of Lexia to complete in FT and at home. KS3 interventions reviewed every half term – pre and post assessments completed and report by JGR/RBR Limitations on

					progress in 1 session pr week/ Reviewed in 2nd cohort – 2 x per week.
	Investment in library resources – increased funding for larger range of non-fiction books to engage a larger range of learners.	Evidence suggests that secondary schools fail to develop the literacy success when they arrive in year 7. This approach provides a standardized approach to literacy expectations and aims to raise expectations of what students are capable when they join the school	Review of pupils accessing the library as a resource centre. Review of marketing for pupil Pupil voice – termly to act on feedback Book ordered and out on offer in the library. Review the use of the achievement centre during lunch times and after school. Use Student voice to improve.	RBR/LSI/JGR	Issue rasied on Half term 3 – KS4 changes to TTs for GBL and MSE from English – RSH direction Investment in books completed in half term1 and 2 Achievement centre – popular in Y7s/Y8 at lunch time Registers taken
	Investment to purchase a reading book for every Y7 pupil in collaboration with the English team to improve literacy levels Use of accelerated readers programme to improve reading levels for all pupils in Y7. Period re-assessment to signpost progress being made		Implemented September 2018. Weekly sessions planned and delivered for all learners. Dates of re-assessment set and data to be updated to SIMS. LSI and RBR to track progress. RBR to update HODs and teaching teams accordingly.	ZAL/RBR/LSI ZAL/RBR/JGR/LSI	
	Carry out a KS2 book scrutiny with our local partner primary schools, allowing for a clear understanding of what students are capable in terms of literacy, preventing		Primary Heads forum and Primary Liaison link will work together to facilitate this in the autumn term. Finding and examples shared with whole staff to ensure high expectations of literacy	RSW/ELO/JHA/PBR	

	regression and backwards progress in Year 7			

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?
C Improved Year 7 and 8 numeracy progress	Delivery of PP Numeracy intervention from a specific team. Weekly small group intervention sessions in math. 2, 1 hour sessions per week to diminish the gaps in skills and knowledge for pupils identified through baseline assessments and prior learning. Targeted sessions delivered by maths specialists. Supported numeracy delivery through the Key Stage 3/4 Study Zone and Gateway provision. Half term 1 2018/19 focusing on QLA feedback from KS2. Numeracy recovery based on scaled scores Numeracy hub created from Y7 based on KS2 SS for half term 1 to ensure pupils are secondary ready. Challenge to HODs to review curriculum design/content to reflect the gaps in learning based on KS2 SS.	We want to offer high quality teaching to all these pupils to drive up results. Peer support and training offered to support a combination of pedagogical and subject knowledge. These things are said to be effective in the Teacher Development Trust research review on professional development.	Internal and where appropriate external support and training to ensure interventions are delivered effectively. Peer observation of colleagues, to embed learning. Pre and post testing to ensure measureable impact is seen. Pupil voice activity at the end of each cycle. Use of KS2 SATs papers to create bespoke interventions – paper by paper approach where possible	RBR/ ADI/KDO/ DAI/ITTS/Y IPI YAP	December 2018 Maths TT of DAI for HT1 only 4 x ITTs and YIPi Yap for HT2 onlt HT3 – YIPIYAP support only LAC provion x 1 day Weakest Y7 – 1 x day NBR and KBA – consolidate groups after HT1 and 2 – pupils receive 2 x sessions weekly to have greater impact. Week by week updates monitored by RBR Numeracy Hub - only ran for HT1 due to staffing capacity.
	New schemes of work implemented in year 7 and 8 based around a mastery curriculum	A wealth of evidence suggests that a mastery approach to maths in KS2 and 3 enhances mathematical intelligence and leads to more	Schemes of work collaborative planned and implements in September 18	AJS/ TSM	

		rapid progress			

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?

D Improved rates of progress across all 5 years for high attaining pupils eligible for PP	Key focus on progress in all lessons. Developing an unrelenting focus for all staff in all lessons.	Current P8 measure and Peer review September 2018 highlights significant development of progress and challenge in all areas		RSH/PBR	PR data for Year by years CO2019 CO2020 CO2021
	Academic and pastoral mentoring through Progress Leaders (PL) and Pupil Premium Coordinators (PPC). Focus for year teams PP HA/MA	To raise aspirations for all PP pupils and allow them to have access to content above and beyond their target grade. This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential.		ZAL/RDA/RBR	December 2018
	Creation of High Ability (Aim Higher) family groups in Year 11 led by Pupil Premium coordinators (PPC) initial cohort of learners chosen as they are P8 border line "0"	CO2018 outcomes reveal HA remain groups with furthest to travel to achieve EAP targets	Mentoring is a system which allows us to track pupil progress on a half-termly basis. They work 1 to 1 with a member of staff and have weekly meetings about their progress.		AED/CRS reporting into RDA for HA – focused support for PP pupils weekly meets
	Rigorous and forensic data analysis of data for high ability pupils. Milestones aligned through progress review meetings with HODs and Progress leaders.	Historical lack of challenge and outcomes. HODs now more supported to have challenging accountability discussions	Departmental data meets with SLG/Supporting HODs to increase the level of challenge to teaching teams and hold to account. Fortnightly meets with Year teams	ZAL/DCL/NCA. JSM PrL PaL	
	Teaching and Learning bids to develop research strands to positively impact on pupil outcomes (Department and Year teams)	Limitation on impact in 2017/18. Further research and development needed at departmental level to narrow the gap on outcomes for PP pupils.	Launch of bid pots to increase research opportunities to impact directly on teaching and learning for PP students. (Trios, Departmental, year teams)	ZAL/RBR	Ongoing
	Review of class	Historical evidence suggests ineffective groupings for PP	PP heavy groups taught by post	ZAl/HODs	

groupings/settings to ensure PP students paramount to effective staff timetabling	students resulting in poor engagement and lack of progress.	holders or LPs at departmental level		October 2018
P6 Rotation priority. Analysis and logistical placement of student with PP given priority in timetable	Some elements of the wrong pupils targeted for support. Focus historically in gaining L4/L5 rather than individual progress.	P6 rotations allow students to be placed in subjects with greatest distant to travel towards targets	RBR	Ongoing
Y8 HA and HAPP meets for specific guidance	Formalisation of the process and to improve understanding of academic requirements and ensure historical outcomes and uptake of EBACC routes are secured for high ability pupils.	Bespoke marketing for HA PP and HA students to ensure clarity of marketing materials and course content understood. Aspirations for FE and University are a necessity to increase expectations of HA learners	RBR/JSM	Ongoing
Year team tracking – HA PP and MA PP academic and attitude to learning monitoring.	Historical evidence of the lack of robust monitoring of pupils across the year group.	Regular meets with DHT (Data) and AHTs to track and monitor pupils on a regular basis. Pupils assigned a mentor from the pastoral team.	ZAI/NCA/DCL./JSM/Pr leaders/pastorla leaders	December /January 2018
Differentiated and challenging homework for HA and HAPP set through class charts	To raise the challenge and historical lack of rapid progress and outcomes	Quality assurance by HOD and postholders to ensure that homework is fit for purpose. RBR to monitor periodically via class charts	RBR/HODs	Ongoing
				Ongoing

	Teaching a challenging curriculum. Filling gaps in knowledge and skill via quality first teaching (QFT) and in class intervention	To ensure that PP pupils are distributed evenly within the timetable of departments. This will ensure that newly qualified teachers are not teaching PP heavy groups (unless they are a lead practitioner) and to provide support where required Action research project PP mixed ability English Year 7 class taught by LP Accelerated progress seen	Curriculum meets to address pace and challenge at KS3 and KS4. 5 year journey planned within the curriculum to address pupil's gaps in knowledge and skills. Assessments to allow for challenge and repetition of previous work to allow for building upon all skills..	ZAL	.
	To look at curriculum setting for all PP pupils		PP staffing audit to take place for all subjects and setting to be looked at in detail.	ZAL	
	Embed the use of Class Charts platform - Independent learning and homework for all learners.	To embed the culture of independent learning and consolidating the days learning. PP pupils to take ownership of learning and complete this effectively. Homework planner to be used on Class Charts to ensure all homework is completed.	Homework log to focus on PP pupils with family tutor and progress leaders. Focus on missed homework's. Additional information for these pupils on independent learning and guidance for families/carers. Additional Families/carers meetings. AHT/HODs overview to monitor the setting of homework in line with policy and policy expanded to create interventions at all levels to build an independence and pupil ownership culture	RBR/ Progress leaders Family Tutors	

		CO-OP ACADEMY FAILSWORTH			
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?

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B Improved Year 7+ 8 literacy progress	121 and small group provision of Reading and Writing for Pupils in Year 7 and 8. Improved curriculum offer Key Stage 3/4 Study Zone and Gateway provision. Specified teaching staff allocated to support teaching and learning.	Some of the pupils need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Implementation of the KS3 Study Zone. Targeted intervention through the time table. Staff lead by RBR and coordinated by JHA to ensure appropriate material is delivered to support either the reading or the writing strand. Review the programme Dec 2018 to ensure any potential barriers are removed. Data tracking of these pupils to show impact of the intervention with a close analysis of the reading ages. Pupil Premium and Intervention Co- ordinators to liaise with families/carers of targeted children.	RSW/JSM/ RBR	December 2018
D Improved progress for high attaining pupils	Weekly small group intervention sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing family time and after school targeted sessions. Supported by the Key Stage 3/4 Study Zone and Gateway provision. Review use of English and Maths hubs for Half term 2/3 – focus on High ability pupils with predictions of 7-9. Sharper focus on datat to drive identification of pupils.	We will provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We will combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with families/carers and pupils before intervention begins to address any concerns. Track data in English and maths at each of the 3 progress review windows, October, March and June. DHT / AHT / HODs to observe intervention sessions and provide feedback / support.to ensure impact is triangulated with the progress data. Review of data flightpath internal to create internal data snapshot to realign intervention groups in the hub and during period 6. Review of pupil who are below/on/above target	RDA/ RBR / KDO / TEAM ZAL/RBR	December 2018

	Review of EAP flightpaths to challenge pupils further			

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?

| F
Increased attendance rates | Attendance monitor attached to each year to monitor pupils and follow up quickly on truancies and attendance. First hour of the day response and follow up.

Strategically identify key groups of pupils and measure impact of actions.

An attendance panel established with local
• Councillors
• Police/PCSO
• Educational Welfare
• Governors

Thorough weekly briefing meets of pastoral leaders about existing absence issues.
PP coordinator, Pastoral Leader, AHT and DHT. Will collaborate to ensure new provision and standard school processes work smoothly together.

Same day calls about attendance for target pupils and consistent approach applied amongst all year groups. Letters about attendance to families/carers. Attendance officer to visit all PA at home to discuss attendance with families/carers and explore barriers.

Challenge and hold both families/carers to account. | We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Attendance monitoring now priorities PP students
- Priority list for phonecalls and home visits
- Focus on PP persistently absent students
- Mentoring – attendance pupil voice with Steve Baker

Key groups of students identified are having a big impact on their attendance and their overall progress.
• PP - PA
• NPP – PA
• Sporadic attenders just above PA threshold
• Safeguarding attendance concerns
• Vulnerable students - work with JFA | SLT monthly agenda item Governors agenda item

TME/DGH/JFA - home visits carried out and logged for tracking and monitoring purposes. JFA – PP PA – focus on developing relationships with parents and carers. Offering use of well being room as a first stage back into school where appropriate.

Regular safeguarding meets attended NCA/Pastoral leaders | ZAL + NCA/ Progress and Pastoral leaders | Ongoing/ December 2018

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| | Introduction of Return to School Interviews on Mondays and Wednesdays for those hitting attendance triggers | Senior/pastoral/HODs assigned duties to challenge those hitting the trigger/contact home where needed. | Staff assigned days – pupil attend specified slot – update monitors for rationale for absence – monitored by the | NCA/Team | October 2018 onwards |

			attendance team		
	Attendance hub created in all Year groups with strong member of staff		Strong family tutors assigned attendance families (MQU/NKI/SCA/HST/JPR/SLE) with double groups in Y11 to impact positively. Daily and weekly track, challenging conversations where needed. Attendance panels with SLG and Governors where needed	NCA	September 2018 onwards
	Trail the use of breakfast clubs for targeted PP students – toast and juice provided – access to reading/library/careers café		Pilot use for Y7 and Y8 students to attend library breakfast club – opportunity to read and have breakfast. PP target and bring a friend. Personal invites for pupils to engage.	RBR/JGR	
	Uniform support	Poor attendance due to financial constraints for families	Uniform provided for vulnerable students from hardship fund, removing the barrier to access learning	NCA	
	Monthly cycle support for girls	Poor attendance due to financial constraints for families	sanitary items provided for students (period poverty co-op link) removal of the financial barrier to education	JFA	
	Vulnerable students at risk of (20 day rule)			NCA	

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?
E Aspirations for Pupils eligible for PP will be the same as those of non PP pupils	Provide opportunities for pupils to experience: • Careers fair • University/college visits • Year 7/8 focus groups created for group careers guidance with priority on PP students Year 9 /10/11 careers profiling interviews with PP pupils to explore post 16 opportunities. Year 11 – HA –introducing of targeted "Advancing Access" website for post 19 education and raising aspirations. Utilising Failsworth alumni to support curriculum delivery/careers sessions Subsided access to Music tuition to ensure income is not a barrier to provision	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs and can be effective, especially for older pupils infold improving their post 16 aspirations.	Pupil voice feedback through survey monkey. More engagement / attendance of PP pupils at parent's evenings and college taster events. Good news stories from local colleges and universities. Annual return from 6th Form colleges. Monthly post 16/post 19 education through website/resources	RBR Pastoral and progress leads JFA/DHI AED/CRS ZAL/NSH	December 2018/ June 2019

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?
G The aspirations of families/carers of PP pupils will be the same as non PP pupils	Work directly with families/carers and carers through one to one contact or group sessions. • Careers guidance booklets. • 'Help your child learn' evenings. • Give them an explicit 'Your child could…' document. • Invite them to the careers fair. Families/carers contacted prior to any families/carers evening and formally invited to accommodate attendance any alternative arrangements made. Provide literacy guidance to parents/ carers to help support pupils at home and in school LPs and HODs to run subject specific guidance sessions (suggested timings) Y7 – Half term 2/3 Y8 – Half term 2/3– prior to options Y9 – Half term 2 Y10 - Feb Y11 - Nov	The EEF Toolkit suggests that targeted interventions focused specifically at families/carers over a sustained period improves aspirations both as a family and longer term a community. The EEF Toolkit suggests that targeted interventions focused specifically at families/carers over a sustained period improves aspirations both as a family and longer term a community.	Parent Voice feedback through survey monkey. More engagement / attendance of the families/carers of PP pupils at parent's evenings and college taster events.	RBR/ Pastoral and progress leads	December 2018/ June 2019