

Pupil Premium Plan for 2018-2019

What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2017. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Pupil premium provides funding for pupils in the following categories:

- Who have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6 (£1320 per child)
- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- Who have been continuously looked after for the past six months (£1900 per child)
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

Heathfield Community School's Pupil Premium Profile 2018-2019	
Total number of pupils in the school:	1230
Number of PP-eligible pupils:	280
Percentage of whole school total:	23%
Total pupil premium budget:	£245,590.00

Current breakdown of data of students on role

What is Catch-up Premium funding?

This is additional funding provided by the government specific to Y7 pupils who did not achieve a National Curriculum Level 4 at the end of KS2 in either Mathematics or English reading. It is only allocated during the Y7 academic year and the primary aim is to bridge the gap from Primary to Secondary. The catch up premium funding plan is often inextricably linked with the Pupil premium plan as a high proportion of pupils fall into both categories. The funding should be strategically spent to target the gap in performance for these pupils to ensure they “catch-up” with their peers and have full access to the curriculum.

Heathfield Community School’s Catch-up Premium Profile 2018-2019	
Total number of pupils on roll in Year 7	266
Number of Catch-up Premium pupils (who are also PP-eligible pupils):	18
Number of pupils below expected level in Reading at the end of KS2	49
Number of pupils below expected level in Maths at the end of KS2	61
Number of pupils below expected level in in Reading and Maths at the end of KS2	40
Total Catch up Premium budget Academic Year 2017/2018:	£29,387

Students below expected level in both Maths and Reading scores in KS2 are participants in the catch-up funding provision. The school elected to use the PiXL Micro Wave assessment, analysing and resource programme. Students were assessed in reading comprehension as well as arithmetic and reasoning for Maths. Upon analysis of results from PiXL students were grouped and the relevant English and Maths interventions were delivered by the Pupil Premium Coordinators respectively. Students receive two hours of the required subject per week on an initial six week rotation. Students will then be assessed for progress and identified for additional intervention if necessary or not where there is success and progress in catching up with expected levels.

For more information and detail on the scaled scores for catch-up funding please see <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

Desired Outcome	What we will do	Impact	Cost	Evidence	Staff Lead
Numeracy Intervention	<p>Using the PiXL Micro-Wave assessments, we have identified areas within both arithmetic and reasoning that students are not as confident with. With these findings, we will then deliver two hours per week of Numeracy intervention and the lessons will cover the areas of weaknesses highlighted in the PiXL assessments.</p> <p>Staff members who are delivering the Numeracy Intervention will also employ skills and ideas learned from a course on Dyscalculia.</p>	Students will be tested again using the PiXL assessments to gain an idea of progress. The progress gap between those who require catch up funding and those students, who did not, would have narrowed. Students who participate in catch-up funding intervention will be able to access more in their Maths lessons.	<p>Pupil Premium Coordinator's time</p> <p>SEND Teacher's time</p>	<p>Maths books showing progress.</p> <p>Assessments at the end of intervention showing progress.</p>	<p>Deputy Head</p> <p>Pupil Premium Coordinator</p> <p>SENDCO</p>
Literacy Intervention	Using the PiXL Micro-Wave assessments, identifying areas students require support and improvement within Literacy. Findings will help formulate lesson plans to support and further their Literacy	Students will be tested again using the PiXL assessments to gain an idea of progress. The progress gap between those who require catch up funding and those students who did not, would have narrowed. Students	<p>Pupil Premium Coordinator's time</p> <p>Student Support Coordinator's time</p>	<p>English books showing progress.</p> <p>Assessments at the end of intervention showing progress.</p>	<p>Deputy Head</p> <p>Pupil Premium Coordinator</p> <p>SENDCO</p>

	<p>understanding in terms of comprehension, sequencing, evidencing, inference and justifying.</p> <p>Students will be placed on Accelerated Reader programme to enhance their reading comprehension.</p>	<p>who participate in catch-up funding intervention will be able to access more in their English lessons.</p>			
<p>ILI, Spellzone and Read, Write Gold interventions</p>	<p>Deliver literacy based interventions.</p>	<p>Improvement in accessing vocabulary and literacy in curriculum.</p>	<p>£3,045 – Read, Write, Gold. £200.00</p>	<p>Intervention based assessments completed pre and post sessions.</p>	<p>SENDCO</p>
<p>Catch Up provision during Easter holiday</p>	<p>Specialist Maths and English teachers will provide knowledge enhancement sessions for these subjects to all students who require catch up.</p>	<p>Progress should be seen in mainstream lessons and throughout the curriculum. Growth in confidence.</p>	<p>£2,000.00</p>	<p>Confidence questionnaire Pre and post session assessments Key skills questionnaire</p>	<p>Deputy Head Maths teacher English teacher PP coordinators</p>

Pupil Premium

Key statement from the last Ofsted report relating to the performance of disadvantaged pupils at Heathfield Community School:

“Work to reduce gaps between the achievement of disadvantaged students and others in the school has been effective. Although not yet closed, gaps are reliably predicted to do so within the next two years.” Ofsted (2015).

Review of Pupil Premium Strategy 2017-2018

Pupil Premium Champions have been replaced by newly appointed Pupil Premium Coordinators (referred to below) who will continue to address individual pupil premium student needs. Literacy intervention remains a key focus with the continuation of ILI, as well as new literacy interventions and the Accelerated Reader programme. The nurture provision, as well as pastoral support, focus on attendance and alternative curriculum provisions including Forest School and Princes Trust scheme remain in place and in demand.

Focus of Funding allocated 2018-2019

The aim of our Pupil Premium funding at Heathfield Community School is to address the current underlying inequalities between disadvantaged pupils and other pupils in our care. With the creation of the Learning Enhancement Office in 2018 and appointment of two Pupil Premium Coordinators, our hope is to create a team to build an additional layer of support for our disadvantaged students. It is our aim to close the current achievement gap and to ensure all students, including those who come from a disadvantaged background, achieve to their fullest potential at Heathfield. We are aiming to see improvements in all areas of school life, from behaviour and attendance to academic results and levels of parental engagement. We would like all of our disadvantaged students to have as full an access to curriculum and extra-curricular opportunities as any other student within the school. We have a full and ever-growing extra-curricular timetable, with some of these offered to specific disadvantaged students in the hopes that they will fill any academic or cultural capital gaps of disadvantaged students.

When identifying strategies and allocating funding to particular projects we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of our PP budget as an ongoing process throughout each academic year.

As part of our classification procedure, students are allocated a tier of either bronze, silver, gold or platinum from the Learning Enhancement Office which is based on a number of factors such as attendance and current academic grades. We also take into consideration any external factors that may affect a student's

learning and their current level of need. PP Coordinators then hold 1:1 meetings with each of these disadvantaged students after the two assessment points within the school calendar to ensure they understand any potential barriers to learning and can address these with the student, their parents and the relevant school staff. Our aim is to move students from the higher categories and place them in the lower categories as they progress through the year and through their secondary education with us. This scale allows us to identify which students need the most support and to decide upon possible extra-curricular options to best suit them. We believe that every student has the right to a good education and experiences and that, once we are able to reduce the barriers to their learning, students will achieve their full potential. We want students at Heathfield Community School to be happy, educated and ready to enter the wider world as a well-rounded young adult, no matter their background.

Barriers to Learning for Pupil Premium Students at Heathfield Community School

- Attendance
- Parental engagement
- Low aspirations
- Cultural Capital opportunities
- Lack of equipment, access to technology and uniform
- Gaps in learning in Literacy and Numeracy
- Restricted vocabulary
- Lack of exposure to a healthy lifestyle
- High rates of internal and external exclusions due to poor and disruptive behaviour
- Unsuitable home environment for studying

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
Behaviour Support Team EEF +3 months	Two new appointments adding a behaviour provision alongside the support of SLT. Behaviour Support will be on duty throughout the day to ensure students are in lessons; facilitate referrals from lesson; host the internal exclusions as well as addressing and punishing students for being late.	<i>Barrier: High rates of internal and external exclusions due to poor and disruptive behaviour</i> An on duty team for behaviour frees up SLT to ensure they can focus on other elements of their role, conduct readmission meetings after exclusions as well as having the necessary discussions around unacceptable behaviour. The Behaviour Support Team will have more flexibility in their time to deal with behavioural issues in school so as to limit disruption to the majority and allow lessons to continue uninterrupted.	Reduction in students being late. Less disruption in classroom. More students accessing curriculum. Higher level of attendance to all lessons.	Significant reduction in number of lates, internal and external exclusions. Attendance levels. Reduction in referrals in lessons. Head of Department qualitative feedback on behaviour in lesson.	Deputy Head Behaviour Support Team	Salaries
Student Review Meetings	PP Students in all years are met with to discuss support needed and to go through school reports. After PP Coordinators	<i>Barriers: Opportunity to identify which barriers apply to each individual student.</i>	Students feel they have the support they need both in lessons and with extra-curricular activities.	Numbers of students in lower tiering category should increase and those in higher-need tier should decrease.	PP Coordinators	Salaries

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
	have assessed any addition support needed, this will inform school clubs and any additional meeting time needed. Teaching staff are informed of outcomes of meeting and any targets set.	To add an additional layer of support to all PP students. To ensure they are listened to and supported in order to achieve their full potential. Improve communication to all teaching and support staff throughout the school when supporting students.	All PP Students will have the correct equipment and uniform for school. Students will build relationships with PP Coordinators and feel that they offer an extra layer of support within school. Students should feel more comfortable and confident at school and feel as though they have the right support in place.	Students will come to the Learning Enhancement Office if they feel they need some support that they are not getting. Student Satisfaction Survey data should show increase in number of students feeling confident, safe and supported within school.		
Year 11 Extended School Time EEF +3 months	Year 11 students complete a 30 minute revision in a minimum of one lunchtime per week. Afterschool revision facilities for Year 11 students for 3 days a week. Saturday school provision once per half term.	<i>Barrier: Lack of parental engagement. Limited access to technology and quiet place to study due to home circumstances. Gaps in learning in Literacy and Numeracy as well as subject choices.</i> EEF suggest that it is possible for Pupil Premium students to make closer to +3 months	Additional supported and effective revision time available with a view to increasing outcomes. Revision sessions are supported by core subject teachers who offer 1:1 or small group teaching opportunities.	GCSE results and Progress 8. Attitudinal survey in student's confidence in achieving target grades.	Pupil Premium Coordinators	Miscellaneous: food supplies, equipment and revision guides.

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
	Afternoon registration revision sessions a minimum of once per week.	<p>progress in comparison to non-disadvantaged peers.</p> <p>Pupil Premium coordinators are able to spend more time identifying needs and progress of Pupil Premium students and supporting and guiding effective revision for all subjects, in particular core.</p>				
Tassomai Science Testing Facility	<p>An online quizzing website dedicated to Science.</p> <p>Students work with Pupil Premium coordinator and complete 20 minutes of Tassomai in one afternoon registration a week.</p>	<p><i>Barrier: costing access to website. Limited access to technology and internet. Home environment is not supportive of quiet study.</i></p> <p>The Tassomai website offers an accuracy score of how well a student is quizzing using the website. Students' progress is shown via a percentage. It is possible to view how much the student has interacted with the website; how confident they are in certain topics within the</p>	Increased confidence in achieving target grade from students. A direct improvement in grade and an increased likelihood of achieving target grade.	GCSE results will demonstrate effectiveness of Tassomai.	Pupil Premium Coordinators	£15 per student.

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
		<p>subject as well as highlight areas for concern. These areas can then be addressed in revision sessions and monitored by Head of Science and KS4 Science Coordinator.</p> <p>A student is guaranteed a minimum level 5 if the website is used as suggested by its inventors.</p>				
<p>Accelerated Reader</p> <p>EEF +6 months.</p>	<p>Reading management and monitoring programme that aims to foster independent reading.</p> <p>Year 7 and 8 PP Students will enrol on AR in Sept 18.</p>	<p><i>Barriers: Accessing literacy and improvement vocabulary. Lack of parental engagement.</i></p> <p>Promoting a love of reading for all Y7 and 8 PP students in particular.</p> <p>Improving amount of time students spend reading.</p> <p>Improving reading ability and reading age.</p>	<p>All Y7 and 8 PP students will spend at least 15 minutes of silent reading every day.</p> <p>Attitude towards reading will improve.</p> <p>Reading ability/age for these students will improve.</p>	<p>Data from programme will show improvement over time in reading abilities of these students.</p> <p>Students will be monitored for how often they read and complete online quizzes.</p>	PP Coordinator	£2,757

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
		EEF suggests additional support for reading comprehension can add 6+ months.				
Challenge the Gap Partnership EEF +7 months.	<p>A research programme in which Heathfield Community School meets with 4 other secondary schools to discuss PP students and how funding is best used for them.</p> <p>This project asks each school to look at a particular focus for a particular set of students to establish if, at the end of the project, the measures that have been put in place have effectively enhanced progress and how these ideas can developed on a whole-school level.</p>	<p><i>Barriers: Restricted vocabulary, lack of aspiration. Gaps in learning for Literacy and Numeracy.</i></p> <p>To tackle key barriers to learning and to explore how teaching explicit skills can impact progress.</p> <p>Our school is looking specifically at 2 focuses:</p> <ul style="list-style-type: none"> • 'Climbing the metaphorical ladder of success' in Maths. A meta-cognition based project. • 'Explicit Vocabulary Teaching' in English 	<p>Students will be more successful in understanding what is required of them in a lesson and will see how to accomplish these targets. The EEF project metacognition practiced effectively can add +7 months and provides a high level of impact in the classroom.</p> <p>Students will be able to use more sophisticated Tier 2 vocabulary in their work to enhance their writing skills.</p> <p>Students will feel more confident and encouraged within school.</p>	<p>School reports Teacher analysis Progress data from subjects Confidence measures Target setting Copies of work epraise points Student interviews and feedback</p>	<p>Challenge the Gap Team (made up of PP Coordinators, SENCO, Maths and English Teacher and SLT Member)</p>	Salaries
Parents Evening Early Booking	Early booking for PP parents to ensure they have a wider choice of	<i>Barriers: lack of parental engagement.</i>	Increased number of parents present at	Increase in parental engagement at wider school events and	PP Coordinators/ Heads of Year	Salaries

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
EEF +3months	<p>appointments and manage to meet with desired teachers.</p> <p>Parents are called and appointments booked for them to remove potential barriers (such as no internet access) to the online epraise system.</p>	<p>Low engagement in the past from some parents to attend parents evenings.</p> <p>This system will allow for the school to develop a relationship with parents and allow for more parental engagement with their child's learning.</p> <p>EEF projects 3+ months for parental engagement opportunities.</p>	<p>parent's evenings in the school.</p> <p>Increased parental engagement within the school.</p> <p>Relationships built with students and their families.</p> <p>Increased communication between school and home.</p>	<p>increased percentage of pupil premium students attending parents evening.</p>		
<p>Extra-curricular Clubs</p> <p>EEF progress levels shown in small group tuition, performing arts, aspirations and widening experiences.</p>	<p>An array of clubs are being set up by the Learning Enhancement Office to fit alongside the current extra-curricular offers from departments within the school.</p> <p>These include:</p> <ul style="list-style-type: none"> • Sports clubs • Reading/AR Clubs • Homework • Board/Card Games • Film Club 	<p><i>Barriers: lack of aspiration, cultural capital, healthy lifestyle and success with both academically and non-academic.</i></p> <p>To ensure that students have an additional offer in their school day to add onto their regular curriculum timetable.</p>	<p>Students grow in confidence and are able to try out new activities.</p> <p>Students learn new skills, for example: communication through board games or increased reading ability through AR.</p> <p>Majority of PP students attend a club once a week.</p>	<p>Student Satisfaction Survey</p> <p>Club attendance and regular participation</p>	PP Coordinators	Salaries and miscellaneous provisions for food and technology.

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
	<ul style="list-style-type: none"> Buddies (Reading and HWK) 	To give students more opportunity to get involved with groups of their peers, to experience something new, or to get involved in something they have tried before and enjoyed.	Reduction in poor behaviour at lunch time.			
Princes Trust EEF +4 months	The programme helps 11-30 year olds who are struggling at school to transform their lives. The aim is to help them develop the confidence and skills to live, to learn and to earn, giving them an increasing stake in our economy and society.	<p><i>Barriers: Restricted vocabulary, gaps in Literacy and Numeracy. Low aspiration and behavioural issues.</i></p> <p>Students undertake the Princes Trust at the school alongside their GCSE examinations. They learn a range of skills including planning and fundraising for a trip to the Camino Walk in Spain.</p>	Students will gain confidence and skills through their learning. Students have the opportunity to learn in a purpose-built classroom designed to house the students and provide everything they need.	Students successfully attend Camino Walk in Spain as a result of raising sufficient funds via fundraising activities.	Princes Trust Lead	Salaries
Nurture Provision EEF +4 months (small group tuition)	Provision is made for those students who feel unable to cope with school. This may be due to child protection issues or other needs, but is a provision for the students	<p><i>Barriers: Not ready to learn. Lack of parental engagement, lack of fundamental equipment including food. Gaps in Literacy and Numeracy. Low in aspirations.</i></p>	Students to be able to learn in a safe environment with a view to slowly phasing a return to mainstream lessons.	Students successfully transitioning back to lessons with less pastoral support required.	Nurture Lead	Salaries and miscellaneous including food and equipment.

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
	with the highest needs in the school.	Students are unable to cope in a school setting. Highest level of needs.				
Forest School EEF +4 months	Selected students have the opportunity to visit a Forest School facility as part of an alternative curriculum.	Alternative provision for high needs students who are unable to access the curriculum on a full time basis. EEF projects +4 months.	An outlet to focus on and improve behaviour via following instructions, acting responsibly, practicing appropriate risk and challenge, achieving successes and relationship building with peers.	Improvement in behaviour within the school day and successful integration back to normalised lessons.	Student Support Coordinator	Salaries and cost of provision.
Pastoral Support	SLT lead support for entire cohort providing safeguarding support to students; coordinating external agency support for students. Arranging counselling, overseeing and completing EHA's, management of other staff members providing pastoral support. Coordinating the alternative curriculum as well as involvement with the Panel for Excluded and Vulnerable students.	Necessity within the school environment.	Progress within school, attendance and ability to access mainstream school.	A clear increase in attendance levels. Improvement in behaviour and attending mainstream lessons.	Student Support Coordinator	
Summer School EEF +2 months	An opportunity for vulnerable students to attend a Summer school	To provide additional support to students with a higher level of need as	Improvement in attendance as shown by 97.9% attendance in Term	Attitudinal survey Attendance reports Teacher feedback	Year Head Pastoral Support	Grant received by Children in Need

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
	provision prior to joining Heathfield in Year 7. Delivered alongside an external agency, this provision focuses on developing key Personal, Social, Cognitive and Creative skills.	identified by primary schools prior to transition. Familiarising students with the school, introducing them to new staff as well as providing additional opportunities to raise questions. A notable proven impact on the students selected. EEF projected outcome +2 months.	1 of Year 7 for attenders of Summer School as opposed to 93.8% of eligible non-attenders. Improvement also shown by participating students in cognition, confidence, creativity, personal and social development, all of which has been measured via attitudinal surveys.			Pastoral Support Staff
Additional Transition Days	Students identified with a higher level of need are nominated by Primary feeder schools to attend additional transition days to engage in tours around the school and a variety of team building exercises.	To add an additional layer of support to students attending existing transition days. Providing an opportunity to cover uniform, behaviour expectations and school day information on a smaller scale.	Greater understanding from Year 7 intake of expectations of them when they begin secondary school. Improving confidence of students prior to joining.	Primary School feedback Secondary School feedback	Pastoral Support	Salaries
KS3 Numeracy Intervention EEF +4 months	Numeracy Intervention for years 7, 8 and 9 improving on key mathematical skills.	<i>Barriers: gaps in Numeracy.</i> To improve maths abilities of students to ensure they have the necessary skills they will need as they	Students improve in their math ability and feel more equipped to tackle the mathematical problems they will need to be able to solve through the rest of their maths curriculum in KS3.	Students will complete a pre and post assessment covering key Numeracy skills.	PP Coordinator	N/A Resources held by Maths department

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
		<p>progress through KS3 and KS4.</p> <p>Small group tuition is projected by EEF at +4 months.</p>	<p>Confidence in tackling maths problems should increase.</p>			
<p>KS3 Literacy Intervention</p> <p>EEF +4 months</p>	<p>Literacy Intervention for years 7, 8 and 9 that focus on 8 key skills for improving literacy, with a key focus on comprehension.</p> <p>Students are chosen based on their KS2 vocabulary scores and their Y7 MidYIS scores, along with teacher recommendations.</p>	<p><i>Barriers: Gaps in Literacy and restricted vocabulary.</i></p> <p>To improve the literacy skills of students, with a particular focus on comprehension.</p> <p>To fit in alongside the intervention strategy for students, including ILI and Read Write Gold.</p> <p>Small group tuition is projected by EEF at +4 months.</p>	<p>Students improve in comprehension, spelling and writing. They become independent thinkers and learners.</p> <p>Students use literacy skills learned in all areas of the curriculum.</p>	<p>Students will undertake the following before and after the intervention:</p> <ul style="list-style-type: none"> • Spelling age test • Reading age test • Attitudinal Survey <p>Students will also have wrap-up meeting in which they can share their views and opinions on the intervention.</p>	PP Coordinator	£94.99
<p>Individual Literacy Intervention</p> <p>EEF +4 months</p>	<p>A phonics based literacy programme aimed at enhancing knowledge of phonics.</p>	<p><i>Barriers: access to vocabulary and gaps in Literacy.</i></p> <p>Aiming to improve reading ability of KS3</p>	<p>A clear improvement in comprehension and reading ability of lower years students.</p>	<p>Assessments and methods of progress provided by ILI programme throughout intervention.</p>	<p>Teaching Assistants via Learning Support Department</p>	Salaries

Heathfield Community School - Intervention Strategy 2018-2019

Intervention	Overview	Reason for Choice	Desired Outcomes	Evaluation Methods	Staff Lead	Cost
		<p>students in particular in a 1:1 setting.</p> <p>EEF projected outcome of +4 months.</p>				
Attendance Support	Continuous monitoring of attendance of entire school cohort. Identifying students whose attendance has dropped significantly.	<p><i>Barriers: Parental engagement and attendance.</i></p> <p>Weekly analysis of attendance filtered by year group. Identifying at earliest opportunity any attendance issues and putting in place necessary support from pastoral base, Head of Year or PFSA.</p>	Direct and prompt improvement in attendance levels.	Notable improvement in attendance.	Attendance Officer	Salaries

Heathfield Community School – Individual Budget Costs 2018-2019	
Provision	Costing
Salaries	£218,333.00
Accelerated Reader	£2,757.00
Cultural Capital Budget (trip subsidy)	£6,000.00
Miscellaneous Provisions i.e. breakfast support, uniform, equipment, revision guides, food supplies for after school revision.	£3,000.00
IT Infrastructure including iPads and laptops for students / Office Supplies	£6,000.00
Tassomai Science Access to online revision	£1,000.00
ILI Staff Training contribution	£250.00
Pinkery	£5,000.00
Hegarty Maths contribution	£250.00
Pastoral Budget contribution	£500.00
Raising Achievement Partnership Work	£1,200.00
Activities Week Subsidy	£500.00
Intervention Tracker Software	£1,500.00
Total Budget:	£245,590.00

Date of next review September 2019.