3 Year Pupil Premium Strategy Plan

St. Thomas More Catholic School, Buxton.

SUMMARY INFORMATION				
PUPIL PREMIUM LEADERSHIP INFORMATION:				
Pupil Premium Lead	K. Collinge	Governor Lead		L. Davies
CURRENT PUPIL INFORMATION 2022-2023				
Total number of pupils:	446	Total pupil premium budget:	£100,140. £23,500 Recovery Premium Funding. £7290 School Contribution Grant-Led Funding	Date of most recent PP Review	October 2022
Number of pupils eligible for pupil premium:	96	Amount of pupil premium received per child: £985.	Ever6, FSM, NRPF: £985 LAC: £2410 Service children: £320	Date for next internal review of this strategy	Lent 2023
Proportion of disadvantaged pupils:	21.5%	Publish Date		Statement Authorised by	

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	56	59%
Girls	40	41%
SEN support	23	25%
EHC plan	9	10%
EAL	0	0%

Assessment data for previous 3 years *

ATTAINMENT 2021-22						
	PP pupils	Non-PP pupils	All pupils	National PP	National non-PP	National All pupils
Progress 8 score average	-0.94 (-0.22)	0.38 (0.45)	0.21 (0.38)	-0.55	0.15	0.03
Attainment 8 score average	29.2 (39.7)	51.9 (52.3)	48.6 (51.0)	37.5	52.6	48.7
Percentage of Grade 5+ in English and maths	15.4 (22.2)	50 (50.6)	45.1 (47.7)	29.5	56.8	49.6
Ebacc entry (%)	15.4 (22.2)	28.2 (28.6)	26.4 (27.9)	26.9	42.9	38.7
ATTAINMENT 2018-19						
Progress 8 score average	0.02	0.42	0.36	-0.45	0.13	-0.03
Attainment 8 score average	41.1	53.2	50.3	36.7	50.3	46.7
Percentage of Grade 5+ in English and maths	31	54	47	24.7	50	43
Ebacc entry (%)	8	31	27%	27.5	45	40%
ATTAINMENT 2017-18						
Progress 8 score average	-0.19	-0.01	-0.05	-0.44	0.13	-0.02
Attainment 8 score average	45.3	53.8	51.9	36.7	50.1	46.5
Percentage of Grade 5+ in English and maths	42	54	51	24.9	44	43
Ebacc entry (%)	21	19	20	25.4	43.0	38

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2021-22	89.72%	92.74%	90.6%
2019-20	92.3% (As of 20th March 2020)	95.3% (As of 20th March 2020)	
2018-19	93.5%	95.7%	95%

* No individual school or national attainment data is available for the 2019-20, or 2020-21 academic years, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT	
In-School Barriers (such as poor literacy skills)	
A	An extended period of school closure due to Covid 19 – the attainment gap between PP and non-PP pupils will widen.
B	PP pupils often lack social skills and confidence, resulting in poor relationships with peers and low self-esteem.
C	Lower Reading levels.
D	Inadequate study skills.
External Barriers	
E	Engagement of parents with school and their child's learning, linked to lower attendance levels.
F	A lack of study space and adequate resources and equipment.
Desired Outcomes	

	Outcome	Success Criteria
A	The attainment gap between PP and non-PP begins to close.	Interim reports, reports and GCSE results show a narrowing of the gap.
B	Social skills and peer relationships improved for pp eligible pupils.	Improved engagement in social activities, evidenced through the inclusion in and recording of positive events.
C	The reading gap between PP and non-PP begins to close.	Interim reports, reports and GCSE results show a narrowing of the gap. Reading tests show increased progress of PP pupils.
D	Study skills improve and the attainment gap between PP and non-PP begins to close.	Interim reports, reports and GCSE results show a narrowing of the gap.
E	Improved communication between parents and school. Parents more engaged with their child's learning. Better attendance at parents' evenings. Improved attendance for all pp eligible pupils.	Increased attendance at parent's evenings. Systematic and recorded communication with parents. Overall attendance figures for pp eligible pupils improves to be more in-line with whole school attendance figures.
F	Homework is completed to a required standard, on time, and progress improves within departments across the school.	Increased attendance at homework club. Improved progress amongst pp pupils in departments across the school. Interim reports, reports and GCSE results show a narrowing of the gap.

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES				
Members of staff responsible: JB (STM PP SLT) KC (STM PP Lead) Line Managers, HOFS, HODS and all staff.				
Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
1. Re-integrating PP pupils into school life after Covid 19 and improving levels of progress.	All staff are to identify PP pupils on seating plans to ensure that marking and feedback is directed at PP pupils first and to make early intervention easier. Each department is to plan for the re-integration of pupils into their subject areas. Y11 targeted intervention plan from October 2020. National Tutoring programme	Review every half term within departments. Pupils of concern to be identified and interventions put in place. Departments to feed back to KC for evaluation.	TBC	Interim reports, reports and GCSE results show a narrowing of the gap. PP pupils to be on-track or better to achieve their targets.

2. To improve levels of progress PP pupils in English and Maths.	Pixl Membership and transport. The enrichment of resources for teaching and learning, especially in English and Maths, with the use of fine grading and the accurate identification of pupils requiring intervention. Pixl Edge. Knowledge Organisers for every unit across all departments.	Review termly July 2022 – Pixl membership not cost effective, therefore not continued into 2022-23.	£4200 TBC	Interim reports, reports and GCSE results show a narrowing of the gap.
3. Curriculum development. SOWs are adapted to include more 'character curriculum'.	The FLORIC programme in PSHE. Knowledge MATS are to show curriculum development within departments' curriculum planning. Trips are funded where needed in order to enhance cultural capital.	Review termly. Floric programme replaced by PSHE programme in January 2022 using Ten Online resources.	PSHE programme – Ten online Resources costs £1000 TBC	The PSHE programme is receiving positive feedback from students in pupil voice, and evidence (in their booklets) is showing a high level of engagement.

4. Study skills are promoted through teaching and learning. Knowledge Mats and Knowledge organisers embed core knowledge.	Knowledge Organisers to improve study skills and promote learning of core knowledge through teaching and learning. 'Thinking Hard' sessions promote study skills, to be reinforced through teaching and learning in departments. Y11 targeted intervention plan from October 2020.	April 2021 Review termly – line management and department meetings.	N/A	Knowledge organisers are used to embed core knowledge and study skills are improved. Mock exam results show continued progress. GCSE results show the majority of students achieve their target grade or better.

TARGETED ACADEMIC SUPPORT

Members of staff responsible: AG (STM PP lead) KC (STM PP Co-ordinator) Line Managers, HOFS, HODS and all staff.

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. Improved reading levels for pp pupils to make them more in-line with their peers.	The accelerated reader programme for all year 7 and 8. Weak readers identified and given extra support. 'Reading buddies' to listen to younger pupils read. Pixl Reading speed programme.	April 2021 Review termly.	£1872. TBC	Accelerated reader tests show increase in pp progress.
2. Homework and Revision is completed by PP pupils.	Staffing the homework club, which will be available every evening after school until 4pm on a rota basis to ensure bubbles remain separate. Resources are provided where needed, for example, Pixl, Tassimi, laptops, revision guides etc…	October 2020 – review termly.	Staffing TBC Resources TBC	Interim reports, reports and GCSE results show a narrowing of the gap. Homework is completed and assessed.

3. To identify individual needs of pp students in order to deliver targeted support.	GL tests in English Maths and Science September 2020. Internal tracking and monitoring of PP students within departments. Agenda item at departmental meetings. Interventions logged on SIMS.	Advent 2020 – review termly.	N/A	Early identification of learning gaps and intervention to address them. Results show improved progress.

WIDER STRATEGIES

Members of staff responsible: SLT PP lead, KC (STM PP Lead) Line Managers, HOFS, HODS and all staff.

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. Re-integrating pupils into school socially after Covid-19	1-1 mentoring given by pastoral support workers and the Peer mentors.	April 2021. Review termly	£8,000+	Pastoral support delivered where there is a need. Support is logged by the pastoral team.
2. To integrate the new year 7s socially – to Improve social skills, relationships and self-esteem	Year 7 PP social trip – bowling – with the 9 Peer Mentors. *Dependant upon the Pandemic restrictions in place.* Year 9 peer mentoring programme.	April 2021 Review termly.	£800 TBC	Improved engagement in social activities, evidenced through the inclusion in and recording of positive events.

3. Increased parental engagement, systematic and recorded communication with parents and increased attendance at online parents' evenings.	First day response and intervention. Letters to and Meetings with parents. Attendance reports to tutors – to follow up with tutees. Pastoral team to run workshops with parents at parents' evenings to promote better relationships and engage parents in conversations about their child's learning. Staff trained in use of software for online parent meetings.	April 2021. Review termly.	Pastoral Training TBC £400 for parent meetings software.	Improved engagement of parents and increased attendance at online parents' evenings. Systematic and recorded communication via SIMS. The attendance gap starts to narrow.

4. PP pupils are prioritised for careers interviews and work experience placements. PP Trips to establishments of further education and apprenticeship events.	Careers interviews. Work experience. Trips.	Lent 2021 Review termly.	Work Experience - £1,000 TBC Careers interviews Trips eg Keele University	Follow-up data shows that PP pupils are in some form of education or training once they leave school and completion rates are in-line with non-PP students.

PUPIL PREMIUM ACTION PLAN:

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Dates and who is evaluating impact
1	PP pupils are successfully re-integrated into school after the Covid 19 school closure.	Each department is to plan for the re-integration of pupils into their subject areas. The National Tutoring Programme will be used to support PP pupils with the provision of extra tutoring where needed (TBC)	Evidence suggests that the school closure will affect PP pupils and the attainment gap will widen. PP pupils will need extra support and the government are providing funding for the National Tutoring Programme to provide extra tutoring for disadvantaged students.	Departments will implement their plans for reintegration. Progress will be a focus at department meetings. KC to send departments an evaluation form to complete and return. (see actions arising from this review) Additional targeted tutoring. GL tests to evaluate progress.	KC HODS	Advent 2021 and termly thereafter. KC and HODS

2	Interim reports, reports and GCSE results show a narrowing of the gap.	GL tests in English Maths and Science September 2020. Internal tracking and monitoring of PP students within departments. Agenda item at departmental meetings. Interventions logged on SIMS.	Evidence (such as the EEF toolkit) suggests that feedback and early intervention is effective in improving attainment.	GL tests INSET	SLT HODS English, Maths and Science.	Advent 2021 and termly thereafter. KC and HODS
2	Interim reports, reports and GCSE results show a narrowing of the gap.	Pixl and Pixl Edge membership. Learning Mats and Knowledge Organisers for every unit across all departments. 'Thinking hard' sessions for all year groups. Y11 targeted intervention programme from October 2020.	The enrichment of resources for teaching and learning, especially in English and Maths, with the use of fine grading and the accurate identification of pupils requiring intervention. Learning Mats, Knowledge Organisers and 'Thinking Hard' sessions, combined with Teaching and Learning, help to promote core knowledge and study skills.	CPD and INSET to focus on cognitive approaches to learning, such as retrieval, interleaving and spaced practice. Use of Pixl (see review) Evidence of Knowledge Mats and Knowledge Organisers. Thinking Hard sessions. After school study sessions.	SLT HODS Teachers	Advent 2021 and termly thereafter. KC and HODS

| 3 | SOWs and Knowledge Mats include more 'character curriculum'. | SOWs and knowledge Mats updated by departments.

Knowledge Mats on the school website. | Evidence suggests that education has a responsibility to give pupils the character tools and values they need to be successful in life such leadership, organisation, resilience, initiative and communication. | Feedback through department minutes.
Evidence in SOWs.
PM observations.
Focus weeks.
Programme for PSHE across all year groups. | KC
HODS
Line
Managers | Advent 2021 and termly thereafter.

KC |

TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Dates and who is evaluating impact
1	Accelerated reader tests show increase in pp progress. Y11 Reading speeds for targeted students increase.	The accelerated reader programme. 'Reading buddies' to listen to younger pupils read. Weaker students identified and given support. Reading tests across all year groups. Pixl Reading speed programme.	We want to improve levels of literacy for pp pupils in order to 'bridge the gap' in their progress, starting early in year 7.	Liaison with the head of English and the Librarian – who delivers the accelerated reader programme. Evidenced through reading tests across all year groups.	HOD English, Librarian.	Reviewed termly. KC

2	Interim reports, reports and GCSE results show a narrowing of the gap. Homework is completed and assessed.	Staffing the homework club, which will be available every evening after school until 4pm. Resources provided.	We want to provide an environment and resources for PP pupils, which is conducive to the completion of homework and revision, and to provide support in order to improve their attainment.	HW club attendance shows pp pupils are using the facility. (see review)	KC Sendco	Advent 2021 and termly thereafter. KC
3	Good relationships and communication with pp pupils and parents. Increased support and attendance at online parents' evenings.	Pastoral team to have weekly phone calls with PP parents. All communication with parents is recorded. Workshops for parents – how to support their children with their study-skills and wellbeing.	We want to engage parents in their children's learning journey. Supporting pupils at home and at school in order to help them to develop coping strategies and improve their study skills.	Liaison with the pastoral team. Communication with staff and parents.	KC JR Form tutors Teachers The Pastoral team Parents	To be reviewed termly KC and JR
1	Pupils use and understanding of key vocabulary increases	All subjects are to use knowledge organisers for each until from years 7 through to 11.	PP pupils tend to have a more limited range of vocabulary when they begin secondary school. Pupils need to be exposed to new words regularly.	Evidence in SOWs, pupil books, PM observations. Learning walks. Data from reading tests across all year groups.	KC HODS	To be reviewed termly. KC and HODS

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Dates and who is evaluating impact
1	Re-integrating pupils into school life after a period of school closure. Pupils engage with school life and show good progress.	1-1 mentoring given by pastoral support workers and the Peer mentors.	Evidence suggests that the number of students experiencing emotional/mental/social problems has risen sharply and that targeted early intervention matched to specific students can be effective.	Liaison with Pastoral support team and the Peer mentors.	KC Pastoral team JF	Advent 2021 And termly thereafter KC
2	Improved engagement in social activities, evidenced through the inclusion in and recording of positive events.	Year 7 PP social trip – bowling – with the 9 Peer Mentors. *This is subject to Covid-19 restrictions.*	Evidence from feedback shows that social activities help students to build relationships with staff and their peers and to increase confidence.	KC will plan and liaise with staff involved to ensure that the trip is to take place in the Advent 2 term of 2020 (Pandemic restrictions allowing). (see review)	KC JF	To be reviewed once the situation allows due to Covid restrictions. KC.

3	Increased parental engagement, systematic and recorded communication with parents and increased attendance at online parents' evenings.	First day response and intervention. Letters to and Meetings with parents. Attendance reports to tutors – to follow up with tutees. Pastoral team to run online workshops to promote better relationships and engage parents in conversations about their child's learning.	Parental engagement helps to improve the learning experience and increase attendance – Time in the classroom and the experience of good teaching and learning is key to better attainment.	Liaison with JR, LB and the Pastoral team.	JR KC The Pastoral team, Office staff.	To be reviewed termly. KC
4.	Follow-up data shows that PP pupils are in some form of education or training once they leave school and completion rates are in-line with non-PP students.	PP pupils are prioritised for careers interviews and work experience placements. PP Trips to establishments of further education and apprenticeship events.	Pupils will benefit from experiencing the world of employment. It helps them to plan for the future, decide on a career path, and to develop confidence outside of the school environment.	Liaison with the work experience co-ordinator and the Head of Careers.	Careers lead. FG	September 2021 and yearly thereafter. S

2.	Pass tests to show that PP pupils scores increase. The programme is to develop a growth mindset and build resilience as self-learners. This, in turn, will improve educational outcomes for PP students.	Commando Joe's programme to begin in January 2022.	Pass test data shows that PP pupils have lower scores in terms of their perceived ability to access the curriculum and their regard as self-learners.	The programme will begin in January 2022 and is to be led by Commando Joe's – one of the UK's leading educational providers. Pass tests will be repeated to monitor the impact of the programme. The programme did not begin until March 2022.	KC	July 2022, September 2022.

The remainder of the funding is used to finance the provision of Social Activities and a multitude of teaching and learning initiatives and resources, such as: Lexia Reading, Show My Homework, Mathswatch, Clubs, Skills For Life, CPD, the subsidy of pastoral, counselling, family liaison officer, HTLA's salaries and relevant training, Trips, Activity Days, Careers provision, music lessons, instruments, art resources, catering resources, laptops, gym sessions, Duke of Edinburg, revision guides, school shoes, uniform, general school equipment and resources.

The Recovery Premium funding is accounted for on the Catch-up funding Overview document.

The Grant- led funding is accounted for on the SRSCMAT School-Led Grant Funding Action Plan document. The school's contribution 2022-23 is £7290.

	TOTAL estimated budgeted cost	**£100,150**

Impact of Covid 19 Pandemic   2020-2021

Impact of Global Pandemic		
	Commentary	**Next Steps**
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	Discussions with parents, pupils, and teachers. Research data – Alice Tawell, FFT data on attendance, national data on learning loss.	Continue to evaluate the impact by analysing data, and continue to have discussions with parents, pupils, and teachers.
How do you know disadvantaged pupils' starting points following lockdown across subjects?	Internal assessments in each department, GL tests, Pass tests.	Repeat the tests to show progression.
What work have you done to establish the impact on pupils and their families?	Discussions with families, contact with the pastoral team and tutors, online parents' evenings, parental surveys.	Continue to have discussions with parents, pupils, and teachers.
Do families know the impact of the pandemic on themselves and their child/ren?	Feedback from families to school about the social and emotional impact, feedback from school to parents about the academic impact.	Continue to have discussions with parents, pupils, and teachers.
How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?	Pass tests, discussions with tutors, PSHE, assemblies, pastoral support. This has told us that the main gain is an improved level of digital literacy (teachers, parents, pupils), and the main loss was socially – interaction with family and friends.	Continue with pastoral, social and emotional support.

What learning/experiences positive and negative took place (influences) and what was the impact?	Remote learning. The most vulnerable pupils were able to participate in remote learning in school, with Teacher/TA support available. This was mainly positive, especially by the second school closure with improved level of skills using TEAMS and online resources, such as Oak Academy. Lesson registers were completed and pupil engagement measured. Interventions were in place for those not engaging, such as IT support, the loan of laptops, pastoral support and inviting pupils into school in order to participate.	Continue to build upon the new skills in order to deliver remote learning as part of the curriculum plan, eg homework. Measure engagement and analyse impact.
Impact of your strategies to mitigate/lessen the impact of lockdown?	The catch-up strategy shows whole school and departmental actions to lessen the impact of lockdown. The impact of which will continue to be measured into the Advent term.	HODs and HOFS to analyse impact in departments/faculties and to feed this back to SLT. SLT to analyse impact on a whole school basis.
What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	Cultural capital, school routines, trips and experiences, social interaction.	Continue to use Pixl edge to enhance pupil's cultural capital and development of FLORIC. More cultural capital embedded into SOWs (see learning Mats), plan more social clubs and trips once the situation allows.
Have you identified more vulnerable groups because of this?	Vulnerable groups identified eg PP, SEND, interventions and catch-up strategy in place.	Analyse the impact – attendance in clubs/trips, monitor behaviour and rewards

Temporary changes due to covid-19-related school closures

In light of the school closures, the following measures were implemented:

- PP pupils who needed them were provided with laptops by the school in order to engage with online learning and support.
- Teachers provided a comprehensive programme of online learning via Show My Homework, interactive lessons via Teams and online resources.
- Tutors called each of their tutees and their parents to check on well-being and to discuss any issues on a fortnightly basis.
- The Pastoral Team were in contact with vulnerable families at least once a week.
- Targeted pupil and parental contact informed by teachers sharing concerns arising from Show My Homework or parental contact.
- The Pastoral Team delivered food packages to families in need.
- The school remained open for vulnerable students and key worker children.
- The timetable was adjusted to relieve pressure on families and pupils.
- Live online assemblies promoted well-being.
- Live online House assemblies for each year group, including the election of House Captains and rewards.
- Prefect applications and interviews in final half term.
- Form meet-ups via Teams.
- Weekly physical challenges and a virtual sports day.
- The timetable was re-structured to include 15 minute 'Together Time', run by the Chaplain and Head of RE, which included SRSCMAT prayer resources, video messages and guided reflection.
- St. Thomas More Chaplaincy Day – All pupils were 'off timetable for a live quiz.
- A live stream of the blessing of the Chapel on the last day of the summer term with over 200 joining online.

Review October 2022

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Will you continue with this provision? Why?
1. PP pupils are successfully re-integrated into school after the Covid 19 school closure.	See Reintegration following lockdown strategy and Catch-up funding strategy. Each department has invested in resources to aid re-integration and subsequent progress. Recovery approach to pastoral care, clear expectations and routines, avoiding fixed term exclusion and using internal exclusion instead. Proactive on contact with families to maintain good relationships established during lockdown.	Mid. Some pp pupils have reintegrated well and are on-target or better. However, the attainment gap has widened and attendance since the school closures has been an issue for some. (See actions arising from review)	From September 2022 there will be three pastoral managers linked to the three houses. This will maintain a high level of pastoral care and contact with families. KC to work with the attendance team on further strategies.
	Extra tuition English & Maths for year 7 and year 10 on-going.	NGRT and GL tests 2022 show that pupils who received extra tuition are making better progress in English and reading than those who did not. PP pupils are progressing in-line with non-PP in year 7, they are progressing less well in years 8, 9 and 10, but are still progressing above age-related expectations.	KC to provide HODs with an evaluation form (including evidence) to be completed termly. Yes – tuition will continue with year 7 and 10.

| 2. Interim reports, reports and GCSE results show a narrowing of the gap. | GL tests in English Maths and Science September 2020. Internal tracking and monitoring of PP students within departments. Agenda item at departmental meetings. Interventions logged on SIMS.

CPD and INSET to focus on cognitive approaches to learning, such as retrieval, interleaving and spaced practice.

Learning Mats and Knowledge Organisers for every unit across all departments.
'Thinking hard' sessions for all year groups.
Y11 targeted intervention programme from October 2020.

Training given on Sisra – used to monitor progress of PP pupils across departments.

PP passports have been replaced by use of SIMS to log and monitor PP interventions. This is a far more efficient procedure. The focus is on quality first teaching.

Pixl and Pixl Edge membership.

Training given to all staff September 2022 including an 'In class PP support' checklist, use of 'Cold-calling' and seating plans. | GL tests have been useful in gathering data to show progress in English, Maths and Science. The outcomes were used to adjust the curriculum for Y7. For example, in English, issues with writing were identified and interventions implemented. In maths, it showed that statistics either had not been taught or had not been understood and we spent time on this in the first term.

Pixl has not had much impact for all subjects.

Internal data, mock exams and GCSE results show that the attainment gap has widened since Covid. This is a national trend. The attendance gap is an issue and will be a focus for improvement. (See actions arising from this review) | We will continue using GL tests to measure progress.

Staff are delivering CPD on aspects of the learning journey, including cognitive approaches to learning.

No – we will not renew Pixl as it has not shown to be cost effective.

KC to work closely with the attendance team to develop strategies for improvement. |

3. SOWs and Knowledge Mats include more 'character curriculum'.	SOWs and knowledge Mats updated by departments. Knowledge Mats on the school website.	Mid – pupils all have KOs. JB to monitor whole school use in curriculum and lesson planning and communicate this to KC.	Knowledge Mats and Knowledge Organisers complete for every subject. KC to work with JB and HODS to monitor effective use.

TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Will you continue with this provision? Why?
1. Accelerated reader tests show increase in pp progress.	The accelerated reader programme (see below). 'Reading buddies' to listen to younger pupils read. Weaker students identified and given support – year 7 and 11, targeting those with low reading scores. From September 2022: The Herts fluency project, delivered by 2 TAs, will work with SEND and PP pupils in order to improve stamina, accuracy, confidence and engagement with reading. This is going to be a continual programme to run all year. Summer Reading Challenge promoted by form tutors. Accelerated Reader is continuing and quizzes on books will be taken each time a child returns their book during a Library lesson (Years 7, 8 and 9En3) to ensure the book is being read. Book Buzz for Year 7 is returning in September/October 2022.	Mid – the majority on the AR programme show progress. We hope to increase levels of progress with the introduction of 'STM reads'. Knowledge organisers include key vocabulary for every subject and is a focus of curriculum and lesson planning by departments. We will use NRGT reading tests to evaluate the impact.	Yes – with the addition of further reading interventions (see chosen actions). Tests will initially be with selected pupils from year 8 and 9, and will be phased in to year 7.

	Staff Reading Poster is being distributed in Sept to have in all classrooms (form tutors and teachers to discuss their chosen book once a month/how often they change it). Books aimed at 'boys' have been ordered to encourage them and 40 new reads are ready to be on display in September 2022. Form Time Reading will continue. Book Clubs – already for KS3 with plans to roll out to KS4 – targeting those with low reading scores.			
2. Interim reports, reports and GCSE results show a narrowing of the gap. Homework is completed and assessed.	Staffing the homework club, which will be available every evening after school until 4pm. Resources provided.	Mid. The homework club attendance shows some pp pupils are using the facility, however, there are a number of pp pupils who do not use it and do not complete homework on time. (See actions arising from this review).	Yes – however, this will be every lunchtime rather than after school. KC to work with SENDCO on strategy to improve targeted attendance at homework club.	

| 3.

Good relationships and communication with pp pupils and parents. Increased support and attendance at online parents' evenings. | Pastoral team to have weekly phone calls with PP parents.

All communication with parents is recorded on SIMS.

Workshops for parents – how to support their children with their study-skills and wellbeing.

Year 7 pass survey results show that feelings about school and responses to the curriculum are mainly positive for pp students.

From September 2022:
There are three pastoral managers from September 2022, each linked to a house. This will help to maintain good communication.
Online parents evenings have now been replaced with face-to-face parents' evenings.

Prior to year 11 mocks we will run 1-1 sessions about revision and contact parents about how to help their young person to revise at home. | High – the focus on pastoral care and well-being creates a culture of trust and collaboration within school.

Communication log shows support given to families. | Yes, building good relationships is a high priority. |
| 1.

Pupils use and understand-ing of key vocabulary increases | All subjects are to use knowledge organisers for each unit from years 7 through to 11. | Evidence in SOWs, pupil books, PM observations, learning walks.
Data from reading tests across all year groups.
Assessments focus on knowledge identified in KOs, progress continues to be analysed at departmental and whole school level. JB to communicate this to KC. | Yes. Progress is monitored using the 1 – 4 assessment criteria which is consistent across SRSCMAT. |

WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Will you continue with this provision? Why?
1. Re-integrating pupils into school life after a period of school closure. Pupils engage with school life and show good progress.	1-1 mentoring given by pastoral support workers and the Peer mentors.	Mid. Liaison with Pastoral support team and the Peer mentors. SIMS log shows support given to pupils. Attendance since Covid is an issue for some (see actions arising from review).	Yes. 1-1 and small group mentoring by the pastoral team and the peer-mentoring programme continues successfully.
2. Improved engagement in social activities, evidenced through the inclusion in and recording of positive events.	Year 7 PP social trip – bowling – with the 9 Peer Mentors. *This has been subject to Covid-19 restrictions.* Social Activities club at lunchtimes.	Mid – registers show that social activities club is well attended by pp pupils.	No (the bowling trip) – Mrs Taylor is now the Transition lead and is working with the peer mentors on an induction programme and enrichment activities. Social activities continues as part of the school's extra-curricular programme.

3. Increased parental engagement, systematic and recorded communication with parents and increased attendance at online parents' evenings.	First day response and intervention. Letters to and Meetings with parents. Attendance reports to tutors – to follow up with tutees. Pastoral team to run online workshops to promote better relationships and engage parents in conversations about their child's learning.	Mid. Attendance continues to be a focus. JR has taken over as the Attendance lead, with support from LB in the office, pastoral managers and form tutors. Communication with parents is school is recorded on SIMS. Attendance tracker shows support and interventions given to pupils and their families. PP prioritised for parents evening appointments	Yes. Attendance continues to be a focus. (see actions arising from this review)
4. Follow-up data shows that PP pupils are in some form of education or training once they leave school and completion rates are in-line with non-PP students	PP pupils are prioritised for careers interviews and work experience placements. PP Trips to establishments of further education and apprenticeship events. In October 2021 twelve year 10 pupils took part in The Scholars Programme, run by The Brilliant Club (Registered Charity Number 1147771). This is a programme designed to support pupils to develop skills and knowledge to make ambitious and successful applications to universities, should that be what they decide they want to do. At the same time, pupils will be developing great academic skills to support their school work day to day. The students involved all successfully completed the programme and student voice shows that the majority of them are now considering University as an option for further education. We will continue this programme with a new cohort for 2022-23.	High. Liaison with the work experience co-ordinator and the Head of Careers. Feedback from LT who oversaw the Scholar's programme and pupil voice shows that those involved in the programme are now considering University as one of their options for further education.	Yes. The Scholars programme continues with a new cohort

2. The programme is to develop a growth mindset and build resilience as self-learners.	The Commando Joe's programme began in March 2022. Pass tests will be repeated to monitor the impact of the programme.	High. Pass tests were re-done after the programme and show that for each category, those who engaged in the programme become more confident learners. Pupils voice shows that pupils are benefitting from the programme: Year 9 pupil JR - 'I had fun doing the team building exercises. It's really helped me to be resilient. Now I know that I can overcome obstacles and not give up'	Yes. CJs continues with a new cohort

Priorities and Actions arising from the October 2022 Review

- Attendance continues to be a barrier for some PP students. KC will work closely with the attendance team to develop strategies to improve attendance.
- KC to add to the departmental monitoring and evaluation form to enable heads of departments and faculties to include more impact evidence.
- KC to work with JB, KT and LB to monitor the use of fusion and develop strategies to increase its usage by pupils and parents.
- KC to work with NB to increase targeted attendance at homework club.