

ILKLEY GRAMMAR SCHOOL



Pupil Premium Policy and Provision 2020-21

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Appendix 1: List of available provisions/interventions (as of November 2020)

1. Vision Statement (adapted from the Inclusive Learning vision statement)

“Our vision for inclusive learning at IGS is that all students are enabled and empowered to achieve their personal best whatever their academic or socio-economic starting points. We believe that this can be achieved through a caring, systematic, personalised and holistic approach to overcoming barriers to learning and personal development.”

2. Staff responsible for Pupil Premium students

Whilst there are certain colleagues in school whose roles have a more direct Pupil Premium focus, including a named member of the Leadership Team, all colleagues working in school have collective responsibility for the progress and well-being of students in receipt of the Pupil Premium and for meeting any additional and different needs that they may have. The effective support of the Pupil Premium cohort requires all colleagues to develop relevant professional expertise to ensure such students make progress both academically and pastorally which is in line with students with similar starting points.

It is the responsibility of leaders at all levels within the school to ensure that colleagues recognise this as part of their moral purpose and that they have the opportunity to develop knowledge, skills and understanding in this area.

3. Monitoring and evaluation of progress and provision

The academic and pastoral progress of Pupil Premium students is systematically monitored and evaluated at a number of levels.

- a. The member of the Leadership Team responsible for the progress of PP students **reports to Governors annually.**
- b. The **whole school self-evaluation cycle** requires the analysis of data by group and the academic progress of PP students is analysed at least at each data point.
- c. **Exam results are analysed by group** and leaders at all levels are made accountable for the results of the PP cohort
- d. **A range of pastoral indicators such as attendance and behaviour statistics** are provided to pastoral teams on a weekly basis in spreadsheet format with Pupil Premium as an identified group. **This should inform the agenda for the two-weekly Key Stage meeting**
- e. Following each data point, progress, attendance, effort, homework and behaviour data for the PP cohort are analysed systematically by PrExLs and HOY with interventions agreed and implemented.
- f. **All interventions are now costed and entered on ‘Provision Map’** and the reporting function allows us to track support in place for individuals and groups.
- g. **Student Voice** is routinely analysed by group which has enabled us to identify, for example, the need for Pupil Premium students to participate in extra-curricular activity.

4. Categories of Pupil Premium, eligibility criteria and funding allocation

- | | |
|---|-------|
| • Secondary Y7-Y11 Ever 6 FSM pupils | £955 |
| • Looked After Children (LAC) | £2345 |
| • Post Looked After Children (Post LAC) | £2345 |
| • Service Children | £310 |

Families may be able to get Free School Meals if they receive any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)
- Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

5. Criteria for the fair allocation of Pupil Premium funds in school

The government provides the school with extra funding to support eligible students and it is to be used with the particular focus of raising achievement. Whilst we support all students to achieve their 'Personal Best' we recognise that the Pupil Premium cohort contains students with a very diverse range of individual needs and we therefore carefully target this extra funding to provide additional resources as necessary through a combination of pro-active and re-active approaches.

Whilst the funding is allocated to a particular individual the government guidance is clear that it is up to the school to decide how to spend the money in order to most efficiently secure the best possible outcomes for the cohort as a whole. This enables schools to make longer term investments in staffing and to 'provide additional support at certain times during a school career' (e.g. Year 11), as well as ensuring quality first teaching in every classroom to further benefit PP students.

"Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."

Source DfE website

At IGS we have developed a set of criteria to guide the spending of Pupil premium funds and to ensure that the allocation of funds is as fair as possible and has the greatest impact possible.

- a. **Core criteria:** PPI funds should be allocated for intervention to an individual or group of students using some or all the following desired impact criteria:-
 - An anticipated improvement in student **outcomes** in relation to student targets.
 - The potential to support **integration** into the school community (equal entitlement).
 - The potential to raise **aspiration** and provide access to new and enriching experiences otherwise inaccessible to the student or group of students.

- b. **Additional criteria:** The following criteria will also be taken into account when considering a request for funds and to assist with the prioritising of limited funding:-
- A direct link to a 'Core' Subject area (English, maths, science).
 - A direct link to an EBACC subject.
 - A direct link to a subject area in which a student has a career, university or other aspiration.
 - Students who fall into other vulnerable groups in addition to PP status but which do not otherwise attract additional funding.
 - Interventions where the expected benefit/impact is much greater than the requested 'seed funding' might imply.
 - Interventions where multiple stakeholders are in agreement about the anticipated benefit.

6. Who can apply for/request support?

PP funding for items or services can be requested by any 'stakeholder' including the individual themselves

- students,
- parents/carers
- teachers,
- form tutors,
- support staff,
- Leadership Team,
- HOYs,
- PrExLs,
- Curriculum Leaders.

7. General principles governing allocation of funds

- a. **Fixed costs:** In a normal year a given % of PP funds is pre-allocated to fixed costs such as staffing and to allow smaller class sizes. These will be accessible to PP students according to need and tracked as 'provisions' using Provision Map.
- b. **Weighting:**
- i. While there is a strategic drive to intervene proactively in KS3 it is recognised that there will be some weighting of funding and resources towards students in exam year groups. Over the course of KS3 and 4 all students will benefit and things will 'balance out'.
 - ii. There will be some students who will attract a larger proportion of the centralised PP funds due to their specific needs. These will be monitored in relation to the impact of the funding and the students' progress towards their targets. Professional judgement will be required. Successful intervention with one child will also have a positive impact on all children.
 - iii. As a general principle, except in exceptional, agreed circumstances, the amount of annual funding allocated to any one individual shall not exceed the PP total due to that child, less the proportion of pre-determined 'core' staffing costs.

- c. **Inclusion for all:** While PP funding will always be planned and allocated starting with the needs of PP students in mind we will also seek opportunities to provide support for other students requiring intervention where appropriate. The aim will be to achieve a 'win-win' situation and experience shows that it may actually increase the participation of PP students in a range of intervention activities if there is a more generalised 'intervention' label.
- d. **Proactive v reactive support:** We will seek to achieve a balance between proactive and reactive support and intervention
- e. **Release of PP funds:** Funds for curriculum specific items such as ingredients for Food Technology will be only released from the Pupil Premium intervention budget when requested by Curriculum Areas and when the names of students requesting support is passed to the finance office, otherwise the funds will be taken from Curriculum Area budgets. Curriculum areas are also required to ensure that PP students/families opt in to the support rather than receiving it automatically.

8. Types of expenditure

- a. **The general provision of support and intervention according to need:** Interventions and support can be put in place at any time for all students according to need.
- b. **Curriculum Areas**
 - i. **For KS3/4** – Pupil Premium funds can be used for the provision of **basic materials and resources** to support 'equal entitlement' in lessons e.g. set texts, food technology ingredients, usually defined as a 'voluntary contribution'.
 - PP parents should **actively opt-in** to request support either by returning the letter or by contacting Joy Heyworth in Finance, depending on the nature of the activity/support. This will usually be for the whole amount. Some PP families may choose to pay the contribution.
 - Letters should include line such as ***'if your child is in receipt of the Pupil Premium please indicate if you would like support with this contribution by ticking the box and returning the letter to the class teacher.*** Or, if going direct through Parent Pay working such as the following ***'Parents of students in receipt of Pupil Premium can opt in for financial support to access this opportunity. If you wish to take advantage of this option please email joy.heyworth@ilkleygs.co.uk to confirm.'***
 - c. **For KS4/5 exam groups** – Pupil Premium funds can be used for the strategic provision of exam-related materials and resources that other students pay for e.g. revision guides.
 - i. School will pay for revision guides for PP students for students in Year 11.
 - ii. PP parents should **actively opt-in** by returning the letter and ticking the appropriate box. Some PP families may choose to pay for the resource so materials should not be provided automatically.

- iii. Please liaise with the Finance department about setting up a reduced payment facility on Parent Pay for Pupil Premium families.
- iv. Letters should include line such as *'if your child is in receipt of the Pupil Premium please indicate if you would like support to access this resource by ticking the box and returning the letter to the class teacher.'* or *'Parents of students in receipt of Pupil Premium can opt in for financial support to access this opportunity. If you wish to take advantage of this option please email joy.heyworth@ilkleygs.co.uk to confirm.'*
- v. For these resources, as they are beyond a basic entitlement, some evidence of usage is required for example the resource may need to be used in the school library or signed in and out. This is at the discretion of the Curriculum Area. This will NOT usually apply to revision guides but could do.
- vi. Pupil Premium funds may be used to support payment for travel for PP students who would miss a school bus if they attend after school revision sessions.

d. Curriculum Area Trips and exchanges

- i. Exam/course-related – e.g. compulsory Field trips – 100%
- ii. Non-exam related (enrichment) – e.g. Exchanges/Battlefields trip. Support of **up to 50%** may be agreed on a case-by-case basis according to the principles outlined in section 1 and especially if it has been identified by school as of potential benefit to the student. A typical conversation with a PP parent may be *'..what level of support would enable the participation of your child?'*. Phased payment may also be agreed.
- iii. Letters should include line such as *'if your child is in receipt of the Pupil Premium please indicate if you would like support to access this activity by ticking the box and returning the letter to the class teacher.'* or *'Parents of students in receipt of Pupil Premium can opt in for financial support to access this opportunity. If you wish to take advantage of this option please email joy.heyworth@ilkleygs.co.uk to confirm.'*

e. Whole school items/opportunities/services (requested by students, parents or through pastoral staff)

i. Provision of school uniform and PE kit for disadvantaged students

- Items must be agreed in advance
- School will fund items of uniform which have the school crest.
- When uniform is funded parents must use recognised suppliers.
- Uniform will be paid for on account.
- For larger items (e.g. blazer) a reasonable attempt should be made to buy for 2 years.
- In the event of deliberate damage or irresponsible use of uniform (e.g. at lunchtime) the school reserves the right to refuse to fund replacement.
- If a second hand uniform service is introduced we will attempt to provide uniform from there, ensuring all items a rein excellent condition.

f. Shoes/PE trainers

- i. These will be provided on a case by case basis using suppliers agreed with the school.

- ii. Shoes and trainers must fall within an agreed price range and must conform to school regulations.
- iii. If bought by parents/carers these can only be refunded upon the provision of appropriate receipts
- iv. It may be agreed that a specific provider may be identified (e.g. Clarks) and that a nominal sum (e.g. £30) will be given as a contribution to the buying of shoes/trainers.

g. Ipads

- i. PP parents will participate in the iPad scheme like all families.
- ii. We will account for PP students who are not contributing or whose donations have lapsed as part of our annual PP return.
- iii. If the iPad of a PP student is damaged accidentally unless in exceptional circumstances the normal school repayment process will be followed although payment can be phased.
- iv. If an iPad funded by school is repeatedly damaged or broken every reasonable attempt will be made to ensure that the family pays for the repair. In exceptional circumstances, if PP funds are used to fund further repairs/replacements in order to enable the child to participate in lessons then conditions may apply such as the iPad only being available at school and if another item is handed in e.g. a phone

h. Breakfast club

- i. PP students are invited to attend breakfast club at the start of the year.
- ii. This is free for PP students and will be accounted for on Provision Map.
- iii. Students will not be able to attend if they do not behave appropriately.

i. Core school trips which support integration into the school community

- i. The school will pay up to 50% (e.g. Celebration week/Nell Bank)
- ii. Payment can be phased
- iii. Parents must opt-in to receive support

j. Dedicated staff CPD

- i. Carousel activities as part of the annual CPD programme
- ii. Work with individual department/curriculum areas as required
- iii. Specific issue training e.g. adoption/LAC for established staff as well as ITT
- iv. External training – e.g. National Conferences
- v. CL training on QFT for disadvantaged students delivered twice in the Autumn term and disseminated through to subject teams

k. Intervention team – staff for whom part or all of their role is specifically focussed on disadvantaged students

- i. AHT Groups and Interventions (Leadership scale)
- ii. Director of Behaviour, Attendance and Outreach– the majority of their caseload will be students in receipt of the Pupil Premium
- iii. SSTMs (Student Support and Transition managers) will typically be working with a larger proportion of Pupil Premium cohort

- iv. LSAs with a literacy/numeracy specialism who work with PP students as a significant proportion of their role
 - v. Additional English, maths teachers to support smaller teaching groups (nominal %)
 - vi. PrExls with a focus on achievement and pastoral needs within a year group will have a key role in monitoring the PP cohort
 - vii. Maths Pupil Premium Champion
- i. **Other forms of intervention / targeting of resources** - It is recognised that not all PP 'intervention' involves a direct, quantifiable cost and that a significant amount of benefit can be achieved through effective communication of the most up-to-date research and the raising of awareness amongst teachers and support staff at Wave 1 and 2. These forms of intervention involve time, the strategic deployment of a range of colleagues and the prioritisation of certain students at certain times. We will account for these types of intervention and their impact on progress through effective record keeping and the tracking of progress.

Examples of interventions which involve the investment of time and energy which can be monitored in other ways are:-

- Prioritisation in the classroom to further improve the quality of feedback (marking, seating, questioning, checking understanding of homework tasks on classcharts) – see Wave 1 checklist below
- Voluntary lunchtime and after-school support with a teacher or other colleague already paid to be in school
- Peer tutoring and peer mentoring. E.g. Use of 6th form mentors (successful PP students) to buddy key PP students
- Targeted advice (e.g. options/university)
- Targeting of students and parents re relevant opportunities such as D of E, exchanges and funding available
- Strategic allocation of teachers, ITT students to specific groups
- Attendance follow up
- Provision of facilities for supported self-study and effective targeting of students for this
- Communication with parents by phone, in person, via email (in addition to that which is scheduled)
- Loan of high-value equipment for school projects e.g. digital camera

Wave 1 checklist:-

| Have I checked the SEN register on ClassCharts? Have I followed the PB policy? Have I tried/re-tried? | Y /N? |
|---|-------|
| 1. Strategic seating plan? Do certain students need to be sitting in certain places (e.g. visually impaired students at the front of the class)? Does my seating plan aid behaviour management, engagement and responsive teaching? | |
| 2. Priority marking and feedback? Does my marking and feedback give sufficient advice to enable students to close a skills/knowledge gap and complete DIRT work? Is the student tracking their progress clearly? Do I 'live' mark their work in class to pick up on misconception quickly? | |
| 3. Targeted questioning? Am I checking understanding with the students before I start the tasks and during the lesson itself? Am I breaking things down into small, clear steps? | |
| 4. Checking homework is understood? Is there appropriate detail on ClassCharts for the students to be able to complete the work outside the classroom? Do they need any extra support? Do they have the resources and equipment necessary to complete the work e.g. technology | |
| 5. Parental contact? Would parents benefit from knowing about issues you are managing in the classroom? Could positive feedback have an impact? | |
| 6. Buddying in classroom / student grouping? Can peer teaching, or support staff be used to support a student in lessons? | |
| 7. Targeted praise/encouragement? Am I looking for positive behaviours and achievements which can be praised and rewarded? What does ClassCharts say about this student in my and other lessons? | |
| 8. Additional scaffolding/support materials? Are there additional materials that the students can use to support their own learning? Am I providing them with the vocabulary needed to succeed? | |
| 9. Use of modelling and exemplars? Do I provide enough examples of 'good' work for a student to aspire to? Do they understand the steps to emulating these examples? | |
| 10. Teacher support and intervention? Can I plan for more time in lessons to support individuals and small groups? | |

9. Recording and costing of provision/support

Since September 2018, all support and intervention that is additional and different from mainstream provision is entered on Provision Map. This software enables the school to track and cost provision at an individual, group, cohort and whole-school level and to more accurately identify gaps in provision and monitor the impact of intervention.

Provision Map is also used by Pastoral teams and the Inclusive Learning Team as part of a holistic view of intervention across the school.

10. Annual report and priorities

In addition to this policy document we publish an annual report on our website, in line with national guidelines, which will also identify priorities for the coming year.

11. Sources

- Gov.uk – Pupil Premium – How schools spend it
- Sutton Trust Teacher toolkit
- The Inclusion expert – Essential Guide to Pupil Premium – Daniel Sobel
- NFER summary briefing (2015) – What are the most effective ways to support disadvantaged pupils' achievement?

Appendix 1: List of available provisions/interventions (as of October 2020)

Some of these interventions are targeted specifically for Pupil Premium students but the majority are implemented according to emerging or anticipated need. (Red text indicates provisions that are currently not in place due to COVID)

| School provisions summary | | | |
|---|------------------------------|--------------|--|
| Name | Concern | Range | Description |
| After school intervention session (Subject) | Progress and effort | 2 | After school intervention session run by qualified teachers |
| Attendance Challenge | Integration and engagement | 2 | A time-limited 'attendance challenge' led by the HOY intended to kickstart improved attendance. 10 minutes a week over 4 weeks |
| Attendance letter | Integration and engagement | 2 | A letter sent to all students identified as having an attendance level below an agreed target at each 'review point'. |
| Attendance meeting with parent/carer | Investigation | 2 | Meeting with attendance focus |
| Boxhall Profile | Investigation | 2 | Boxhall Assessment to investigate needs conducted by HOY + LT/SENCo |
| Clicker Docs Plus | Cognition and Learning Needs | 2 | Digital Literacy Support programme for use on PC and iPads |
| Employer Encounter | Integration and engagement | 2 | An employer encounter for a student which meets the Gatsby criteria. |
| English Intervention (group) - CSI extraction | Curriculum Access | 2 | Withdrawal of identified students from Core PE or Citizenship for small group maths support |
| English Revision Evening (personalised invitation) | Progress and effort | 2 | English revision evening - key students receive personalised invitation and follow up |
| Extra-curricular activity (targeted as leader) | Integration and engagement | 2 | A leader in an extra-curricular activity |
| Extra-curricular activity (targeted as participant) | Integration and engagement | 2 | A participant in an extra-curricular activity |
| Financial support for Art and Photography Equipment | Integration and engagement | 2 | Financial support for Art/Photography equipment |
| Financial support to access a scientific calculator | Integration and engagement | 2 | Financial support to access a maths calculator |
| Financial support to access ingredients for DT Food | Integration and engagement | 2 | Financial Support to access food ingredients |

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| Financial support to access materials for DT | Integration and engagement | 2 | Financial Support to access DT materials |
| Financial support to access revision materials/guides | Integration and engagement | 2 | provision of revision materials/guides for identified students (typically Pupil Premium) |
| Financial support to participate in Year 11 PE Option | Integration and engagement | 2 | Financial support to participate in chosen PE Option |
| GCSE Revision Skills Evening - personalised invitation | Progress and effort | 2 | Students receive personalised invitations/phonecall/are approached/incentivised to attend revision evening in addition to a general invitation |
| HOY mentoring | Social, Emotional and Mental Health Difficulties | 2 | Identified student meets regularly with the HOY and works to address an identified area of concern |
| HUB Monitoring | Social, Emotional and Mental Health Difficulties | 2 | Monitoring of student (often on a daily basis) by the HUB team. Often a precursor to other forms of intervention (e.g. contract / counselling) |
| Homework Club | Integration and engagement | 2 | Staffed classroom where students can do homework at lunchtime for a variety of reasons. |
| IDL Literacy Intervention | Cognition and Learning Needs | 2 | Literacy Intervention tool |
| Library (after school) | Integration and engagement | 2 | Staffed library where students can work after school for a variety of reasons. |
| Lunchtime Club | Integration and engagement | 2 | General ILSA support at lunchtime |
| Maths Intervention (group) - CSI extraction | Curriculum Access | 2 | Withdrawal of identified students from Citizenship for small group English support |
| Maths Intervention (group) - PE extraction | Curriculum Access | 2 | Withdrawal of identified students from single Core PE or Citizenship for small group maths support |
| Maths Revision Evening (personalised invitation) | Progress and effort | 2 | Maths revision evening - key students receive personalised invitation and follow up |
| Parent/carer meeting (1 member of staff) | Investigation | 2 | There may be various reasons for the meeting with parents but for this to take place a threshold of concern will have been reached to merit an initial face to face meeting. |
| PrExL Investigation | Investigation | 2 | Investigation of concerns re progress emerging at baseline or data point in-year where 'primary need' is not evident. |
| Subject Easter Revision Session | Progress and effort | 2 | Intervention session run for identified students during the Easter holidays |
| Subject intervention session - lunchtime (Subject) | Progress and effort | 2 | Intervention session run by qualified teachers (lunchtime) |
| Technology Contract | Progress and effort | 2 | Subject contract with agreed targets and expectations |
| This is Me - additional information for teachers | Integration and engagement | 2 | Additional information, often provided by parents about their child |

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| Time in / Time Out card | Social, Emotional and Mental Health Difficulties | 2 | Card with clear boundaries identified which enables a student to take time out or time in lessons. |
| Tutor Report | Integration and engagement | 2 | Report is filled in each lesson by teachers and student reports to form tutor each day. Targets are set at start of report cycle. |
| Year 12 Maths Intervention (A level) | Cognition and Learning Needs | 2 | Year 12 Maths Intervention (A level support) |
| Year 13 Maths Intervention (A level) | Cognition and Learning Needs | 2 | Year 13 Maths Intervention (A level support) |
| AC placement | Integration and engagement | 3 | Half day/day in the Achievement Centre in order to refocus |
| ALG - Accelerated Learning Group | Cognition and Learning Needs | 3 | Small group support in Y7/8 to accelerate progress in English, Maths and other areas as required |
| BSU Placement | Integration and engagement | 3 | Placement in a Behaviour Support Unit in another school in order to withdraw from mainstream context for a period of time. |
| Behaviour Plan | Social, Emotional and Mental Health Difficulties | 3 | Behaviour plan to support the management of behaviour in and out of the classroom by teachers and support staff |
| Behaviour, attendance and outreach support | Integration and engagement | 3 | A student receiving this support, and their family will be supported on a daily/weekly basis by the Director of Behaviour, Attendance and Outreach |
| Breakfast Club | Integration and engagement | 3 | Eligible students can have a hot breakfast each morning in canteen attended by a member of volunteer staff and 6th form students (currently grab and go) |
| Bursary funding (6th form) | Integration and engagement | 3 | Funding applied for and obtained through the bursary scheme |
| Bursary funding (PTA) | Integration and engagement | 3 | Funding applied for and obtained through the PTA bursary scheme |
| CAF Meeting | Integration and engagement | 3 | Professionals meeting |
| CAMHS Meeting (between professionals) | Social, Emotional and Mental Health Difficulties | 3 | Professional meeting between school representative e.g. HOY and CAMHS regarding a child |
| CAMHS Referral made | Social, Emotional and Mental Health Difficulties | 3 | Referral to CAMHS made - this is useful if it may take a long time for CAMHS provision to come on stream. costed @ approx. 3 hours work |
| CIN | Safeguarding concern | 3 | Child meets the threshold for 'Child in Need' |
| CIN meeting (Child in Need meeting) (| Investigation | 3 | Meeting to assess the needs of identified student and to agree next steps |
| Careers Interview (1:1) | Integration and engagement | 3 | Intensive support and advice with moving to the next phase of education or into the workplace. |
| Counselling buddy 1:1 (CAMHS) | Social, Emotional and Mental Health Difficulties | 3 | 1:1 counselling buddy service - external |
| Counselling group (Place2Talk) | Social, Emotional and Mental Health Difficulties | 3 | Group counselling service - for example regarding friendship issues, bullying or anxiety surrounding exams |

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| Drug and Alcohol Team referral and meeting | Integration and engagement | 3 | Referral to external agency due to concerns regarding drug and/or alcohol use and risky behaviour |
| ESW referral and meeting | Integration and engagement | 3 | Referral to ESW due to concerns regarding attendance issues |
| Early Help Meeting | Investigation | 3 | Meeting to assess the needs of identified student and to agree next steps |
| Early Help referral | Safeguarding concern | 3 | Child meets the threshold for an Early Help referral |
| Ed Psych assessment | Investigation | 3 | Formal assessment from an Educational Psychologist to identify need. May form part of an EHCP application |
| English contract | Integration and engagement | 3 | An agreement put in place regarding standards expected in a specific subject area which will last until those standards are reached. Teacher completes the contract each lesson. |
| Families First involvement | Integration and engagement | 3 | Threshold reached to require a referral to Families First for further investigation |
| Financial Support - Uniform | Integration and engagement | 3 | Various forms of financial support to access uniform - costs will vary (add to notes section) |
| Financial Support to access Brathay in C&C week | Integration and engagement | 3 | Financial Support to access Curriculum Trips/visits, typically, but not exclusively for students in receipt of the Pupil Premium. |
| Financial Support to access Enrichment activity e.g. music lessons | Integration and engagement | 3 | Financial support to access enrichment activity |
| Financial Support to attend Theatre Trips (various) | Integration and engagement | 3 | Financial Support (usually PP) to attend theatre trips in Drama |
| Financial Support to participate in D of E | Integration and engagement | 3 | Support to participate in Duke of Edinburgh Award Scheme |
| Financial support - transport | Integration and engagement | 3 | Financial support to travel to or from school |
| Financial support for iPad | Integration and engagement | 3 | Provision of Ipad to support integration into the school community and to support e-learning |
| Financial support to attend Nell Bank | Integration and engagement | 3 | Financial Support to attend Y7 Nell Bank visit |
| Financial support to repair iPad - funded | Integration and engagement | 3 | Decision to fund the repair of a second broken iPad (using Pupil Premium funding). |
| Gardening Club | Integration and engagement | 3 | Supervised gardening club for a small number of students |
| HOY contract | Progress and effort | 3 | Teachers complete a lesson by lesson booklet with an effort grade and any additional notes. Student has a target score for each day and general targets are set at the start of the contract. |
| Home visit | Social, Emotional and Mental Health Difficulties | 3 | Home visit to investigate non-attendance or concern about situation at home. |
| LAC plan and review in place | Integration and engagement | 3 | A LAC plan is in place and will be reviewed every 6 months |

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| LSA support (small group withdrawal) | Curriculum Access | 3 | Small group support from a Learning Support Assistant outside the classroom |
| Maths contract | Integration and engagement | 3 | An agreement put in place regarding standards expected in a specific subject area which will last until those standards are reached. Teacher completes the contract each lesson. |
| Meeting with external medical professional | Sensory and/or Physical Needs | 3 | Meeting with an external medical professional e.g. diabetes specialist , paediatrician |
| Mentoring with Youth Worker | Social, Emotional and Mental Health Difficulties | 3 | Mentoring with external youth worker |
| Parent/carer meeting (2 members of staff) | Integration and engagement | 3 | Planned meeting with parent/carer to go through key areas of need and to discuss what support is available. |
| Parental pick-up (daily) | Safeguarding concern | 3 | Daily pick up from school by parent/carer |
| Place2Be Referral made | Social, Emotional and Mental Health Difficulties | 3 | Referral to Place2Be made - this is useful if it may take a long time for provision to come on stream due to waiting list. |
| Planned Transfer (Curriculum) | Integration and engagement | 3 | Withdrawal (typically for 2 weeks) from a subject following persistent behaviour issues causing disruption to learning. Student to work in a transfer room or in the HUB as per an agreed timetable and work provided by the teacher. |
| Police contact (see CPoms) | Safeguarding concern | 3 | Nature of contact may vary but the incident has met the threshold for police involvement / contact. |
| Private therapist (external) | Other / multiple | 3 | School is notified of a private therapist in place for a student. This is not costed, other than for pre agreed costs of meeting in school time |
| Professionals meeting | Social, Emotional and Mental Health Difficulties | 3 | Meeting between professionals to discuss the progress/status of an individual or family |
| SSTM mentoring | Social, Emotional and Mental Health Difficulties | 3 | Identified student meets with mentor once every 2 weeks and works to address an identified area of concern |
| Safer schools interview | Integration and engagement | 3 | Referral to safer schools police officer due to concerns regarding risky and/or criminal behaviour |
| School nurse referral | Investigation | 3 | Threshold reached to require a referral to the school nurse for further investigation |
| Small teaching group / set / nurture group | Curriculum Access | 3 | Teaching group of 10 students or less costed at the difference between a full class and a class of 10 or less |
| Social Care involvement (initial contact) | Safeguarding concern | 3 | Initial contact with Social care (e.g. phonecall / passing on of information) |
| Student observation (academic) | Investigation | 3 | Full lesson observation of an individual student (usually conducted by SENCo or colleagues from Learning Support) |

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| Student observation (pastoral) | Investigation | 3 | Full lesson observation of an individual student (usually conducted by SENCo or colleagues from Learning Support) |
| Study Leave Support Group | Progress and effort | 3 | Group which will remain in school instead of study leave in order to maximise chances of progress in GCSE exams |
| Supported Study Y10 (English/Maths/Science) | Curriculum Access | 3 | Taking the place of one GCSE option from Year 10, students benefit from additional lessons in small groups in English, maths and Science delivered by subject specialists and/or LSAs. |
| Supported Study Y11 (English/Maths/Science) | Curriculum Access | 3 | Taking the place of one GCSE option from Year 10, students benefit from additional lessons in small groups in English, maths and Science delivered by subject specialists. |
| TAF | Integration and engagement | 3 | Team around the family support |
| TAF Meeting | Integration and engagement | 3 | Team around the family meeting |
| Tutor group change | Integration and engagement | 3 | Strategic decision to move a child into a different form to support integration and engagement. |
| Work Placement Y10/11 | Modified Curriculum | 3 | Bespoke Work Placement for 1 or more days per week |
| Yellow warning letter (issued by police) | Safeguarding concern | 3 | Yellow letter issued by the police |
| Young Carer Referral | Integration and engagement | 3 | Referral to register the student as a Young Carer |
| LSA support (1:1 classroom) | Curriculum Access | 5 | 1:1 support from a Learning Support Assistant in the classroom |
| Adoption Support (One-Adoption) | Social, Emotional and Mental Health Difficulties | 4i | External adoption-related counselling service |
| Adoption Support (PAC-UK) | Social, Emotional and Mental Health Difficulties | 4i | External adoption-related counselling service |
| Be Positive Pathways | Safeguarding concern | 4i | Safeguarding concern and behaviour management |
| Bereavement counselling (external) | Social, Emotional and Mental Health Difficulties | 4i | External Bereavement counselling service |
| CSE Risk | Safeguarding concern | 4i | Child meets the threshold as a Child Sexual Exploitation Risk and appropriate agencies involved |
| Child Protection Meeting | Safeguarding concern | 4i | Child Protection Meeting |
| Child Protection Plan | Safeguarding concern | 4i | Child meets threshold for a Child Protection Plan |
| Counselling 1:1 (CAMHS) | Social, Emotional and Mental Health Difficulties | 4i | 1:1 counselling service - external |
| Counselling 1:1 (Place2Be) | Social, Emotional and Mental Health Difficulties | 4i | 1:1 counselling with Place2be |

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| Counselling 1:1 external e.g Jenby's | Social, Emotional and Mental Health Difficulties | 4i | 1:1 counselling service - external |
| SRP | Communication and Interaction Needs | 4i | Intensive, specialist, personalised small group/1:1 teaching and support |
| HOY pastoral support (intensive) | Social, Emotional and Mental Health Difficulties | 4i | Intensive pastoral support (usually up to 1/2 hour daily) involving family liaison, support in school to access lessons, restore relationships, liaison with external agencies |
| LSA support (1:1 withdrawal) | Curriculum Access | 4i | 1:1 support from a Learning Support Assistant outside the classroom |
| LSA support (general classroom) | Curriculum Access | 4i | General support from a Learning Support Assistant in the classroom |
| Leadership contract | Progress and effort | 4i | Teachers complete a lesson by lesson booklet with an effort grade and any additional notes. Student has a target score for each day and general targets are set at the start of the contract. |
| Missing team Interview | Social, Emotional and Mental Health Difficulties | 4i | Interview with Missing team |
| PRU place (Pupil Referral Unit) | Social, Emotional and Mental Health Difficulties | 4i | Place obtained at Pupil Referral Unit through referral process |
| TRACKS Education Service (admin/communication) | Curriculum Access | 4ii | An education service provided for students who remain on roll at IGS but who are unable to attend the school site. |
| TRACKS Home Education Service (incl. reg. liaison with school) | Curriculum Access | 4ii | A Home Education service provided for students unable to attend the school site. School to liaise with tutors as required |