

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Statement of intent

At Maplewell we have applied the well-recognised research of The Education Endowment Foundation and our knowledge and experience of students with a range of moderate learning difficulties to create a package of approaches aimed at boosting the progress and achievement of all our students. With a particular view to addressing the barriers to educational achievement for our pupil premium students, we have applied strategies to utilise this funding to have the best possible impact. The strategies we have explored and implemented cross a wide range of approaches and have been used creatively to meet the needs of the individual

School overview

Detail	Data
School name	Maplewell Hall School
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	33.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2018/19 – 2021/22
Date this statement was published	September 2019
Date on which it will be reviewed	October 2021
Statement authorised by	Kasia Glinka
Pupil premium lead	Kasia Glinka and Charlotte Greenhill Chamberlain
Governor / Trustee lead	Ruth Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,500

Recovery premium funding allocation this academic year	£53,000 *(20-21)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£161,500

Part A: Pupil premium strategy plan

Statement of intent

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A number of PP students do not show high levels of engagement and resilience in all subjects and therefore do not achieve to their full potential as they progress through the school.
2	Misunderstanding of work and employability including the identification of pathways and next steps.
3	Pupils have difficulties with social communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
4	Environments can over/under stimulate, at times, heightening anxieties and stress.
5	Capacity to access social aspects of school life may require additional support.
6	Low self-esteem, inconsistent motivation and fixed mind-sets may result in misleading outcomes and poor behaviour in lesson.
7	A lack of cultural capital, which can inhibit students' understanding of the curriculum content.
8	A number of families of PP students do not engage with school and need support in how to help their child with their studies at home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Diminishing gaps between PP students and non-PP peers across a range of subjects.	Quality-first teaching: PP students to be prioritised in all lessons, allowing the most appropriate level of support to be given.

	Identified students are regularly receiving one to one or small group tutoring.
All pupils into employment and living independently, where possible.	
All students receive support to develop social independence skills.	
Sensory, mental, and physical care needs are met in order for students to access learning.	
Students are resilient and equipped through 'character'.	Needs are identified early and students receive the support they need in a prompt and timely manner (system for triggering action).
Students are independent learners and have a growth mindset.	
The curriculum is broad, builds confidence and reflects local context.	Students dream big and have high aspiration. Students acquire a wide range of experiences via curriculum and trips.
Increased parental engagement and communication.	Increase the attendance at parents' evenings. Hold sessions for parents informing them how they could best support their child at home with studying and revision.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,500 (including CPD and Recruitment and Retention

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mathematical thinking embedded across the curriculum:</p> <ul style="list-style-type: none"> ➤ Whole school assembly on promoting, and explaining, mathematical thinking across the curriculum. ➤ Use of virtual learning environments to enhance children’s engagement for example Mathletics and GC. ➤ Intervention work during school hours. ➤ Explicit links made throughout the curriculum. ➤ Promoting a growth mind-set effectively when approaching maths problems as per national research. This would focus primarily on the use of oracy in the classroom. Teachers being trained how to frame their talk appropriately. ➤ Use bespoke maths booklets in tutor time to increase speed of recall and confidence building. ➤ Use Lateral thinking puzzles in form time to promote metacognition and wider thinking. ➤ Look at what maths is taught across the whole school curriculum and ensure that there is consistency, for example are graphs taught in the same way in Science and Engineering as they are in Maths. Consistency will allow students to make connections and reinforce the correct process. ➤ Introduced mathematical thinking grid in DIRT stickers. 	<p>Mathematical thinking is more than just identifying when we use maths in different topic areas. It incorporates the identification and use of skills such as analysing, problem solving, evaluating etc.</p> <p>These skills linked well to all areas of the curriculum and promote independent learning.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Learning walks/Lesson visits • Displays • Discussions with pupils and their work 	<p>1, 3, 6</p>
<p>Improve the progress and attainment of all PPG pupils and narrow the gap:</p> <ul style="list-style-type: none"> ➤ Teaching and Learning non-negotiables consistently applied approaches to disadvantaged T&L (Rosenshine Principle of Instructional and Teaching standards, Teach Like a Champion). 	<p>Effective use of feedback can result in +8 months progress in a year for disadvantaged pupils.</p>	<p>1, 3, 6</p>

<ul style="list-style-type: none"> ➤ Staff CPD on Challenge for all in Teaching and Learning Communities. ➤ Staff coaching to improve teacher profiles ➤ Provide necessary curriculum materials to facilitate curriculum access. 	<p>EEF toolkit has shown that high expectations along with peer tutoring can have a huge impact on Disadvantaged student progress.</p> <p>Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.</p> <p>PPG pupils may have financial difficulties that prevent them from accessing required materials that enable them access their curriculum, thereby hindering their progress and impacting negatively on their self-esteem. This potentially can have a detrimental impact on their attendance due to avoidance.</p> <p><u>Evidence</u></p> <p>Quality assurance and attendance figures.</p>	
<p>The provision for reading across the schools enables all pupils to use a broad and rich vocabulary, read fluently, or utilise taught strategies, and can use subject specific language:</p> <ul style="list-style-type: none"> ➤ The continuation of the Leicester Football Club literacy programme which has been in place for the last two years. ➤ Continuation of 'I am reading' boards in every tutor classroom. ➤ Continuation of a phonics based programme to improve decoding and fluency ➤ No more marking is be trialled with Year 7 this year. This is a national reading and writing programme. ➤ Intervention for students with reading age below 6 years old ➤ Extended reading time (40 minute lesson). Develop reading curriculum. Train staff properly to teach reading- it is not innate. ➤ Visiting poets/writers, writing workshops etc. 	<p>Regular reading is an integral element of student progress and closing the gap at Maplewell.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Ongoing monitoring of reading/phonics and literacy across the school through learning walks and lesson observations. • Action research project is taking place. • All staff are familiar with, and are able to implement, phonics accurately- a phonics lead teacher is in place to support this provision. 	<p>1, 3, 6, 7</p>

<ul style="list-style-type: none"> ➤ Renovation and revamp of the Library-resourcing improved. ➤ Utilise assemblies to promote reading. ➤ Staff CPL- for example: Alex Quigley ➤ Work with the National Literacy Trust ➤ Use online platforms such as Bedrock Vocabulary, the noun project, Epic Read etc. ➤ Yellow vocabulary books across the curriculum. ➤ Implementing 'Word of the week' ➤ Improved Literacy displays across the school. ➤ Use of key terminology on display boards and within lessons. ➤ Explicit Vocabulary Instruction as a Whole-School Literacy Strategy. Tier 2 and Tier 3 vocabulary included in all curriculum planning. 		
<p>New assessment to be implemented:</p> <ul style="list-style-type: none"> ➤ Assessment systems to be developed around the curriculum. Use of diagnostic assessment to close the gap and address any misconceptions. ➤ All teaching staff create and utilise mark books on Go4Schools- Heads of department support with these and evaluate the data accordingly. ➤ To ensure all Heads of Department feel confident in using and implementing the system. ➤ Use of whole school CPD to upskill middle leaders who then cascade to all teaching staff. All teaching staff have been trained on the use of low stake assessment. There is now more focus on formative assessment. Implementation of DIRT/AFL weeks in MTPs/LTPs. 	<p>Although assessment at Maplewell is strong, it is important that we keep moving forward, always striving to provide the best outcome for our students. One way to achieve this is by having an accurate, and meaningful, approach to assessment.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Mark-books have been created and are being utilised by all teachers. • The sequence of assessment marries up with the sequence of learning outlined in long and medium term planning. 	<p>1, 2, 6</p>
<p>To improve access to the curriculum through a meaningful learning environment which support students individual learning needs:</p> <ul style="list-style-type: none"> ➤ Additional laptops purchased to enables students continued access to learning through Google Classroom lessons throughout the Covid- 19 pandemic and ongoing as a school initiative. 	<p>It is vital to ensure that all students have the opportunity to catch up, where possible, on missed learning this year. It is important that we get the most out of our students and that they do not feel that their</p>	<p>1, 4, 6, 8</p>

<ul style="list-style-type: none"> ➤ All curriculum areas have designed a bespoke in-school, blended and online curriculum for their faculties. ➤ Blended learning booklets and resources have been created by HODs. 	<p>learning experience has been too disrupted in spite of the current climate.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Recovery curriculum in place and regularly reviewed and adapted where applicable. <p>Quality assurance of lessons. Analysis if data.</p>	
<p>Increased confidence leading to improved progress:</p> <ul style="list-style-type: none"> ➤ Utilising COMPASS to provide meaningful pastoral support, especially in relation to exam stress etc. ➤ Monitoring students' performance. ➤ Tailoring teaching and support to suit our pupils. ➤ Implementing Research Lesson Study to share best practice. ➤ Targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). ➤ Communicate with parents/carers ➤ Continue to implement Weduc to further improve communication with parents. ➤ Go4Schools app launched to improve communication with parents. ➤ Investment in safe school transport ➤ Continued development and implementation of whole school oracy through CPD. ➤ Provision of National Tutoring Programme ➤ Further development and implementation of Skills Builder accreditation. ➤ Attendance and behaviour reward programme ➤ External agencies and other professional expertise within school such as Educational Psychologist, Art Therapists, Music lessons etc. ➤ Catch-up Literacy ➤ Enrichment- Theatre trips, visiting Drama productions- Pintsize, Quantum Theatre 	<p>A lot of our students, and particularly our PP students, have low self confidence in their academic ability. This is often learned behaviours or feelings attributed to past experiences. It is important that to get the most out of our students we support them socially, emotionally and with their mental health.</p> <p>Evidence</p> <ul style="list-style-type: none"> • Behaviour data • Attendance data • Academic data • Learning walks • WEDUC is embedded. 	<p>5, 6</p>

<ul style="list-style-type: none"> ➤ 1-to-1, Small group and other structured interventions. 		
<p>Pastoral support group intervention provided to students through online Google Classroom, Google Meet and via phone calls, <u>throughout Covid-19</u>:</p> <ul style="list-style-type: none"> ➤ Weekly phone calls from tutor team or COMPAS. ➤ Teaching staff provides regular feedback on Google Classroom. 	<p>Supporting mental health and well-being.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Students engage with learning. • Internal data to be used to analyse the effectiveness of pastoral role. • Students survey. 	<p>1, 3, 6, 8</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £149,014 (being 66% of relevant COMPASS team members)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued academic success and progress in core subjects:</p> <ul style="list-style-type: none"> ➤ Continue the provision of after school tuition (Wave 3 intervention program as part of our government catch-up premium). ➤ Continue to expand the offer of GCSE tuition to include maths, English and science. ➤ Create explicit links between what is being taught in class with tuition sessions via the recording sheet. ➤ Continue to provide transport for students who are unable to access tuition due to transport issues. ➤ Utilise online platforms such as Google Classroom to facilitate learning beyond the classroom. ➤ Continue to embed T and L strategies such as diagnostic assessment, spaced retrieval and knowledge organisers. 	<p>After quality first teaching and Utilising a combination of national research and evidence in school, we believe that after school tuition continues to be the most effective strategy to increase attainment in the core subjects for pupil premium students.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Tuition recording sheets • Learning walks • Academic progress data • Attendance at tuition • Tuition timetable 	<p>All</p>

<p>➤ Utilise National Tutoring Programme.</p>		
<p>To ensure all disadvantaged students have a high life aspirations and a wide range of extracurricular activities available to them to support progress and enrich their lives:</p> <p>➤ Pastoral in school work based around improving and maintaining Disadvantaged engagement and aspirations.</p> <p>➤ Funding towards uniform / sports kit.</p> <p>➤ Funding towards stationary & revision materials, technology and food costs.</p> <p>➤ Funding toward school trips, enrichments.</p> <p>➤ LAC Mentor to completely focus on the wellbeing and academic progress of students who are LAC. Link between home and school.</p>	<p>High challenge and support is needed for all Disadvantaged students to ensure progress is made.</p> <p>We will ensure that there are no financial barriers that prevent Disadvantaged students from engaging with any aspect of school life</p> <p>Support carers and pupils academically and behaviourally. Provide carers with information regarding the progress of the child.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Tracking of weekly behaviour reports and attendance information • Carer and student voice. Tracking of students who are LAC 	<p>1, 2, 3</p>
<p>PP pupils in Year 11 receive personalised feedback and coaching regarding their career plans and next steps:</p> <p>➤ Communication between Y11 tutors, the Careers Co-ordinator and the Head of P4A to ensure pupils receive joined-up advice and guidance.</p> <p>➤ All pupils throughout the school will receive work-related learning. Specific work experience should be planned carefully for all PP pupils in Y11.</p> <p>➤ Work experience plans are being adapted due to may not happen due to Covid-19.</p> <p>➤ Skills Builder Ambassador programme.</p>	<p>Maplewell aims to get all pupils into employment and living independently, where possible. For some of our PP pupils this requires intensive support throughout their time at school. Especially through our P4A lessons.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • PP pupils in Y11 are able to talk about what 	<p>2, 3</p>

	<p>they need to do for their next steps.</p> <ul style="list-style-type: none"> • Learning walks during Y11 P4A lessons. 	
<p>Targeted pupils in Year 7 can utilise phonics to decode words:</p> <ul style="list-style-type: none"> ➤ A targeted year 7 class to be taught phonics systematically and regularly by the phonics lead. ➤ Appointing a phonics lead ➤ Good practice shared. ➤ Catch up Literacy ➤ Accredited reading recovery programmes ➤ Development of whole school oracy programme ➤ All staff teach reading/decoding- training required. ➤ Get Ruth Miskin in as a visiting speaker (remotely too). 	<p>Targeted students to access a systematic scheme of phonics to promote independent reading.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Monitoring of reading ages. 	<p>1</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,700 (being 10% of budgeted transport costs) and budgeted Behaviour and wellbeing costs included in above section for Compass team

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to keep the status of attendance high:</p> <ul style="list-style-type: none"> ➤ Pastoral Team(COMPAS) focus on removing barrier for attendance including home visits. ➤ Pastoral in school work based around improving and maintaining PP attendance. (Small groups, 1:1s, monitoring) ➤ Home to school transport ➤ Utilise the ideas of student voice to reward good and improving attendance. ➤ Develop policy and practice as appropriate. ➤ Communicate regularly with parents and pupils as per the attendance policy. ➤ Engage with the parents and the community more- online forums, face to face forums. ➤ Motivational strategies for improving Disadvantaged attendance. 	<p>A lot of our PP parents/carers have low levels of literacy and therefore the letters we have sent in the past regarding attendance have not been as effective due to a lack of access to the information. Utilising behavioural science research we are looking to adapt our communication with home.</p> <p>It has been clear, across several years, that the work of our Pastoral Teams (COMPAS) is crucial in removing barriers for our students and improving</p>	<p>5, 6</p>

<p>➤ Assembly about the importance of good attendance.</p>	<p>attendance. This involves both ensuring students are able to attend to school, are supported in their lessons and also that parents engage with the school.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Attendance data • Action points from attendance review meetings have been completed in a timely manner. • Individual action plans. • MyConcern <p>Engagement with parents on Weduc</p>	
<p>All environments are conducive to learning and all staff continue to implement autism friendly strategies:</p> <p>➤ Time given to staff to create engaging and motivating displays.</p> <p>➤ Displays should be changed/updated every term, preferably every half term. To support work load this could be on a rota basis with half the displays changing terms 1,3, 5, the other half change terms 2,4,6.</p> <p>➤ Develop more cross curricular projects which are displayed around school.</p> <p>➤ Use art to enhance the environment with images/sculptures/displays.</p> <p>➤ Use TV screens more appropriately to promote learning, celebrate achievement, share good news etc. Links to assemblies and attendance info be shared on here too.</p> <p>➤ Working walls- active displays.</p>	<p>A lot of work has been done across the school site in recent years in terms of infrastructure, health and safety and disabled access. As a school team we are now focussing on the learning environments of the school and making sure they are all conducive to learning.</p> <p>Learning walks and observations, as well as informal feedback, will be used to identify how spaces could be best used.</p> <p>We are particularly keen to showcase student success whilst maintaining our commitment to being an 'autism friendly school'. All classrooms in the MAP area of the school are autism friendly as are the displays.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Students engagement • Attendance data 	4
<p>Improving opportunities for increased parental engagement:</p>		8

<ul style="list-style-type: none"> ➤ Family support worker/team (& parent voice) ➤ To be in contact with all PP parents with additional support provided on a needs basis e.g. applying for MHS, removing barriers to children attending, early help assessments etc. ➤ Parent voice: Improve engagement of PPG pupils at school events, in particular parent events. Proactive in contacting parents via telephone prior to events. ➤ Communication methods and frequency: Find out how parents prefer to be contacted. Ensure there is two way contact a minimum of three times a year. ➤ Specific events: Work in collaboration with feeder primaries. ➤ Targets related to the number of events, recording which parents we've worked with. Impact will feed into attendance, behaviour, success. Event evaluation sheets ➤ Extra- curricular participation: Work with families to promote participation in extra-curricular. Look at initiatives like family payment plans as well as a clear and transparent access to financial support. ➤ Supporting the learning of their child: Parent toolkit including resources, access to ICT and how to use them, plus tips and techniques, include on school website. 	<p>Create a partnership where parents and school are working together to facilitate the success of all children. School will provide personalised support and communicate regularly to help families to overcome barriers.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Personalised approach; outreach visits, 1:1 meetings and graduated response recorded and actioned. • Parents evening attendance in line with non PP. <ul style="list-style-type: none"> • Parent voice & feedback via family support worker <p>Data tracking.</p>	
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Total budgeted cost: £166,214

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Below is review of last year's action plan. Successfully completed actions are highlighted in **green** with partially complete, or completed actions with partial success, actions in **yellow**. Any actions not started would be highlighted in **red**.

Following meetings with the person(s) responsible for that action a short next step was identified.

Quality of teaching for all

Desired Outcome	Chosen action/approach	Evidence and rationale	Next Steps
Numeracy across the curriculum	<ul style="list-style-type: none"> • Whole school assembly on promoting maths across curriculum • Distribute times tables booklet. • After school tuition • Use of virtual learning environments to enhance children's engagement. • Intervention work during school hours 	<ul style="list-style-type: none"> • Promoting a growth mind-set effectively when approaching maths problems as per the national research. • Students become more confident at learning a particular times table and therefore access more of the curriculum, for example- fractions. • Increasing the speed and recall of times tables will enable the pace of lessons and learning to increase. Also, increased confidence in their own ability. • Research shows engaging children in their own learning increases internal motivation. 	<p>To develop the implementation of numeracy across the curriculum to focus more specifically on 'mathematical thinking'. To make explicit links with where numeracy is used elsewhere in the curriculum for example: Science and PE. To promote how numeracy can help students in daily life and life beyond school.</p>
Increase the status of reading and literacy across the school	<ul style="list-style-type: none"> • Extra reading session during assembly and tutor time. • Leicester Football Club literacy programme. • Create 'I am reading' boards in every tutor classroom. • After-school tuition 	<p>Improve students' social and emotional development, particularly confidence and self- efficacy.</p> <p>Share what students are reading and display their classroom in a way which prompts discussions around reading for pleasure.</p> <p>Students meet or exceed their minimum targets in English.</p>	<p>To further increase the status of reading across the school with a focus on vocabulary. As per the SIP 2020/21 the focus is on the promotion of tier 2 vocabulary. Continued development of the daily reading lesson- RR.</p>

<p>Increased confidence leading to improved progress.</p>	<ul style="list-style-type: none"> • Monitoring students' performance. • Tailoring teaching and support to suit our pupils. • Implementing lesson study to share best practice through by Lesson Study Research. • Targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). • Utilising COMPASS to provide meaningful pastoral support, especially in relation to exam stress etc. 	<p>A lot of our students, and particularly our PP students, have low self confidence in their academic ability. This is often learned behaviours or feelings attributed to past experiences. It is important that to get the most out of our students we support them socially, emotionally and with their mental health.</p>	<p>To continue to support all pupils. To continue to refine the school's use of the COMPASS team, utilising expertise efficiently.</p>
<p>Mark-books are continued to be used to record students assessments and therefore inform lesson planning.</p>	<ul style="list-style-type: none"> • CP to be trained in creating and implementing mark-books. • Staff to be given refresher training to utilise mark-books effectively. 	<p>The school's mark-books and assessment system has been recognised, nationally, as a model of good practise. It is important that we keep moving forward strive to provide the best outcome for our students. One way to achieve this is by having an accurate, and meaningful, approach to assessment.</p>	<p>Continue to utilise the mark-books to monitor student progress and inform approaches to lesson planning in line with the whole school teaching and learning policy</p>
<p>Targeted support</p>			
<p>Desired Outcome</p>	<p>Chosen action/approach</p>	<p>Evidence and rationale</p>	<p>Next Steps</p>

<p>Continued academic success and progress in core subjects</p>	<ul style="list-style-type: none"> • Continue the provision of after schools tuition. • Expand the offer of GCSE tuition to include Science. • Create a dedicated space for Year 7 students to access tuition. • Continue to provide transport for students who are unable to access tuition due to transport issues. 	<p>After quality first teaching and utilising a combination of national research and evidence in school, we believe that after school tuition continues to be the most effective strategy to increase attainment in the core subjects for pupil premium students.</p>	<p>For LW/AF to take over on the responsibility of the after school tuition timetable ensuring that the provision is targeted and delivered by specialists. Regular quality assurance of this provision.</p>
<p>Specific interventions for students with dyscalculia and/or struggling in maths to boost confidence and increase progress in maths, specifically arithmetic skills</p>	<ul style="list-style-type: none"> • Training of maths TAs. Specialist Maths HLTA. • Schemes and interventions researched and implemented. • Intervention spaces identified and turned into engaging learning environments. • Maths club- focus on functional Maths. 	<p>Feedback from the Educational psychologists suggests a personalised approach to number and arithmetic is needed to boost the attainment of some targeted students.</p>	<p>To continue to research best practice for pupils with dyscalculia and implementing them in a timely manner.</p>
<p>Targeted students can utilise phonics to decode words.</p>	<p>Intervention during tutor time, review and lunchtime.</p> <p>Additional training for relevant staff.</p>	<p>Targeted students to access a systematic scheme of phonics to promote independent reading.</p>	<p>Continue to develop and implement the phonics scheme to the new cohort of Y7s.</p> <p>MH is now the school lead for the phonics provision.</p>

Additional Strategies

Desired Outcome	Chosen action/approach	Evidence and rationale	Next Steps
Increased attendance	<ul style="list-style-type: none"> • Research, develop and send letters which are appropriate to the needs of students and parents. • Utilise the ideas of student voice to reward good and improving attendance. 	<p>A lot of our PP parents/carers have low levels of literacy and therefore the letters we have sent in the past regarding attendance have not been as effective due to a lack of access to the information.</p> <p>Adapt our communication with home. Use Weduc to communicate with parents. Tutors pass on any concerns and this is addressed promptly.</p>	<p>JT and EG continue to monitor and liaise with parents via the school link workers.</p> <p>Increase use of individual attendance action plans.</p>
All environments are conducive to learning	<ul style="list-style-type: none"> • Time given to staff to create engaging and motivating displays. • 	<p>A lot of work has been done across the school site in recent years in terms of infrastructure, health and safety and disabled access.</p> <p>As a school team we are now focussing on the learning environments of the school and making sure they are all conducive to learning.</p> <p>Learning walks and observations, as well as informal feedback, will be used to identify how spaces could be best used. We are particularly keen to showcase student success whilst maintaining our commitment to becoming an 'autism friendly school'.</p>	<p>AF leading on school displays-continue to monitor.</p> <p>EB to ensure that all MAP classrooms have autism friendly displays.</p> <p>Heads of Department to take responsibility for their subjects' boards, both in the main school and in their subject classrooms.</p>

Progress 2020/2021

English:

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	EAL	MAP
No. of Entries	61	9	33	12	30	25	17	0	6
Students that were entered into GCSE English Language	32	6	26	10	22	20	12	0	6
	76%	67%	79%	83%	73%	80%	71%	N/A	100%
Students that were entered into GCSE English Literature	19	5	14	3	16	13	6	0	6
	45%	56%	42%	25%	53%	52%	35%	N/A	100%
Students that were entered into Entry Level English	10	3	7	2	8	5	5	0	0
	24%	33%	21%	17%	27%	20%	29%	N/A	N/A

Maths:

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	EAL	MAP
No. of Entries	51	9	33	12	30	25	17	0	6
Students that were entered into GCSE Maths	24	5	19	7	17	15	9	0	6
	57%	56%	58%	58%	57%	60%	53%	N/A	100%
Students that were entered into Entry Level Maths	27	5	22	9	18	15	12	0	0
	64%	56%	67%	75%	60%	60%	71%	N/A	N/A

Science:

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	EAL	MAP
No. of Entries	45	9	33	12	20	25	17	0	6
Students that were entered into GCSE Science	23	5	18	5	18	15	8	0	6
	55%	56%	55%	42%	90%	60%	47%	N/A	100%
Students that were entered into Science Pathways	9	3	6	2	7	5	4	0	0
	21%	33%	18%	17%	35%	20%	24%	N/A	N/A
Students that were entered into Entry Level Science	13	1	12	5	8	7	6	0	0
	31%	11%	36%	42%	40%	28%	35%	N/A	N/A

- 83% of PPG students were entered for GCSE English Language compared to 73% of non-PPG students, meaning a lower percentage of PPG students were entered for the Entry Level Certificate.
- In English Language, 100% of students achieved grades 9-1, meaning the same proportion of both PPG and non-PPG alike achieved grades 9-1.
- In Maths, the proportion of PPG students sitting GCSE has increased and is now in-line with the percentage of non-PPG students who sat GCSE. This is an improvement on last year, where Maths had the lowest proportion of PPG entries.
- 100% of non-PPG students achieved grades 9-1 at GCSE maths compared to 94% of PPG students, leading to overall a higher proportion of PPG students earning a GCSE compared to previous years.
- In Science, fewer PPG students were entered at GCSE level compared to non-PPG students.
- In Science, 100% of students achieved grades 9-1, meaning the same proportion of both PPG and non-PPG alike achieved grades 9-1.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

➤ Recovery Premium 2020-2021

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

School allocations will be calculated on a per pupil basis. Special schools will get £240 for each place for the 2020 to 2021 academic year.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

To support schools to make the best use of this funding, Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. The [Education Endowment Foundation \(EEF\)](#) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. We have used both documents to help us direct our additional funding in the most effective way.

Our tiered approach will focus on the following:

1. Teaching and whole school strategies
2. Targeted academic support
3. Wider supporting strategies

It is expected that for 2020/21 the school will receive £53,000 in its allocated Catch-Up Premium.

For 2020/2021, this plan will run alongside the Pupil Premium Strategy.

Barriers for future attainments

Teaching, learning and assessment	
1.	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in autumn term)
2.	Gaps in curriculum as identified by each Head of Department
3.	Understanding T&L strategies within the 'new normal' way of teaching
4.	Literacy skills (50% students reading and comprehension skills are below national average)
5.	Levels of maths mental arithmetic skills are low, which reduce progress in maths.
6.	Develop a remote learning plan that will ensure all students have access to high quality learning throughout Tier 1-4 closures.
7.	Ensuring all students can access online learning at home
8.	Develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online
9.	Understanding the ability of our new Year 7 intake without SATS scores
Target academic support	
10.	Pupils' formative and summative assessments indicates some learning loss and gaps in literacy and numeracy knowledge.
Wider strategies	
11.	Staff require CPD to develop a greater understanding of children' progress and mental health needs following the lockdown period
12.	Gaps in 'careers and further education' advice and guidance
13.	Maintaining a high attendance % for all students is a priority
14.	Students and staff adjusting to the new school routines and structures
15.	Ensuring parental engagement levels are maintained
16.	Gaps in digital provision in school (Readying the school for further home learning needs)
17.	Supporting students social, emotional and behaviour needs

Teaching, learning and assessment

Barrier	Action	Desired outcome	EEF Tool kit reference
1	<ul style="list-style-type: none"> Targeted daily phonics interventions (Ruth Miskin Fresh Start phonics resources) supported by a designated reading intervention lead. Implementing of Direct Instruction Precision Teaching Programme for KS4 and KS5 students. 	Developing learners' phonemic awareness learn skill of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Students improve their reading age and develop a love of reading and increasing comprehension skills.	Small group tuition (+4 months)
	<ul style="list-style-type: none"> Purchase New Group Reading Test NGRT tests for all students in Years 7-13 	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having.	(+3 months) PPG students (+5 months)
4	<ul style="list-style-type: none"> Development of a robust reading time curriculum and introduce CGP comprehension books. 	Improving learners' reading ages and increases comprehension skills.	Reading comprehension strategies (+6 months)
	<ul style="list-style-type: none"> Purchase additional tutor reading book sets to broaden the menu of books available. 	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 40-minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	Reading comprehension strategies (+6 months)
	<ul style="list-style-type: none"> Teachers to insist on pupils speaking in full sentences at all times, and to role model this themselves. Teachers to promote the use of academic vocabulary and formal register in all lessons, and to role model this themselves. Teachers to receive professional learning linked to oracy. 	Teachers will challenge non-Standard English and encourage pupils to rephrase answers to ensure that they 'speak like scholars' (using this phraseology to promote high standards and the value of scholarship).	Oral language interventions (+5 months)
4	<ul style="list-style-type: none"> Training to assist staff in providing targeted vocabulary instruction in every subject. Teachers in every subject will provide explicit vocabulary instruction to help students access and use tier 2 and 3 vocabulary. 	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and January 21.	Oral language interventions (+5 months)

	<ul style="list-style-type: none"> Introducing a challenging 'word of the week' 	Pupils are introduced to a new word each week, in order to explicitly extending pupils' spoken vocabulary.	
1 2	<ul style="list-style-type: none"> A tiered approach to Recovery Curriculum, academic year planning. Create resources for Tier 1-4 closures to ensure that every student has bespoke learning materials both online and paper versions when needed. 	All staff deliver high quality remote learning lessons.	
	<ul style="list-style-type: none"> Developing a tiered approach Recovery Curriculum, academic year planning. Allocation of subject leader time to re-write curriculum planning to ensure core knowledge has been delivered within curriculum time and intervention slots. 	Subject Leaders have identified the gaps in learning, have prioritised students' interventions requirements and have clear strategies to close the gaps in learning.	<p>Mastery learning (+5 months)</p> <p>Learning styles (+3 months)</p>
1 2 3	<ul style="list-style-type: none"> Transition assessments for all students in all subjects. Diagnostic assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020. Ongoing high quality regular diagnostic and formative assessment. 	<p>Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom.</p> <p>The low – stake approaches will enable teachers to understand the specific areas of strength and weakness in learning and informing teaching.</p>	<p>Feedback (+8 months)</p> <p>Within-class attainment grouping (+3 months)</p>
1	<ul style="list-style-type: none"> Teaching Assistants deployed in each zone to make best use of skills and to ensure effective teaching teams. 	Children learn best when in class with good and better teaching. The quality of the adults in the classroom, both as individuals and as a team is integral to this being effective.	Teaching assistants (+1 months)
	<ul style="list-style-type: none"> Reducing class size 	The range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils	Reducing class size (+3 months)

9	<ul style="list-style-type: none"> Year 7 pupils to take part in the pilot 'No More Marking' baseline assessment to provide each with an accurate writing age 	<p>These will provide another opportunity to identify the ability of our new Year 7 cohort with regards to literacy. This will inform the creation of sets in English in November 2020</p>	Setting or streaming (-1 month)
	<ul style="list-style-type: none"> FFT and GL CAT assessments for all new intakes 	<p>This will provides indicators for national tests and examinations, which will be particularly useful given the absence of national data this year. Identify the ability of all students so as they can be set in CORE subjects in November 2020</p>	No direct impact
3 6	<ul style="list-style-type: none"> Ensure that the Google Classroom platform is rolled out Successfully and monitor the usage across year groups. Recording daily lesson resources on to Google Classroom (GC). 	<p>The resources available within Google Classroom will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (mocks). Students have access to assignments, bespoke revision materials based on a work completion. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created</p> <p>Planning a lesson-by-lesson approach on GC will ensure content is delivered in time while being able to assess along the way by HoD.</p>	<p>Individualised instruction(+3 months)</p> <p>Digital technology (+4 months)</p>
6	<ul style="list-style-type: none"> Supporting the purchase of revision guides, text books and exercise books for Year 10/11. Past paper, department packs to allow students to practice GCSE examinations throughout Tier 1-4 closures. 	<p>Any barriers to participation perceived or otherwise, due to a lack of materials or resources, is removed. Students feel supported in engaging with school.</p>	Metacognition and self-regulation (+7 months)
3 10	<ul style="list-style-type: none"> Evaluate staffing to ensure that pupils are receiving appropriate support to diminish attainment gaps – this includes deploying teaching assistant to each 	<p>Improving the attainment of pupils across the school with the use of a new teacher and strategic use of other colleagues. This will support staff development and thus</p>	Teaching assistants (+1 month)

	zone and appointing of a new teaching assistant to facilitate good outcomes across the school.	positively influence T&L Children learn best when in class with good and better teaching. The quality of the adults in the classroom, both as individuals and as a team is integral to this being effective	Small group tuition(+4 months)
3 16	<ul style="list-style-type: none"> Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely 	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom)	Digital technology (+4 months)
7 8	<ul style="list-style-type: none"> Continue the tracking of home learning engagement via Google Classroom to keep up the positive momentum that was created during lockdown . 	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (mocks).	Digital technology (+4 months)
1	<ul style="list-style-type: none"> Focus on Rosenshine & Teach Like a Champion (TLAC) strategies leading to all students knowing more and remembering more of the common curriculum Being taught. 	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.	Metacognition and self-regulation (+7 months)
3	<ul style="list-style-type: none"> Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner. 	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	Quality teaching matters more than group size.
3	<ul style="list-style-type: none"> Sharing of best practice through pre-recorded lessons via Google Meet which include a focus on curriculum, T&L, behaviour and pupil premium. 	Pre-recorded lessons give teachers access to the very best of what exists across the school. This will lead to the most effective classroom practice being shared and student learning optimised.	Learning styles (+2 months) Digital technology (+4 months)
	<ul style="list-style-type: none"> Purchase mini whiteboards and pens for all students in Years 7- 13 	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	Feedback (+8 months)

Target academic support

Barrier	Action	Desired outcome	EEF Tool kit reference
10	<ul style="list-style-type: none"> Targeted support of Homework Club to identified Catch-up pupils, so as they complete English, Maths or Science homework with staff support. 	English homework completion rates of Catch-up pupils	Homework Secondary (+5 months)
	<ul style="list-style-type: none"> Bedrock Vocabulary online platform. 	Narrow the gap that exists between different groups of students and improve outcomes across the curriculum for all students.	Reading comprehension strategies (+6 months)
	<ul style="list-style-type: none"> Teacher and Teaching Assistants to gain expertise in Supporting pupils. This will be used for Quality First Teaching, Well-being support program and ongoing support as well as individual CPD that is pertinent to the needs of these pupils. 	Staff training to encourage teaching staff to consider the barriers to learning encountered by their own students, when implementing new learning approaches. .	
	<ul style="list-style-type: none"> Provide individual or small-group tuition for Y7-13 pupils through a 3 wave intervention program, see below, in core subjects. Intervention to be bespoke (based on assessment) and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching <ul style="list-style-type: none"> - Wave one – same day in class intervention: one to one with LSA/TA, small group with TA leading - Wave two –arranged during standard school hours, students are taken from non-core subject (except where reading age is <5) to have one to one sessions with a teaching assistant - Wave three – afterschool group sessions, mainly aimed at GCSE Year 11 students 	<p>The students who benefit from this small group work will make rapid progress in literacy and numeracy.</p> <p>Tutor time and after school intervention should plug gaps in subject knowledge and prepare students for their examinations (mocks and summer exams)</p>	Small group tuition(+4 months)
	<ul style="list-style-type: none"> Access the National Tutoring Program (NTP) to ensure additional targeted support is put in place for all students 	The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams data snapshot	Small group tuition(+4 months)

15	<ul style="list-style-type: none"> • Raise aspirations of students through strategic promotion of key school events, such as: • KS4 Revision Evening, • Phonics Evening • Options Evening, • Parents Evening 	Improved engagement of students and their parents will encourage students to develop clear and ambitious future goals, which in turn, will lead to improved levels of attainment and progress	Parental engagement (+3 month)
3 14	<ul style="list-style-type: none"> • All class teachers to devise implement and evaluate seating plans, which will optimise students' ability to learn. 	<p>Seating plans are implemented to create a positive learning environment. Strategic positioning of PP students will ensure that they receive additional teacher input (e.g. reminders to remain on task, additional explanations, greater questioning opportunities, one to one instruction). PP students will also be seated next to positive role models.</p> <p>The seating plans on Go4school enables leaders to respond accordingly if any of students caught COVID-19. Leaders are using fixed seating plans to assist 'track and trace'. As a result, we do not have to send entire bubbles home, but smaller groups of pupils who have been in sustained contact with each other.</p>	Social and emotional learning (+3months)
1 5 10	<ul style="list-style-type: none"> • Mathletics maths subscription (homework catch up) • Full subscription to White Rose Maths to both Primary and Secondary premium resources • Full subscription to Times Table Rockstars to support students' development and encourage their enthusiasm with learning times tables. 	<p>Close and systematic tracking of Mathletics maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.</p> <p>To solidify pupil understanding of the basics within Mathematics. This mastery curriculum ensures that pupils build their learning up through a three year cumulative approach to Mathematics in Ks3.</p> <p>Aim of bridging the gap between KS2 and KS3.</p> <p>Assessment data analysis shows improving outcomes</p>	<p>Homework (+5months)</p> <p>Mastery learning (+ 5 months)</p> <p>Digital technology (+4 months)</p>

Wider Strategies

Barrier	Action	Desired outcome	EEF Tool kit reference
13	<ul style="list-style-type: none"> Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals. 	This will encourage students to attend and parent cooperation with attendance and could lead to an improvement in attendance figures.	Parental engagement (+3 months)
	<ul style="list-style-type: none"> Go4school Mobile App for parents 	Purchasing of Go4school App is allowing parents to track their child(s)': <ul style="list-style-type: none"> Timetable Session Attendance (AM & PM) Behaviour & Points Attainment (End of Key Stage Target & Current Grade) 	Parental engagement (+3months)
13 17	<ul style="list-style-type: none"> COMPASS team in cooperation with Senior Leader address absence directly (weekly and in some circumstances daily phone calls and home visits) to help pupils to re- engaged with school. 	Students and parents feel engage with school and feeling safe and ready to learn.	Social and emotional learning(+4 months)
11	<ul style="list-style-type: none"> Ensure that all KS4 teachers are trained up in their exam specification 	This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the specification.	No direct impact
16	<ul style="list-style-type: none"> Purchase more laptops to ensure all students in all years have a computer and access to the internet at home. Purchase 17 more desktop computers to create a second computer room within the Year 11 zone 	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events. Allowing to deliver broad and balance curriculum in a safe environment.	Digital technology (+4 months)
11 17	<ul style="list-style-type: none"> All staff to receive CPD in relation to the well-being 'Recovery, Refocus and Readiness' programme. 	All staff are quipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support he mental health needs of all pupils.	Social and emotional learning(+4 months)

		Develop aspects such as resilience and independence and to reinforce or improve learning behaviours, but also to address pupils' anxieties	
12	<ul style="list-style-type: none"> Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; break time) 	Pupils are more aspirational and ambitious for their future education and employment in all key stages.	Although the research by the EFF says that aspiration interventions have little impact, we as a school want to ensure that our students are fully supported into making the correct for Post 16 options.
15	<ul style="list-style-type: none"> A new system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance 	To maintain communication between the school and the parents regarding academic performance	Parental engagement (+3months)
	<ul style="list-style-type: none"> Attitudinal survey to parents look at Remote learning feedback 	To identify what we're doing well and where we could do better and to make sure we're meeting your needs and the needs of your children	Parental engagement (+3months)
14 17	<ul style="list-style-type: none"> Breakfast and lunch to be provided for pupils that meet before school. 	Extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school.	Extending school time (+2 months) Breakfast clubs found to boost reading writing and maths results
14	<ul style="list-style-type: none"> Attitudinal survey to look at pupil engagement with homework learning and attitudes to school to enable early intervention. 	To identify students who would benefit from a reengagement programme for their learning	Small group tuition(+4 months)
	<ul style="list-style-type: none"> Set up a support system for students and parents if in need of help with online learning and homework 	This will support learning conversations at home which is proven to impact outcomes both academic and personal	Social and emotional learning(+4 months)
3 6	<ul style="list-style-type: none"> CPD provided for staff on the effective use of Google Classrooms and Google Meet. With a focus on how to: <ul style="list-style-type: none"> design learning materials for online use (videos or other) align digital content with the school's curriculum pre-record lessons or teach live lessons online provide voice commentaries on presentation slides 	<p>Continuity of leaning if students need to self- isolate.</p> <p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p>	<p>Mastery learning (+ 5 months)</p> <p>Feedback (+8 months)</p>

	<ul style="list-style-type: none"> - introduce pause points so pupils can reflect on their learning or catch up if they are behind - check pupils' understanding assess pupils' work and give them feedback 		
7	<ul style="list-style-type: none"> • Children are trained how to use Google Classroom. • Parents/carers provided with information to support remote learning. 	<p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys).</p> <p>Students and parents understand the remote learning provision and all relevant students engage in all lessons.</p>	Digital technology (+4 months)
8	<ul style="list-style-type: none"> • Online safety links and information shared with pupils and parents. 	Children remain safe online.	Social and emotional learning (+4 months)
17	<ul style="list-style-type: none"> • Purchasing Facebook Portal 	Enables students in Post 16 who are self-isolating to have a daily virtual contact with their tutor class.	Social and emotional learning (+4 months)
17	<ul style="list-style-type: none"> • Wellbeing programme delivered to students by school therapist and COMPAS team. 	To provide students who struggle with engaging with counselling	Social and emotional learning(+4 months)
	<ul style="list-style-type: none"> • Extended hours of offering counselling sessions for staff and pupils 	Improve the progress and attainment of all pupils and narrow the gap.	Social and emotional learning (+4 months)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensuring sufficient time is allocated to allow for staff professional development, assessment and planning for consolidation sessions. • Access to whole staff CPD due to COVID 19 measures. • Teach as normal but also plan teaching and learning in different ways, particularly when remote and face-to-face education happen in parallel • Meticulously apply new safety procedures to prevent COVID-19 from spreading • Support pupils who are not in school • Cover for members of staff who are self-isolating. 	<ul style="list-style-type: none"> • Use of Inset days to support deliver of CPD. • Staff can access CPD flexibly due to the key CPD • Programmes (online, pre-recorded or sometimes face-to-face with social distancing) • Staff CPD time has been included in all staff timetables as allocated time • Monitor and review staff’s workload regularly. • Leadership team takes on more teaching responsibilities, either to alleviate their staff’s workload or when members of staff must self-isolate. • Leaders to take on additional break and lunch duties to maintain a safe environment. • Leaders applied several changes to the teacher’s usual ways of working. These include changes to marking, meetings and after-school clubs. • Self-isolating staff who were able to work are delivering remote education or improving the chosen online learning platforms.
Targeted support	<ul style="list-style-type: none"> • Ensuring sufficient time is allocated to allow for professional development of teaching and learning support staff. • A range of new initiatives shall be deployed to ensure targeted support of pupils is effectively delivered across the school. • Timetable opportunities for small group interventions. 	<p>Training will be delivered via zoom or pre-recorded sessions within the school day by the extended leadership team to increase uptake and attendance.</p> <p>The policy and strategy is updated regularly to encompass the range of strategies used to support pupils</p>
Wider strategies	<ul style="list-style-type: none"> • Engaging closely with families facing most challenges. • Supporting families to ensure children return to school following COVID19 lockdown • Accessing high quality careers provisions during COVID restrictions 	<p>The school has deploy a School Link Worker who has dedicated time to engage with those families in Post 16 facing most challenges</p> <p>Virtual careers fair for all year groups via website.</p>