



# Charlton School Pupil Premium Action Plan Evaluation 2020-2021

| Summary Information                         |                   |
|---|-------------------|
| School name                                 | Charlton School   |
| Pupils in school                            | 1173              |
| Proportion of disadvantaged pupils          | 24% (284)         |
| Pupil premium allocation this academic year | £241,335          |
| Academic year covered by the evaluation     | 2020/21           |
| Publish date                                | January 2021      |
| Review date                                 | December 2021     |
| Statement authorised by                     | Andrew McNaughton |
| Pupil Premium Lead                          | Anna Vickers      |
| Governor Lead                               | Jonathan Styles   |

| Disadvantaged pupil performance overview for last academic year *based on 2019 outcomes |       |
|---|-------|
| Progress 8  | -0.60 |
| Ebacc entry   | 56%   |
| Attainment 8  | 39.81 |
| % Grade 5+ in English and Maths   | 36%   |

| Impact of strategy aims for disadvantaged pupils |   |   |  |
|--|---|---|--|
| Aim  | Target  | Success Criteria (Based on 2019 data)   | Impact   |
| <b>Progress 8</b>                                | Further progress towards achieving the national average for all learners of 0.00 for those in receipt of the Pupil Premium. | <p>Diminish difference between PP and Non-PP outcomes closing the gap of 0.40 in 2019.</p> <p>Further improve P8 score of -0.6 in 2019 to exceed the 2019 national average for disadvantaged learners of -0.45 and meet the national average for all learners.</p>  | <p>PP P8 improved to -0.26 in 2021 continuing to exceed the national average for PP learners.</p> <p>Trajectory shows progress has been made towards PP learners meeting the national average for all learners.</p>                        |
| <b>Attainment 8</b>                              | Improve outcomes to achieve national average for all learners.  | <p>Improve A8 outcomes from 39.81 in 2019 continuing to exceed the 2019 national average of 36.7 for disadvantaged learners.</p> <p>Diminish difference between PP and Non-PP learners at Charlton closing gap of 7.00 from 2019.</p> <p>Outcomes for disadvantaged learners to equal to NA for all learners of 46.7.</p>   | <p>In 2021 attainment for PP learners increased to 45.28, exceeding the national average for disadvantaged learners.</p> <p>Trajectory shows progress has been made towards PP learners meeting the national average for all learners.</p> |
| <b>% Grade 5+ in English and maths</b>           | Percentage of PP achieving 5+ in English and Maths is in line with national average.  | <p>Continue to improve % of learners achieving 5+ in English and Maths from 36% in 2019, exceeding the 2019 national average of 24.7% for disadvantaged learners.</p> <p>Diminish the difference between disadvantaged and non-disadvantaged attainment in English and Maths closing the gap of 8% achieving 5+ in 2019.</p> <p>% of 5+ in English and Maths in line with 2020 national average of 43.2% for all learners</p> | <p>In 2021 20% of PP learners achieved 5+ in English and Maths compared to 57.1% of non-PP students.</p> <p>This is In line with the three-year pre-covid average of 22%.</p>  |
| <b>Attendance</b>                                | Improve attendance for disadvantaged learners   | <p>Improve disadvantaged attendance to the national average of 92%</p> <p>Attendance of disadvantaged learners is equal to the national average of all learners 95%</p>   | <p>Appointment of FLO and EWO, development of EHWB tiered approach to supporting students who are most vulnerable and target attendance.</p> <p>Whole school attendance was 93.2% which exceeds the national average of 90%.</p>           |

### Progress, attainment, and attendance information

|                             | PP 2021    | Non-PP 2021 | Nat PP 2021 | Nat Other 2021 | Nat All 2021   | PP 2020    | Non-PP 2020  | Nat PP 2020    | Nat Other 2020 | Nat All 2020    | PP 2019      | Non-PP 2019  | Nat PP 2019  | Nat Other 2019 | Nat All 2019 |
|-----------------------------|------------|-------------|-------------|----------------|----------------|------------|--------------|----------------|----------------|-----------------|--------------|--------------|--------------|----------------|--------------|
| Progress 8 score average    | -0.25      | 0.11        | -           | -              | 0.00           | -0.59      | -0.03        | -              | -              | 0.00            | -0.6         | -0.2         | -0.45        | 0.13           | 0.00         |
| Attainment 8                | 40.23      | 55.44       | -           | -              | 52.3 (FFT)     | 39.25      | 49.95        | 40.2           | 53.7           | 50.2            | 39.81        | 46.81        | 36.7         | 50.3           | 46.7         |
| Basics 5+ English and Maths | 20%        | 57%         | -           | -              | 54% (FFT)      | 20%        | 49%          | 30.4%          | 56.8%          | 49.9%           | 36%          | 44%          | 24.7%        | 49.9%          | 43.2%        |
| Ebacc APS (entry %)         | 3.57 (56%) | 5.07 (77%)  | -           | -              | 39% (FFT)      | 3.46 (64%) | 4.57 (66.8%) | 3.39 (27.8%)   | 4.73 (44%)     | 4.38 (39.8%)    | 3.70 (55.6%) | 4.41 (75.7%) | 3.08 (27.5%) | 4.53 (44.5%)   | 4.07 (40%)   |
| Attendance                  | 87.48%     | 93.59%      | -           | -              | 90% (Oct 2021) | 90.90%     | 94.91%       | 92.4% (Autumn) | 95.7% (Autumn) | 95.07% (Autumn) | 90.45%       | 94.12%       | 92.5%        | 95.8%          | 95.3%        |

### Historical analysis of headline figures

| VG - DISADVANTAGED         | Progress 8 |         |       | Attainment 8 |         |        | Basics 9-5 EM (Strong) |         |      | APS EBacc |         |       |
|----------------------------|------------|---------|-------|--------------|---------|--------|------------------------|---------|------|-----------|---------|-------|
|                            | Disadv     | Non-Dis | Gap   | Disadv       | Non-Dis | Gap    | Disadv                 | Non-Dis | Gap  | Disadv    | Non-Dis | Gap   |
| 2017 Cohort (34)           | -1.19      | -0.17   | -1.02 | 27.96        | 45.95   | -17.99 | 18%                    | 47%     | -29% | 2.44      | 4.18    | -1.74 |
| 2018 Cohort (41)           | -1.14      | -0.31   | -0.83 | 29.37        | 43.31   | -13.94 | 12%                    | 40%     | -28% | 2.63      | 3.98    | -1.35 |
| 2019 Cohort (45)           | -0.6       | -0.2    | -0.40 | 39.81        | 46.81   | -7.00  | 36%                    | 44%     | -8%  | 3.70      | 4.41    | -0.71 |
| 2020 Cohort (Covid)(45)    | -0.59      | -0.03   | -0.56 | 39.25        | 49.95   | -10.70 | 20%                    | 49%     | -29% | 3.46      | 4.57    | -1.11 |
| 2021 Cohort (CAG/TAG) (41) | -0.25      | 0.11    | -0.36 | 40.23        | 55.44   | -15.21 | 20%                    | 57%     | -37% | 3.57      | 5.07    | -1.50 |
| Comparison 2019 to 2021    | 0.35       | 0.31    | 0.04  | 0.42         | 8.63    | -8.21  | -16%                   | 13%     | -29% | -0.13     | 0.66    | -0.79 |
| Comparison 2017 to 2019    | 0.59       | -0.03   | 0.62  | 11.85        | 0.86    | -10.99 | 18%                    | -3%     | 21%  | 1.26      | 0.23    | 1.03  |

### Analysis of Impact

Historically the trend indicates that disadvantaged students are making more progress than in previous years. Progress 8 for disadvantaged students have improved by 1/3 since 2019 based on CAG/TAG data. The gap between P8 for disadvantaged and non-disadvantaged students continues to narrow. Attainment 8 has continued to increase in 2021, following the 3-year trend of 2017-2019 (official outcomes). % of disadvantaged students achieving 9-4 has dipped with CAG/TAG and 9-5 has stayed static. P8 EBACC and Open continue to improve over time.

#### Further context

Outcomes in 2020 did not reflect the usual trends for Disadvantaged students.  
 P8 for disadvantage students nationally 2019 was -0.45  
 A8 for disadvantage students nationally 2019 was 36.7  
 Basics 9-5 for disadvantage students nationally 2019 was 24.7%

### Identified Barriers the strategy aimed to address

English and Maths outcomes are lower than non-disadvantaged peers.  
 MFL and Humanities outcomes are lower than non-disadvantaged peers.  
 Gaps in learning due to COVID 19.  
 PP girls outperforming PP Boys.  
 Outcomes for subgroups of PP learners are weaker than the average.  
 Low self-esteem, confidence and resilience and the ability to self-regulate/metacognition.  
 Availability of digital resources to support home learning and extended learning.  
 Lower attendance than their non-disadvantaged peers.  
 Levels of parental engagement demonstrated are lower.  
 Challenges surrounding emotional health and wellbeing including social and emotional barriers.  
 Lower aspirations partly due to limited FE and HE family experience

| Teaching Strategies  |   |   |  |       |                     |          |        |        |        |
|--|---|---|--|-------|---------------------|----------|--------|--------|--------|
| Measure  | Description   | Success Criteria  | Evidence and rationale for choice  | Staff | Cost                | Date     | Spring | Summer | Autumn |
|  |   |   |  |       |                     |          |        |        |        |
| <b>Charlton to be fully staffed with well qualified subject specialists.</b> | Quality First Teaching will improve outcomes and progress for PP learners in all subjects including developing reading in curriculum areas. At the end of 2020 88% of teaching was graded as good, this has been identified as an area for improvement. | 100% of teaching is consistently Good. Any teaching that requires improvement is identified through robust monitoring systems and support is structured, supportive and effective. No teachers are delivering outside of subject specialism.                          | <i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to continually improve. (EEF research 2019) To ensure all PPG pupils experience high quality teaching. EEF (Education Endowment Foundation)</i> | MCA   | Whole School Budget | Jan 2024 |        |        |        |
| <b>CPD programme for NQTs, RQTs and early career teachers.</b>               | CPD programme for NQTs, RQTs and early career teachers to support quality first teaching of PP learners.  | 100% of NQT, RQT and early career teachers graded as good or better by the end of their induction and coaching programme. Any teaching that requires improvement is identified through robust monitoring systems and support is structured, supportive and effective. | <i>Quality first teaching of early-career staff is identified in the EEF research as an effective impact of PP funding spending.</i>   | GAL   | £2,280              | Jan 2022 |        |        |        |

|  |   |   |  |     |         |                           |  |
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|  |   |   |  |     |         |                           | have supported staff through coaching.   |
| <b>Recruitment and retention of outstanding teachers and middle leaders.</b> | To ensure high quality of education for all learners including PP learners by retaining outstanding teachers and middle leaders.  | Maths and English departments to be fully staffed with subject specialists. Teachers delivering within their area of specialism or second subject across core subjects. Teachers delivering within their area of specialism or second subject across all subjects.  | <i>Recruiting and retaining teachers particularly to disadvantaged schools is challenging. (Sir Kevan Collins – EEF)<br/>Expert teachers positively impact upon learning (EEF Guide to Supporting School Planning)</i>   | MCA | £1,604  | Sept 2022<br><br>Jan 2024 | Maths and English departments fully staffed with subject specialists.  |
| <b>Teachers are fully engaged with explicit teaching.</b>                    | CPD focus on metacognition. Teachers explore Rosenshine's principles of effective practice and embed strategies within their classroom practice. A system of peer review and coaching supports effective delivery and embeds instructional coaching and retrieval. Staff understand this cognitive science and are equipped with strategies that have been proven to support meta-cognition in the classroom. | CPD and appraisal cycle 2020-2021 designed around Rosenshine's principles in action and 'Walkthroughs'. All teachers are engaged in personalised CPD. The instructional coaching process is embedded within the appraisal system (CPD log evidence, observations, work scrutiny, student voice) and demonstrates continual development of professional principles and practice. Staff have access to National College CPD which can be accessed remotely. Learners develop robust schema and fluency in storing and retrieving information from their long-term memory. | <i>Cognitive strategies are the 'bread and butter' of effective teaching. Cognition is the mental process of knowing, understanding, and learning. Metacognition refers to the way's pupils monitor and purposefully re-direct their thinking and learning. (EEF Guide to Supporting School Planning)<br/>Metacognition and self-regulation approaches have consistently high levels of impact (EEF Toolkit)</i> | GAL | £2,280  | Jan 2022                  | CPD, despite the limitations of COVID-19 has incorporated areas of the Rosenshine principles, in particular with retrieval practice and questioning. Staff have completed learning logs on whole class CPD to provide as evidence towards appraisal cycle. These principles have been incorporated into the Charlton 6, which contains our key features of T&L. Lesson visit data shows an improving picture in areas with more staff moving towards secure in these areas. Department reviews and learning walks also show that retrieval practice in particular is being embedded across the school. |
| <b>Improved use of data to inform classroom-based intervention</b>           | The Data tracking system will be evaluated and reviewed so that it will be used effectively across the whole school and identifies underachieving   | Teachers know the academic challenges their disadvantaged learners face and plan to close gaps as a   | <i>Planning effective assessment and tracking is integral to supporting great teaching (EEF Guide to Supporting School Planning)</i>   | SES | £19,741 | Jan 2022                  | New senior leader for Data and Achievement appointed. Focus on   |

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|   | pupils. This information will provide accurate data to drive intervention support and improve outcomes in all subjects for disadvantaged learners including Mathematics and English. Classroom intervention plans are developed to support disadvantaged learners who are not making expected progress.  | result of regular low-stakes diagnostic assessment in the classroom. All learners are carefully placed within the classroom and identified on seating plans. Outcomes of PP focused learning walks and book scrutiny show effective identification of PP students and sub-groups and classroom-based intervention to maximise potential to close learning gaps.   |   |                    |         |            | upskilling CL's to analyse department data and use to further inform appropriate interventions. At classroom level teachers are aware of PP learners and use assessment to identify, target and close emerging gaps. |
| <b>Practical classroom strategies CPD</b>     | Sharing of strategies to further support PP learners with all staff.   | CPD Spring 2021 in which classroom strategies are shared enabling: High challenge low threat assessment. (Diagnostic classroom testing identifies gaps in knowledge and enables individualised instruction) Targeted questioning Feedback (Prioritising PP) and dedicated time for improvement and reflection and CTG. Carefully considered seating plans. Increased parental contact.                                      | <i>PP learners gain high quality feedback (EEF high impact, low cost based on moderate evidence). The involvement of parents in their children's learning activities. (Parental engagement EEF, Moderate impact, Moderate cost)</i>                   | CL's<br>FOJ<br>GAL | £12,749 | April 2021 | Shared with all staff Jan 2020. CPD With CL's and Governors 30 <sup>th</sup> July. Whole school, CPD PD Day Sept 2021. Launch of RADY in Autumn 2021 and established department leads identified.                    |
| <b>Cognitive and Metacognitive strategies</b> | Appointment Pupil Premium Champion (TLR 3)<br>Identified outstanding classroom practitioner to support T and L particularly with a focus on the development of knowledge organisers, strategies to reduce gaps in knowledge caused by COVID19 lockdown and Daily, weekly, and monthly reviews of materials embedded into learning, underpinned by retrieval practice homework. | Knowledge organisers in all departments<br>Learners know how to use knowledge organisers to plan, monitor and evaluate their learning.<br>A culture of high challenge, low threat is embedded through retrieval practice.<br>Daily, weekly, and monthly reviews of materials are embedded into learning, underpinned by retrieval practice homework.<br>Learners developed the skills of metacognition and self-regulation. | <i>Graphic organisers are used to organise knowledge, concepts, and ideas. Extensively researched with pupils of SEND. They can be effective tools for supporting learning. Metacognition and self-regulation -EEF High impact for very low cost.</i> | TLR3               | £1,078  | May 2022   | Appointment of T&L PP Champion in May 2021. Initial SWOT analysis to identify curriculum areas in need of targeted support. Knowledge organisers under development following CPD in Twilight during AUT 1.           |
| <b>Literacy Co-ordinator</b>                  | Increased confidence in Oracy through explicit teaching of debate and discussion.  | Literacy objectives and strategies  | <i>Monitoring and assessment of</i>   | PHR                | £690    | Sept 2021  | British Values debates embedded using oracy strategies. Opportunities for  |

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|   | <p>Clear Literacy objectives have been shared with all staff and further embedded.</p> <p>Small group literacy intervention. Marking and planning documents amended to highlight literacy putting reading at the centre of the curriculum.</p> <p>Work with the SENCo to provide high quality literacy interventions for struggling learners including EAL and learners with SEND.</p>  | <p>further developed and embedded with teaching staff to improve consistency of approach including:</p> <p>Whole-school approach to Oracy<br/>Celebrating Literacy<br/>Bedrock Vocabulary CPD consistent across LCT<br/>DEAR and AR review to inform diagnostic approach to intervention. Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress. High quality one to one and small group tuition in Literacy.</p>                  | <p><i>literacy skills will be required to identify the needs in each school, but the majority of children will have spent less time reading, writing, speaking, and listening during lockdown.</i></p> <p><i>Evidence from the Education Endowment Foundation (EEF) suggests that school closures are likely to have greatest impact on financially disadvantaged pupils and we could see a widening of the attainment gap. Children eligible for Free School Meals and Pupil Premium are therefore especially likely to benefit from targeted interventions. (National Literacy Trust)</i></p> |            |                 | Jan 2022 | Oracy built into every scheme of work. Further checking and monitoring of impact required.  |
| <b>To embed disciplinary literacy in all departments.</b> | <p>Head of English and Literacy Co-ordinator to work with Subject Leaders to create Disciplinary Literacy Development Plan for departments. Map and agree typical literacy practices across the curriculum. CPD on whole school non-negotiable literacy practices. Monitor the use of whole school literacy practices and provide targeted CPD where the need is identified. Work with departments to provide subject specific CPD on Disciplinary Literacy</p> | <p>Opportunities to develop disciplinary literacy are mapped across the curriculum. Whole school non-negotiable literacy practices are agreed, embedded, and monitored. Disciplinary literacy for reading, vocabulary, reading &amp; writing and structured talk is developed in all subjects eg agreed features, aims and conventions of good writing within each subject. Subject Leaders and teachers are aware of their department's strengths and areas for development.</p> | <p><i>EEF Teacher Toolkit demonstrates that Reading Comprehension Strategies equate to 6+ months impact on student attainment. As Alex Quigley says, 'Our pupils' success will be defined by their ability to read fluently and skilfully.'</i></p>   | HIH        | £2,447          | Jan 2022 | Whole school non-negotiable literacy practices are agreed, embedded, and monitored. Disciplinary literacy for reading, vocabulary, reading & writing and structured talk is developed in all subjects eg agreed features, aims and conventions of good writing within each subject. Subject Leaders and teachers are aware of their department's strengths and areas for development. |
| <b>Accelerated Reader</b>                                 | To increase reading proficiency of  | Timetables for STAR reading. STAR reading tests inform reading intervention programme.  | <i>Reading comprehension strategies – EEF High Impact for low cost</i>  | HAT<br>PHR | Catch up budget | Jan 2022 | High interest/low readability Accelerated Reader book packs (various packs)   |



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|   | pupils at KS3. This scheme is designed to improve reading and comprehension as measured by an increase in learners reading age.  | Improved reading proficiency of PPR pupils relative to peers.<br>Use of accelerated reader diagnostically for the identification of learners in need of intervention, most especially on transition into Y7 and EAL learners with proficiency of A-C.  |  |     |                 |  |  | To raise reading ages by providing high interest accessible books that are integrated in to the accelerated reader system.  |
| <b>Increased Library support and stock</b>  | Appointment of full-time librarian (previous year 10 hours per week). Library lesson timetable developed to promote reading for pleasure and to increase success by surpassing the "magic of 15" research. PP funding is used to improve the Library environment and stock.  | Increased library stock with a particular focus on Diversity and high interest low challenge books to engage reluctant readers and EAL learners.<br>Increase in books loaned from the library by PP, EAL and learners with SEND.   | <i>The National Literacy Trust states that 1 in 11 children and young people say they do not have a book of their own at home. This rises to 1 in 8 for disadvantaged children.</i>  | HIH | Catch up budget | Sept 2021                                  |  | Increased library stock with a particular focus on Diversity and high interest low challenge books to engage reluctant readers and EAL learners.<br>Increase in books loaned from the library by PP, EAL and learners with SEND.  |
| <b>Numeracy Co-ordinator</b>                | Appointment of Numeracy Co-ordinator to support numeracy across the curriculum and one to one and small group interventions.   | Dedicated morning numeracy time for all students in form weekly.<br>Numeracy coordination enables mapping of numeracy opportunities across the curriculum against the taught Maths curriculum to maximise opportunities for spiral learning and retrieval.<br>Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress.<br>High quality one to one and small group tuition in Maths. | <i>"Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment" (EEF: Closing the Attainment Gap)</i>   | KAG | £690            | Sept 2021<br><br>Sept 2021<br><br>Jan 2022 |  | Numeracy Coordinator in place from Jan 2021. Maths Challenges shared in the weekly bulletin. Intervention groups in Y11 established for PP and EAL students (further focus on MUPK girls to be actioned).<br>Numeracy sessions for Y11 students on rotation with literacy sessions. |
| <b>Effective use of Teaching Assistants</b> | To ensure that teaching assistants are used to support the progress of Pupil Premium students as appropriate. SENCO to provide CPD for staff and teaching assistants to ensure they are used effectively to support the most disadvantaged learners including EAL and SEND students in the classroom. TA's to be used increasingly to facilitate | Students identified through assessment of need for High Quality one to one and small group tuition.<br>Brief sessions 15-45 mins occur regularly (3-5 times a week)<br>TA's receive extensive training from SENCO.<br>Interventions have structures supporting resources and lesson plans with clear objectives.   | <i>Research suggests that when a TA is used in a classroom the outcomes of the class do not outperform one where only the teacher is present, it is likely that support from TA's has substituted rather than supplemented teachers. In the most positive examples supporting and training has been provided for both TA's</i> | HAT | £6,972          | Sept 2021                                  |  | Re-structure of TA staff to include leads for the 4 areas of need. Increased parental contact and higher emphasis on Wave 2 interventions. ISPs in place for students on SEND register. Pre and Post Vocab interventions in   |

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|--|--|---|--|--|--|--|---|
|  | <p>tate collaborative learning Wave 2 interventions in small groups outside of the classroom including oral language interventions for EAL students.</p> | <p>Connections are made between the out-of-class learning and the classroom teaching.</p>   | <p><i>and teachers so that they understand how to work together effectively.</i><br/> <i>Research shows where TA's provide one to one or small group support a stronger positive benefit of 5+ months on average is shown (EEF Teaching Assistants, Low impact, high cost)</i></p> |  |  |  | <p><i>place alongside ELSA, growth mindset, talk about and race to English.</i></p> |
| <p><b>Barriers to learning these priorities address.</b></p> |  | <p>English and Maths outcomes are lower than non-disadvantaged peers.<br/>         Progress for disadvantaged learners historically in Maths.<br/>         MFL and Humanities outcomes are lower than non-disadvantaged peers.<br/>         Levels of challenge for HA PP learners P8 -0.74 due to gaps in learning due to COVID19.<br/>         Increased support for LA learners P8 -0.88 due to gaps in learning due to COVID19.<br/>         Progress of PP girls is better than PP Boys in 2020 (P8 girls 0.17 Boys -1.07)<br/>         Outcomes for subgroups of PP learners in 2020 are weaker than the average (PP/SEND P8 -0.79 and PP/EAL P8 -0.77)<br/>         Low self-esteem, confidence and resilience and the ability to self-regulate.</p> |  |  |  |  |   |
| <p><b>Spending</b></p>                                       |  | <p><b>Teaching and Learning spending = £50,531.00</b></p>   |  |  |  |  |   |



| Targeted Academic Support  |  |  |  |                   |         |                            |        |        |        |
|--|--|--|--|-------------------|---------|----------------------------|--------|--------|--------|
| Measure  | Description  | Success Criteria   | Evidence and rationale for choice  | Who               | Cost    | Date                       | Spring | Summer | Autumn |
| <b>Further provision of resources to ensure all disadvantaged learners have equality of access to extended learning (Homework and home learning)</b> | <p>An internal survey has demonstrated that Disadvantaged learners are less likely to have access to devices to support home learning. This includes access to Wi-Fi.</p> <p>Devices that allow Teams lessons will ensure that all learners have access to remote learning.</p> <p>Increased access to learning software will allow students to close gaps in learning.</p> <p>Training of staff to deliver distance learning to disadvantaged learners via Teams and to ensure that the lessons reduce gaps in knowledge.</p> | <p>Year 10 and 11 disadvantaged learners have access to an appropriate learning device.</p> <p>Provision of tablets to disadvantaged EAL learners in Year 7 to support remote learning and transition.</p> <p>Century Tech engagement tracked and monitored for all students.</p> <p>GCSE Pod engagement tracked and monitored (7-11)</p> <p>All PP learners have access to basic stationery including scientific calculators.</p> | <p><i>Use of digital technology to deliver individualised learning activities. Individualised instruction involves different tasks for each learner and support at the individual level (EEF) Ensuring access to technology is key, particularly for disadvantaged pupils. Ongoing changes to technology platforms may also mean that sustained CPD is necessary -EEF Guide to Supporting School Planning. 31% of those with the lowest incomes had not been able to spend anything on their child's learning from home since September 2020, while 29% of those on the highest incomes had spent more than £100. (Sutton Trust)</i></p> | VIA<br>MAC<br>FOJ | £1,766  | Jan 2022                   |        |        |        |
| <b>Additional Staffing in English and Maths to enable targeted support.</b>  | <p>Increased staffing to enable small group intervention during timetabled lessons 12 hours of teaching time per fortnight allocated to small group interventions to support PP learners in Y7 and Y8.</p> <p>QLA informed classroom-based intervention. Flexible grouping approach to enable students to be allocated to temporary groups where a small number of students share the need for more explicit instruction on a particular skill, fact, or concept.</p>  | <p>10 additional hours English in Y8, 9 Hours Maths in Y7. Focus on HA PPG EAL and learners with SEND</p> <p>Increased focus on Y7 and Y8 Cohort following the potential widening of the gap due to blended learning during periods of home learning.</p> <p>Make teaching the most able students a top line priority.</p> <p>Improve challenge for HA PP learners from 2019/2020 (P8 - 0.74)</p>                                  | <p><i>Small group learning as a way to meet differing learner needs without reducing the total amount of teaching time that pupils receive (Individualised instruction – EEF Toolkit) Reducing class size appears to result in 3+ Months of progress when groups are smaller than 15. (Reducing class size -EEF, Moderate impact for high cost)</i></p>  | HIH<br>KCA        | £17,496 | March 2021<br><br>Jan 2022 |        |        |        |

|   |   |   |  |              |                |                                     |  |
|---|---|---|--|--------------|----------------|-------------------------------------|--|
| <p><b>Ensuring access to targeted interventions sessions to support GCSE examinations. Including academic tutoring.</b></p> | <p>Out of hours study support (Lesson 6) provides additional study facilities to Year 11 learners to assist in examination preparation alongside weekend and holiday sessions. Learners are identified and appropriate intervention selected through the Horesforth quadrant within Y10 and Y11.</p>  | <p>Identified learners are targeted for additional lesson 6 small group support by curriculum areas. Weekend and holiday sessions to support grade 3 to 4 and 4 to 5 learners in English and Maths, Technology, History, and Languages.</p>   | <p><i>On average pupils make two additional months progress per year from extended school time, there is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. (Extending school time EEF)</i><br/><i>Small group tuition requires less staff time to deliver to the same number of pupils and therefore also reduced costs. (EEF Guide to supporting school planning)</i></p>   | <p>SES</p>   | <p>£36,652</p> | <p>March 2021<br/><br/>Jan 2022</p> | <p>Participation has increased from 6% PP – 9% PP from the Spring to Summer Term in English. A bigger improvement was seen in Maths growing from 12% to 29% in the Spring term. To be monitored throughout the Autumn term by AVP Data and Achievement.</p>                                    |
| <p><b>Mentoring</b></p>   | <p>Mentoring for PP learners takes place at form time to build confidence, develop resilience and character, SEL aspects of learning and to raise aspirations. HOY have a strategic overview of the mentoring within their year group. HOY deliver training to tutors on effective mentoring utilising the handbook and PP guide which details our context and priorities. Peer mentoring is overseen by Y7 and Y11 HOY's to support disadvantaged learners throughout primary to secondary transition.</p> | <p>Mentoring has clear structure and expectations. Training and support are provided to mentors. Student surveys show an increase in confidence, resilience, and aspirations as a result of taking part in mentoring. Y7 student surveys show an increase in confidence, resilience, and aspirations as a result of taking part in peer-mentoring.</p>  | <p><i>Mentoring aims to build confidence, develop resilience and character, or to raise aspirations, rather than to develop specific academic skills or knowledge. (Mentoring, EEF Toolkit)</i><br/><i>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions rather than focussing directly on the academic or cognitive elements of learning. (EEF Social and Emotional Learning 4+ Months)</i></p>  | <p>HOY's</p> | <p>£13,710</p> | <p>July 2021<br/><br/>Jan 2022</p>  | <p>Mentoring has been replaced with Mental Health Champions. Mentoring during tutor time was not practicable and showed little impact. MHC's are now in place for those who are most in need. Triaged through the EHWB panel. Funding/time has been re-distributed to support EHWB system.</p> |
| <p><b>Nurture and inclusion programme for EAL Learners and those with SEND needs.</b></p>                                   | <p>The Nurture Centre continues to support identified learners with a key focus on developing literacy, numeracy, Social and Emotional learning, and support with various stages of transition through appropriate and targeted small group and one to one intervention. Learners are timetabled for sessions and supported by key staff who target specific needs.</p>   | <p>Assessments are used to identify appropriate students, guides areas for focus and track pupil progress. (LASS, ART, AMT, SDM, DASH, BPVS and YARK) Outcomes used to inform targeted intervention for academic and social and emotional aspects of learning including ELSA, LEGO Therapy and Bedrock. Flash Academy programme purchased to support EAL with A-C competency based on Bell foundation assessment.</p> | <p><i>SEL programmes appear to be particularly beneficial for disadvantaged or low attaining pupils (Social and emotional learning EEF Moderate impact, moderate cost)</i><br/><i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment (EEF: Closing the Attainment Gap)</i><br/><i>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind (Small Group tuition EEF Toolkit) Moderate impact, moderate cost.</i></p> | <p>HAT</p>   | <p>£18,096</p> | <p>Jan 2022</p>                     | <p>107 students are accessing Wave 2 interventions in Nurture, 44 of which are PP.</p>   |

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|  |  | 10-week tutoring programme of 1:1 intervention used to target LAC.  |   |     |         |  |   |
| <b>Breakfast, homework and reading clubs</b> | Increase access to the breakfast, reading and homework clubs with support staff to provide additional support and remove material barriers to learning for disadvantaged learners. Opportunities publicised more widely to increase participation.   | Increased participation in:<br>Weekly Homework club<br>Weekly Reading club<br>Daily breakfast club  | <i>Research shows where TA's provide one to one or small group support a stronger positive benefit of 5+ months on average is shown (EEF Teaching Assistants, Low impact, high cost)</i>  | HAT | £12,168 | Jan 2022                                   | Number of PP Students accessing<br>Breakfast Club: 5/8 (62%)<br>Homework clubs: 5/10 (50%)<br>Axiom Club: 4/9 (44%)   |
| <b>Educational Experiences</b>               | Coordinated approach to trips and events to ensure that PP learners can access all experiences. Pupils have equal access to cultural and educational trips as their peers.<br><br>Funding is available to subsidise costs for educational visits which benefit the most disadvantaged and are designed to build cultural capital. Experience rich opportunities are prioritised to compensate for loss of opportunities to acquire Cultural Capital during periods of home learning. | Strategies are linked to curriculum content and core knowledge to support effective teaching and learning and development of wider cultural capital including but not limited to:<br><br>Duke of Edinburgh Funding enrolment and equipment, Y7 outward bound residential to the pioneer centre, Aberystwyth seaside visit, Geography field trip to the countryside, Birmingham City Centre, Theme parks, Trier Germany Trip, Paris, Theatre trips, West Midlands Safari Park. | <i>Learners are disadvantaged by their gaps in knowledge because we understand things in the context of what we already know. This prevents them from being able to build complex schemata within their learning and lessons. Cultural capital, as measured by the type and amount of books children read, the types of television programmes they watch, and whether they go to art galleries or museums, are positively related to their GCSE attainment, over and above the gain they would have from their parents' socioeconomic background alone (Parent Power 2018 Sutton Trust)</i> | VIA | £2,000  | Jan 2022<br>Re-viewed termly during COVID. | <i>Launch of the PP promise – ensuring all PP students have access to trips and visits and are either fully or partially subsidised. Proportional representation (29%) of PP on all trips expected from October 2021. Analysis to measure impact and cost to review spending for 2022 undergoing.</i> |
| <b>Music tuition</b>                         | FSM learners will receive 10 free music lessons funded by T and W in 2020-2021, funding will be used to ensure there is a continuation of support after their initial taster sessions.   | All learners are offered music tuition on an instrument of their choice.  | <i>Activities have educational value in themselves and also academic links between music and spatial awareness, increased outcomes identified in English, Mathematics and Science. (EEF – Arts participation., Low impact, low cost in relation to academic attainment)</i>   | WBE | £4,830  | Jan 2022                                   | <i>60 students accessing individual music lessons (45% PP). Further target is to increase PP uptake.</i>  |

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| <p><b>Barriers to learning these priorities address.</b></p> | <p>English and Maths outcomes lower than their non-disadvantaged peers.<br/> Progress for disadvantaged learners historically in Maths (-0.60 in 2020)<br/> MFL and Humanities outcomes are lower than non-disadvantaged peers.<br/> Levels of challenge for HA PP learners P8 -0.74 due to gaps in learning due to COVID19.<br/> Increased support for LA learners P8 -0.88 due to gaps in learning due to COVID19.<br/> Progress of PP girls is better than PP Boys in 2020 (P8 girls 0.17 Boys -1.07).<br/> Outcomes for subgroups of PP learners are weaker than the average (PP/SEND P8 -0.79 and PP/EAL P8 -0.77).<br/> Availability of digital resources to support home learning and extended learning.</p> |
| <p><b>Spending</b></p>                                       | <p><b>Targeted Strategies spending = £106,718.00</b></p>  |

| Wider Strategies   |   |   |  |     |         |   |   |        |        |
|--|---|---|--|-----|---------|---|---|--------|--------|
| Measure  | Description   | Success Criteria  | Evidence and rationale for choice  | Who | Cost    | Date                                      | Spring  | Summer | Autumn |
| <b>Improve attendance of disadvantaged learners so it matches that of other learners – (non COVID related)</b> | Attendance, including Persistence Absence levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need, including the role of the EWO, Pastoral Lead, Form tutor, effective communication with parents, attendance reports and rewards. This is further enhanced by the work of the Pastoral Managers.<br>All absent disadvantaged pupils to have first day contact in event of absence.<br>Development of the attendance tracker to provide statistical information to parents via the school comms system. | Further improve attendance for PP learners and close the gap between PP and Non-PP utilising a wider team to focus on PP attendance to support the most disadvantaged learners throughout COVID 19 (pastoral support and intervention). 2020 PP 90%, Non-PP 94%. Improve PP attendance to match non-PP moving towards national average. Analysis subgroup by characteristic to inform targeted support for identified groups.<br>Decrease the number of disadvantaged learners who are persistently absent from 34% PP in 2020 to match Non-PP 21%. | <i>Attendance for disadvantaged learners is below other learners. In 2019/2020 the gap overall closed as a result of the EWO working closely with families and individuals. In 2019/2020 where attendance was below 85% P8 is significantly lower at -2.05 for disadvantaged learners.</i>   | LEV | £16,167 | Jan 2022<br><br>Sept 2021<br><br>Jan 2024 | <p>Family Liaison officer appointed to support attendance and decrease PA. Attendance procedures have been reviewed to ensure first day contact with vulnerable PP learners. Due to COVID 19 attendance gap has widened: 91% NON -PP 87% PP. PA 140 PP students have average attendance of 72%.</p> |        |        |
| <b>Whole school behaviour improvement and behaviour intervention</b>   | Appointment of additional Assistant Vice Principal Behaviour and attitudes to create behaviour change in disadvantaged pupils whose behaviour is a barrier to learning. Monitor data of key groups and develop accountability system for year teams to ensure early identification and intervention.<br>Creation of routines for excellence.<br>Develop and embed a pastoral system based on a graduated response.<br>Development of whole school graduated response to include SEND, Pastoral and PP wave 1-3 interventions.   | Reduced exclusions and negative incidences of behaviour for disadvantaged learners<br>To ensure whole school behaviour is good in all areas.<br>Vulnerable learners experience a purposeful and calm learning environment.<br>Routines for excellence to promote consistency of expectations across the school.<br>Increased engagement in learning of Disadvantaged learners   | <i>EEF – Behaviour intervention Reduce the risk of exclusion of most vulnerable, disadvantaged pupils. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils including those with SEND (EEF Guide to supporting School Planning) Positive behaviour reinforcement supports achievement of all learners including disadvantaged learners. (EEF Toolkit +3 Months impact)</i> | WPA | £13,281 | Jan 2021<br><br>July 2021<br><br>Jan 2022 |   |        |        |

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|  | CPD for teachers on universal approach (Wave 1) in Jan 2021.   | measured through ATL comparative data.  |   |            |         |          | 0.2 (PP 2.06 NON-PP 1.8)  |
| <b>Reduce risk of exclusion for disadvantaged learners</b> | External agency working with pupils at risk of exclusion. Improving social and emotional skills of disadvantaged pupils most at risk of exclusion.   | Bright Star Boxing Academy, work with learners to gain confidence, skills to deal with anger and emotions, qualifications in first aid, leadership discipline and focus.<br>Fordhall Community Land Initiative work with young people on the brink of exclusion from school.<br>Blue Skies project through Jon Egging trust for Y7-Y9 identified learners to Improve confidence and self esteem | <i>SEL programmes appear to be particularly beneficial for disadvantaged or low attaining pupils (Social and emotional learning EEF Moderate impact, moderate cost)</i>   | WPA        | £13,880 | Jan 2022 | Exclusions for week 1-7 of 2021 have reduced significantly from 2020 and 2019.<br>2019 – 49 (23)<br>2020 – 49 (28)<br>2021 – 21 (13)<br>A significant number of those excluded are PP (61%).<br>62% of those accessing AP are PP.<br>Further target to reduce % of PP exclusions. |
| <b>Pastoral Mentoring</b>                                  | Pastoral Managers will meet with Pupil Premium students termly and contact their families, providing support and intervention.<br>Weekly pastoral meetings with the EWO, Pastoral Administrator and VP Safeguarding and Behaviour result in improved attendance and engagement for PP learners.  | Pastoral Managers to develop 'Pastoral Intervention Plans' to ensure there is a higher level of in school support for vulnerable PP learners and hold termly mentoring sessions.<br>Pastoral staff to be in a dialogue with PP parents to win hearts and minds of most challenging families.  | <i>Mentoring aims to build confidence, develop resilience and character, or to raise aspirations, rather than to develop specific academic skills or knowledge. (Mentoring, EEF Toolkit) Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions rather than focussing directly on the academic or cognitive elements of learning. (EEF Social and Emotional Learning 4+ Months)</i> | LEV<br>WPA | £11,675 | Jan 2022 | Pastoral Intervention Plans and MHC mentoring are in place. These target the most vulnerable PP learners. Further targets are to expand to all PP learners.<br>62 students currently have a MHC (32% PP)  |
| <b>Data Reviews by year group</b>                          | Behaviour and progress data of PP groups monitored, and accountability system developed for Year teams to ensure early identification and intervention of learners showing early signs of risk of exclusion.<br>HOY to present analysis of data broken down into PP, EAL and SEND to identify trends and appropriate actions in meetings with AVP Behaviour and Attitudes. | Reduction in PP exclusions<br>Reduction in PP SSC Callouts<br>Reduction in PP C1 and C2 data<br>Actions and interventions tracked and evaluated to measure impact following an assessment plan, do review format.   | <i>Engagement of learners and positive behaviour reinforcement supports achievement of all learners including disadvantaged learners.<br/>EEF Toolkit +3 Months impact.</i>   | HOY<br>WAP | £8,534  | Jan 2022 | System in place for all staff to monitor progress and behaviour data of all students. Behaviour and attitudes panel informs weekly pastoral meeting.<br>Where issues are identified target, groups established.<br>SSC, C1 and C2 data shows trend of improvement *See            |



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|  |   |  |   |                   |        |               | graph at end of document  |
| <b>Monitor and support the wellbeing and mental health of disadvantaged learners</b> | Emotional Health and Wellbeing lead supports learners through Wave 1 provision during PSHE and Personal Development. Strategies are shared through development of school website to support both staff and student's mental health and wellbeing. Appointment of school counsellor to increase capacity for support to 2 days per week to support learners who are identified through the EHWB internal panel. Where a referral for external support is identified EHWB Lead and SENCO liaise with a range of outside agencies who provide further levels of support for learners who may find accessing their learning difficult due to social and emotional issues (Relateen, CAMHS and LCT Behaviour Support worker) | Clear systems in place to track and monitor referrals. Graduated approach applied to Mental Health though liaison with SENCO. Internal referral system to ensure resources are best deployed to meet needs. Pastoral staff trained in Mental Health First Aid and trained to offer wave 2 intervention for EHWB through 3 week mentoring programme. Students better informed of where to go for support and how to manage their own mental health and wellbeing. Increased support in response to COVID 19 trauma. | <i>EEF Toolkit Impact +4 Months for Emotional and Social Support In response to COVID 19 meaningful and manageable assessment will be crucial, a common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning. (EEF Guide to supporting school planning)</i> | VIA<br>WIA        | £5,688 | Jan 2021-2024 | Increased capacity to 2 days for external counsellor. Working to educate parents is identified as a further area of focus. 162 students active on the EHWB Panel (41% PP) (11% PP/SEND) |
| <b>LSATS</b>   | To identify complex barriers to learning and create strategies.   | Identified students receive wave 3 intervention and diagnostic assessment.   |   | HAT               | £374   | Jan 2022      | 26% of cost allocated   |
| <b>Educational Psychologist</b>  | To identify complex barriers to learning and create strategies.   | Identified students receive wave 3 intervention with EP to enable further referrals. Silver package purchased to increase scope following COVID 19.  | <i>Allow pupils access to support for high level needs.</i>   | HAT               | £806   | Jan 2022      | 26% of cost allocated   |
| <b>Summer School</b>   | All year 6 learners have the opportunity to take part the summer school activity program. Funding is used to subsidise places for disadvantaged learners. The most vulnerable learners are invited to attend an extended transition visiting their new school and taking part in  | Sustain uptake of participation for disadvantaged learners post COVID. Sessions include small group tuition with trained and experienced teachers who will be working closely with Y7 students.  | <i>To improve transition to secondary school for most vulnerable pupils. (EEF – Discover summer schools). On average students who attend summer school make approximately 2 months additional progress compared to similar pupils who do not. Greater impact (4+ Months) can be</i>   | VIA<br>VUJ<br>EAC | £6,000 | Sept 2021     | Summer School well attended in 2021. Funding allocated this year to be used in 2022 as this year was DFE funded. In 2021 46 of 67 PP students attended (68%)                            |



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|  | Arts, Sports and Technology activities prior to transition during the summer term.   |  | <i>seen when summer schools are intensive and involve small group tuition with trained and experienced teachers. (EEF Toolkit, Summer Schools)</i>   |            |        |   |   |
| <b>Parental Engagement</b>   | <p>A range of parental sessions to be held over the academic year targeting key areas of support to ensure a good partnership between home and school. During periods of school closure parents' evenings and open evenings will be conducted by Microsoft TEAMS where physical appointments are not possible. Where PP parents have not requested contact, they will be given a curtesy call from core subjects and or tutors. Promote PP, FSM and MCAS to parents.</p> <p>Materials supporting exam techniques shared to encourage parental engagement.</p> <p>Parent learner groups meetings through 'family learning' to support those who are new to English.</p> <p>All letters and communications to be available on the school website where they can be translated into any language.</p> <p>Intensive programmes for families in crisis.</p> | <p>Feedback from parents outlines positive engagement with school. Engagement in parents' evenings continues to improve for PP families.</p> <p>More extensive use of text messages to communicate with parents.</p> <p>Approaches which aim to develop parental skills such as literacy, English Language, and IT skills, particularly aimed at EAL families who are new to Telford.</p> <p>Parent survey outcomes reflect positive engagement with the school.</p> <p>MCAS access measures show improvement from 2019/2020.</p> <p>Personalised messages are sent where possible, being aware of parents' varying literacy levels and the need for translation.</p> <p>Weekly good work shoutouts shared on social media and commendation letters sent.</p> <p>Develop a routine for excellence which plans communications with families across the academic year.</p> | <p><i>Increasing parental engagement in primary and secondary schools had on average two to three months positive impact. (EEF Toolkit)</i></p> <p><i>Avoid, where possible, complex communication about curriculum content, but focus support on self-regulation, such as establishing a quiet place to work, organisation of equipment, and work routines and habits during (EEF Guide to Supporting School Planning)</i></p> <p><i>Re-enforce simple encouraging messages – celebrating success with parents (EEF Guide to Supporting School Planning)</i></p> <p><i>Develop a clear plan for communications with families across the academic year (EEF Guide to Supporting School Planning)</i></p> | VIA        | £2,230 | <p>Sept 2021</p> <p>Sept 2021</p> <p>Jan 2022</p> | <p><i>Parent's evenings are now fully virtual due to COVID guidance.</i></p> <p><i>MCAS engagement to be monitored following launch to Y7 cohort.</i></p> <p><i>Website has translation feature.</i></p> <p><i>Social media participation increased.</i></p> <p><i>Parent learner groups on hold due to COVID guidance.</i></p> |
| <b>Individual support funds aspects including transport uniform, and other personal circumstance</b> | All pupils feel included and physically part of the school.  | <p>Uniform sourced on request. £75 maximum spend per child.</p> <p>Promotion of the uniform swap shop to PP families</p> <p>Bus passes funded on request.</p>  | <i>Pupils feel part of the school and reduce anxieties about difference. EEF – Very low impact based on very limited evidence, vital for belonging.</i>  | HUK<br>VIA | £2,681 | Jan 2021-Jan 2022                                 | <p><i>Spending Monitored through in house software 'teaching companion' staff CPD to raise awareness of individual support funds.</i></p>   |

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|  |   | Sanitary products provided on request to reduce period poverty.   |   |     |        |          |   |
| <b>Aspiration interventions.</b>   | Aspire to HE appointment to support learners' aspirations for University and ensure appropriate exposure to HE opportunities for targeted Y9-Y11 learners through engagement with initiative.   | Target 20 opportunities through Aspire e.g. Study skills sessions for Y10 and Y11 learners to help with prioritising workload and differentiating between homework and revision.<br>'Cultural Awareness Day' at Aston University and the Birmingham area for 20 students. | <i>Telford is below the national average for learners accessing university education.</i>   | BTI | £1,078 | Jan 2022 | <i>Sessions held virtually where possible. Including Y8 and Y9 Resilience (positively MAD), Y11 Aspire to HE/Careers/Exam Skills and how to deal with Exam Stress (positively MAD), Labour Market Info, Y11 – NCS Live Stream. Y11 trip to Wolverhampton university for a small group of PP learners.</i> |
| <b>Targeted careers information and guidance through Future Focus to reduce the number of disadvantaged learners recorded as NEETs</b> | Future Focus independent careers, information and guidance for all learners and families.<br>Career aspiration PP Focus   | All disadvantaged learners have an agreed destination by June.<br>All disadvantaged learners have settled outcome by March.   | <i>All learners have access to unbiased careers guidance. The more informed learners are about their options, the more likely they are to engage in their new course options.</i> | TAT | £1,705 | Jan 2022 | <i>99% of the 2020 cohort went on to FE or employment.</i>  |
| <b>Barriers to learning these priorities address.</b>  | <p>Low self-esteem, confidence and resilience and the ability to self-regulate.</p> <p>Lower attendance than their non-disadvantaged peers where attendance is below 85% P8 is significantly lower at -2.05</p> <p>Levels of parental engagement.</p> <p>Challenges surrounding emotional health and wellbeing including social and emotional barriers.</p> <p>Lower aspirations partly due to limited FE and HE family experience.</p> |   |   |     |        |          |   |
| <b>Spending</b>  | <b>Wider support spending = £78,099.00 (£6,000 to be carried over to 2021-2022 due to DFE funded Summer School)</b>   |   |   |     |        |          |   |

| Monitoring and implementation |   |  |
|-------------------------------|---|--|
| Area                          | Challenge   | Mitigating action  |
| Teaching Strategies           | Recruitment of core curriculum staff due to national shortages<br>Ensuring enough time is allocated to allow for staff professional development.<br>Access to whole staff CPD due to COVID 19 measures.<br>Availability of CPD time to deliver high quality programmes and to allow for department collaborative time.  | Effective recruitment strategies leading to high quality appointments. School website identifies all the strengths of the schools and promotes our vision and ethos.<br>Use of Inset days to support deliver of CPD.<br>Exploring virtual delivery of CPD via TEAMS and ZOOM<br>Staff can access CPD flexibly due to the use of National College CPD programmes.<br>Department collaborative time has been included in all staff timetables as additional CPD allocated time.  |
| Targeted support              | Timetable opportunities for small group interventions<br>Monitoring and evaluating impact of targeted support<br>Access to online resources at home<br>Ensuring enough time for school Maths and English Co-ordinator to support small groups   | Interventions at KS3 and 4 are delivered in evenings via Teams sessions.<br>KS4 Year 11 intervention session scheduled from 3.10pm-4pm.<br>Analysis of progress data for all subgroups of learners including disadvantaged and subgroups within the disadvantaged group. (EAL, Ethnic groups, LAC and SEND)<br>Maths and English Co-ordinator not to be allocated a full-time form group to enable morning booster sessions alongside management time.   |
| Wider strategies              | Engaging families facing challenges (increased challenges due to COVID)<br>Supporting families to ensure children return to school following COVID lockdowns including addressing anxieties.<br>Supporting parents with home learning strategies whilst they themselves may be working from home or caring for younger siblings.<br>Accessing high quality careers provisions during COVID restrictions.<br>Periods of self-isolation and home learning impacting on attendance.<br>Engaging families in the arts and promoting their importance. | Working closely with the LCT, LA and other local schools on cross-school outreach programme<br>Additional EWO support and appointment to family support liaison role.<br>Communication strategy to include support for parents during periods of school closure.<br>LCT virtual careers fair for all year groups via website.<br>Provide opportunities for parents and learners to understand the vital skills and qualities that they will develop through engaging in the arts. For example, resilience, confidence, and engagement. |

## School Context

NOR: 1145 compared to NA 960

%FSM6 24% compared to NA 28%

%SEND Support 12% compared to NA of 10.6%

%SEND EHCP under 1% compared to NA 1.6%

%EAL 13% compared to NA 17%

%Stability 98% compared to NA 92%

For middle prior attainers, Overall Progress 8 (-0.5) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018 and 2017.

The English element of Progress 8 (-0.5) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018. The mathematics element of Progress 8 (-0.4) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018. Overall Attainment 8 (35.4) was in the lowest 20% of all schools in 2019 as well as in 2018 and 2017. The open element of Attainment 8 (10.3) was in the lowest 20% of all schools in 2019 as well as in 2018 and 2017. Humanities value added (-0.6) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018.

\*Behaviour Summary 2019-2021

