

Pupil Premium Strategy Statement - September 2020

| 1. Summary information | | | | | |
|------------------------|---------------------------|----------------------------------|----------|--|-----------|
| School | Trinity School, Belvedere | | | | |
| Academic Year | 2020/2021 | Total PP budget | £212,010 | Date of most recent internal PP Review | Sept 2020 |
| Total number of pupils | 891 | Number of pupils eligible for PP | 222 | Date for next internal review of this strategy | Jan 2021 |

The data used inside this document relates to Centre Assessed Grades and results achieved from Ofqual's algorithm following the cancellation of examinations in 2020. Data is not validated under normal circumstances for previous cohorts. The data used is information that we have not published more widely for these reasons. This is being used solely to compare PP vs non-PP pupils inside this cohort.

| 2. Attainment (2019-2020) | PP cohort 53 | Whole cohort (173) | Non PP cohort | PP vs Whole cohort | PP Vs Non PP |
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| % achieved 9-1 incl. English and Maths | Strong pass 32.1 | Strong pass 32.3 | Strong pass 36.7 | Strong pass -0.2 | Strong pass -4.6 |
| | Standard pass 62.3 | Standard pass 66.5 | Standard pass 68.3 | Standard pass -4.2 | Standard pass -6.0 |
| % achieved threshold in English and Maths | Strong pass 32 | Strong pass 35 | Strong pass 37 | Strong pass -3 | Strong pass -5.0 |
| | Standard pass 64 | Standard pass 63 | Standard pass 72 | Standard pass +1 | Standard pass -8.0 |
| Progress 8 score average | +0.16 | +0.33 | +0.4 | -0.17 | -0.24 |
| Progress 8 score English | -0.59 | -0.28 | -0.14 | -0.45 | -0.31 |
| Progress 8 score Maths | +0.43 | +0.46 | +0.48 | -0.3 | -0.5 |
| Progress 8 score EBacc | +0.73 | +0.83 | +0.88 | -0.10 | -0.15 |
| % achieving EBacc | Strong pass 26.4 | Strong pass 27.8 | Strong pass 28.3 | Strong pass -1.4 | Strong pass -1.9 |
| | Standard pass 41.5 | Standard pass 45.1 | Standard pass 46.7 | Standard pass -3.6 | Standard pass -5.2 |
| Attainment 8 score average | 44.8 | 46.5 | 47.6 | -1.7 | -2.8 |

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| Attainment 8 score English | 8.08 | 8.81 | 9.2 | -0.73 | -1.02 |
| Attainment 8 score Maths | 8.91 | 9.26 | 8.65 | -0.35 | -0.51 |

3. Barriers to future attainment (for pupils eligible for PP including high ability)

Barriers

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| A. | The rate of progress of pupil premium pupils will have slowed during the Covid pandemic. Pupils will need support to fill gaps and catch up. HAPS/MAPS boys targeted as part of whole school priorities. |
| B. | Poor attendance of some pupil premium pupils, especially those whom are FSM and often a lack of parental engagement to tackle this. |
| C. | Many PP pupils are EAL and have lower literacy and numeracy levels compared to their peers |

4. Outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | PP pupils perform as well as, if not better than the rest of the cohort. HAP/MAP PP boys perform as well as HAPS/MAPS non PP boys. Measured by regular data collections. | <ul style="list-style-type: none"> Higher levels of attainment reached by individuals across both Key Stage 3 and 4. Gaps from lost learning during the Covid 19 lockdown are identifies and filled. |
| B. | PP pupils attend in line with, if not better than cohort averages, measured by attendance and punctuality. Parents more aware of and willing to embrace support available. Measured by attendance at parent's evenings, permission given for their child to attend trips, extracurricular opportunities and pupil attendance figures. %. | <ul style="list-style-type: none"> Improved attendance and/or punctuality figures for individual pupils. Support and engagement from parents with any attendance and pastoral meetings. |
| C. | Pupils identified and targeted intervention helps pupils keep up in Maths and English. This will have a significant impact on the accessibility and subsequent progress made in other areas of the curriculum. Data collections and good attitudes to learning will be reflective of successful outcomes. | <ul style="list-style-type: none"> Pupils are able to engage more confidently and readily in maths and English as well as other curriculum areas. Pupils develop a love for learning and are able to collaborate and participate alongside peers. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2020/2021 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Quality teaching ensures all pupils are able to access the curriculum and achieve at least as expected | Quality assurance of teaching standards by SLT and HoD observations | Any areas of weakness in teaching will be identified quickly and support put in place. Pupils are taught by subject specialists. Signposted support such as: the sharing of good practice, Focus Fridays, additional SEN guidance and internal CPD applied accordingly CPD on Rosenshine’s Principles of Instruction for teaching staff. Excellence in teaching practice included as target on staff appraisals. | Analysis of impact in the classroom Rigorous monitoring of pupil progress and teacher performance. New lesson observation framework will ensure observers seek evidence of effective implementation. | Assistant Principal responsible for Teaching and Learning | Termly |
| Pupils are aware of where the weaknesses in their subject knowledge are and understand what steps to take to improve them. | A universal approach to the school marking policy. Pupils’ books are marked regularly and with a house style, ensuring consistency cross curricular | Regular feedback ensures any gaps in knowledge are identified and subsequently resolved. Strategic marking ensures pupils are stretched and the feedback has impact, helping to develop the pupil’s deeper level thinking and transferable skills, not just simply affirmation that something is correct/incorrect. | SLT and HoD documented scrutiny of work. Documented departmental moderation. Fixed item agenda on curriculum line management meetings | Assistant Principal responsible for Teaching and Learning | Half termly |
| Staff implement effective methodology to support pupils with SEND needs. | Staff continue to follow directed guidance from SENCO on the best use of the Bexley SEND Toolkit. | All staff are provided with a copy of the toolkit, which ensures they have up to date information and ideas on how to support pupils with particular needs. Recurrent methodologies should encourage the pupil to adopt routines to support their own learning. The end result of this would be a greater impact on their rates of progress. | Evidence of differentiation on learning walks and work scrutiny. Teaching Assistants will have an in depth understanding of the pupils and be able to support both the teacher and pupil within the classroom setting. | SENCO SLT HoDs | Half termly |

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| Pupils work in a calm learning environment and the Ofsted (2016) judgement that "Behaviour of pupils is outstanding" to be upheld. | Continued use of the ClassCharts software to manage the rewards and sanctions of pupils. Classroom expectations displayed clearly and referred to when required. | Positive and negative behaviours of individuals or cohorts will be monitored, strategies implemented and a holistic consistency across the school adhered to. LAC, PP, SEN pupils can be identified discretely ensuring targeted support is implemented appropriately whether via seating plans and/or differentiated work. Pupils respond well to the positive and negative point structure. They are aware of expectations of themselves and hold others to account. A positive working environment is encouraged and maintained. | Regular monitoring of ClassCharts reports Ensure SIMS registers are up to date with DfE lists which feed into ClassCharts Unsatisfactory behaviour is challenged and evidenced via the ClassCharts data. Pastoral teams build positive working relationships with parents and carers. Success continues to be celebrated | All staff | Weekly |
| Total budgeted cost | | | | | £87,000 |

ii. Targeted Support

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| PP pupils attend regularly and on time. | PP pupils easily identified and discussed at weekly Education Welfare meetings. | <p>Pupils and parents will be invited to attendance surgeries to discuss the importance of regular and punctual attendance. These meetings will help ascertain if there are any barriers to their coming to school.</p> <p>School Attendance Panels (SAP) help parents and carers understand the importance of regular and timely attendance to school. Monthly SAP meetings continue until the pupil's attendance improves.</p> <p>Those who have poor and/or sporadic attendance may struggle to return to school in September following the Covid 19 lockdown. These pupils can be easily identified and support measures put in place to encourage regular and timely attendance.</p> | <p>Weekly EWO meetings highlight pupils with low and/or sporadic attendance.</p> <p>Close liaison with the Education Welfare Officer (EWO) ensures legal requirements are followed.</p> <p>Designated Pastoral Assistants for both Key Stage 3 and 4 can provide contextual information with each pupil's case.</p> | <p>Assistant principal responsible for attendance and punctuality.</p> <p>Pastoral Support Assistants</p> <p>Education Welfare Officer (EWO)</p> | Weekly |

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| Staff aware of who the PP pupils are and the progress they are making in their subjects | Year group PPTs highlighting PP pupils, their perceived barriers to learning, progress and attendance data, departments to target | <p>A proven effective model that will be replicated for all years in Key Stage 3 and 4.</p> <p>Easy identification of PP pupils encourages collective responsibility towards their progress, ensuring inclusion in all aspects of school life.</p> <p>Funding requested for PP pupils to cover educational visits as well as other activities such as ingredients for practical food nutrition lessons.</p> <p>Teaching staff are able to track rates of progress from each data collection quickly and easily.</p> <p>Information is shared discretely amongst teaching and pastoral staff</p> | <p>Updated after each data collection with progress measures and latest attendance data.</p> <p>Staff signposted to where to find latest versions.</p> <p>Fixed agenda item at the following meetings:</p> <ul style="list-style-type: none"> • Department Line Management • Curriculum Leaders • Department • Heads of Year <p>Termly checks to ensure SIMS registers reflect most up to date lists received from the DfE</p> | <p>Assistant Principal responsible for Pupil Premium</p> <p>SLT</p> <p>Heads of Department</p> <p>Heads of Year</p> <p>Pastoral Assistants</p> | |
| Positive working relationships developed amongst peers in preparation for the exam season. | Post necessary adaptations to timetables during Covid 19 the Yr 11 tutor groups will utilise time in their tutor groups, which have been re-designated based on attitude's to learning. | <p>Tutor groups are rearranged, encouraging new conversations and peer support from those with like-minded attitudes to learning.</p> <p>Form tutors allocated to a new tutor group based on the skills of the member of staff and the specific needs of the tutor group.</p> <p>Positive relationships formed with peers and Form Tutor</p> <p>Deeper level learning opportunities encouraged and shared</p> | <p>Monitoring of ClassCharts rewards and sanctions systems</p> <p>Monitoring of attendance and punctuality records.</p> <p>Learning walks during AM/PM registration</p> | <p>Form Tutor</p> <p>Head of Year 11</p> <p>Pastoral Support Assistant</p> | End Year 10 and then throughout Year 11. |
| Improved rates of progress | Tassomai software licenses acquired for pupils in Years 10 and 11. | <p>A very useful tool during lockdown, work that was set remotely, provided instant feedback. Pupils were able to access this software via their mobile phones/laptops/ipads both in school and at home. Pupils respond positively to learning via this medium.</p> <p>PP funding is used to pay for the licenses for PP pupils.</p> | <p>Data on levels of engagements by individuals is readily available and progress monitored closely as a result.</p> <p>Leader board competitions develop enthusiasm, encouraging practice and support amongst peers.</p> | <p>Teacher responsible for Tassomai</p> <p>Head of Department</p> <p>Head of Year</p> | Half termly |

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| <p>All pupils are able to access the curriculum in line with their peers.</p> | <p>An audit of knowledge and understanding to be undertaken in September following the Covid 19 lockdown</p> <p>An audit of the pupils' ability to access work remotely</p> <p>Literacy and numeracy booster for underachieving pupils in Yr 7</p> <p>Numeracy focus group</p> | <p>Pupils to complete subject assessments to establish how much progress was made whilst working remotely. Staff will have an understanding of how much work was completed by individuals, but subject assessments will help identify gaps in knowledge.</p> <p>In the event of a pupil needing to self-isolate or as a result of a partial closure, an understanding of what IT access each individual has will ensure work can be set appropriately and learning continues. Equipment may be able to be loaned temporarily, where possible, on a case by case basis.</p> <p>Early morning session 8.30-8.55am ensure pupils are able to attend during the normal school day and still attend lessons as usual. Learning does not become disjointed and pupils continue alongside their peers.</p> <p>Particular attention will be paid to individuals where the lack of schooling during the Covid 19 lockdown has had a significant impact.</p> <p>Pupils are removed part way through the maths lesson to attend a smaller focus group to complete work recommended for each pupil's needs. This feeds into learning completed in class and ensures pupils are able to continue to follow the same curriculum as their peers.</p> <p>Particular attention will be paid to individuals where the lack of schooling during the Covid 19 lockdown has had a significant impact.</p> | <p>Led and managed by HoDs. Results analysed and opportunities to fill gaps written into subject SoW.</p> <p>Monitoring of pupils' access and work submission will be monitored. Feedback provided by teaching staff to ensure learning continues and pupils do not fall behind. Any concerns teaching staff have, can be communicated to SLT/pastoral teams to intervene where necessary.</p> <p>A designated Teaching Assistant is responsible for the deliverance and monitoring of the Literacy and numeracy sessions.</p> <p>Analysis of progress is closely monitored and over seen by the SENCO</p> <p>Regular assessments allow for comparison to starting points in order to measure impact and monitor progress.</p> <p>Close liaison with teaching staff.</p> | <p>HoDs</p> <p>Teaching staff</p> <p>SENCO</p> <p>Designated Teaching Assistant</p> | |
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| Pupils have access to all learning materials | Audit of course resources collated from HoDs | <p>Pupils in Yr 11 will attend one to one meetings with HoY / Assistant Principal to identify which revision guides and examination resources they needed. This was managed discretely with the pupil concerned.</p> <p>This prescriptive approach ensures money is not wasted textbooks/revision guides are provided where required, whilst simultaneously ensuring they have every opportunity to succeed from the provision of recommended resources.</p> <p>Audit of pupil access to IT at home will be undertaken to establish where additional support may be required.</p> <p>In the event of another Covid 19 lockdown or if a pupil is self-isolating, Hard copies of work will be posted home to Individuals in Yrs 7-10 who are unable to access and complete work using technology.</p> | <p>Missing resources, such as textbooks, revision guides and software licenses, flashcards and highlighters can be provided.</p> <p>Pupils receive resources early in the Autumn term to aid the process of catching up on time missed in school during Covid 19 lockdown.</p> <p>A central log of exactly what IT access pupils have at home will ensure teaching staff can set work that can be accessible. Potential loan of equipment for those in most need.</p> | Head of Year Assistant Principal responsible for Pupil Premium | |
| Total budgeted cost | | | | | £116,010 |
| iii. Other Approaches | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |

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| <p>Pupils feel a sense of inclusion; they do not feel left behind.</p> | <p>Awareness and appropriate intervention for pupils' welfare, wellbeing and raising aspiration.</p> | <p>An experienced team of HoYs and/or Pastoral Assistants to assist with any welfare concerns that may arise.</p> <p>Pupils are aware of options for their future, the importance of their education now and the impact regular and timely attendance has on this.</p> <p>Pupils are able to attend both compulsory field trips and those recommended for their courses</p> <p>Pupils offered the opportunity to experience extra-curricular activities such as learning a musical instruments.</p> <p>Yr 7 PP pupil to receive a reading book to keep, of their choice as part of the 'Book Buzz' project. This is to encourage a love of reading and help improve literacy levels.</p> <p>In the event of another lockdown, pupils will be contacted by HoYs, Pastoral Team and/or SLT to carry out a welfare check and ensure work can be accessed and completed.</p> <p>Those deemed vulnerable will be contacted weekly.</p> <p>In the event of another lockdown, pupils with an EHCP will be given the opportunity to attend school and work with a team of teachers and teaching assistants to ensure targeted learning and progress continues.</p> <p>In the event of another lockdown pupils who normally receive a free school meal will be offered the delivery of a food parcel to ensure the child still receives a hot meal every day.</p> | <p>One to one meetings with Key Stage 3 and 4 PP pupils to monitor wellbeing, of particular note upon the return from the Covid 19 lockdown and during the exam season. .</p> <p>Provide pupils with appropriate Information, advice and guidance (IAG) via careers interviews in both Year 10 and 11.</p> <p>Communication from Form Tutors and Heads of Year.</p> <p>Peripatetic music lessons are paid for directly from PP funding.</p> <p>Pupils are assisted with recommended reading.</p> <p>In the event of another lockdown or if a pupil is self-isolating, work will continue to be set online via Classcharts and Google Classroom, or hard copies posted home if required instead.</p> <p>FSM pupils identified and contacted to ensure they are aware of the facility if required</p> | <p>Heads of Year</p> <p>Pastoral Assistants</p> <p>Form Tutors</p> <p>Assistant Principal responsible for Behaviour and safeguarding</p> <p>SENCO</p> | <p>Half termly</p> |
| <p>Total budgeted cost</p> | | | | | <p>£9000</p> |
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| 6. Review of expenditure | | | | |
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| Previous Academic Year 2019/2020 | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? | Lessons learned (and whether you will continue with this approach) | Cost £92,000 |
| Quality teaching ensures all pupils are able to access the curriculum and achieve at least as expected | Quality assurance of teaching standards by SLT and HoD observations | Any areas of weakness in teaching were identified quickly and support put in place. Pupils were taught by subject specialists. Signposted support such as: the sharing of good practice, Focus Fridays, additional SEN guidance and internal CPD applied accordingly. | Interventions put in place had a positive impact towards driving up standards and expectations. Such standards were reflected in the setting of work for pupils whilst working remotely. Pupils were set work that accessible and differentiated. | |
| Pupils are aware of where the weaknesses in their subject knowledge are and understand what steps to take to improve them. | A universal approach to the school marking policy. Pupils' books are marked regularly and with a house style, ensuring consistency cross curricular | Book scrutiny and inter departmental cross moderation by HoDs will ensure policy into practice. Targeted work was set for remote learning. Pupils were set work that could be completed through self-driven learning. Teaching staff were available via departmental emails to assist if required Marking and feedback delivered online. | Cross moderation and book scrutiny to continue, to ensure a consistent approach to marking and feedback in line with marking policies. Should the need arise, staff will continue to set and monitor the completion of remotely set work. Online marking provided instant feedback and targets for improvement. | |
| Staff implement effective methodology to support pupils with SEND needs | Whole staff training on the use of the Bexley SEND Toolkit. | All staff were provided with a copy of the SEN toolkit, and signposted to sections in order to offer prescribed support for individuals. LAC, PP, SEN pupils were identified discretely ensuring targeted support is implemented appropriately whether via seating plans and/or differentiated work. | Evidence of differentiation will be found on learning walks and work scrutiny. Teaching Assistants have an in depth understanding of the pupils and are able to support both the teacher and pupil within the classroom setting. Pupils were set differentiated work remotely. A booklet was produced for some SEN pupils covering aspects of all subjects, literacy and numeracy in particular, to support the | |

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| Pupils work in a calm learning environment and the Ofsted (2016) judgement that "Behaviour of pupils is outstanding" to be upheld. | <p>Use of the ClassCharts software to manage seating plans, rewards and sanctions of pupils.</p> <p>Classroom expectations displayed clearly and referred to when required.</p> | <p>Pupils responded well to the notion of positive and negative points, this data was analysed and strategies applied where necessary. Seating plans implemented to support behaviour management.</p> <p>Pupils were aware of expectations of themselves and of others. A positive working environment was encouraged and maintained, often driven by the pupils themselves. .</p> | <p>continuation of the foundation building blocks required across the curriculum.</p> <p>Unsatisfactory behaviour can be challenged and evidenced via the ClassCharts data. Pastoral teams will continue to use the data to build positive working relationships with parents and carers.</p> <p>Success is celebrated</p> | |
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ii. Targeted Support

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? | Lessons learned (and whether you will continue with this approach) | Cost £112,000 |
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| PP pupils attend regularly and on time. | PP pupils discussed at weekly Education Welfare meetings. | <p>Pupils and parents were invited to attendance surgeries to discuss the importance of regular and punctual attendance. These meetings helped ascertain if there are any barriers to their attending school.</p> <p>School Attendance Panels (SAP) helped parents and carers understand the importance of regular and timely attendance to school. Monthly SAP meetings continued until the pupil's attendance improves.</p> | <p>Weekly EWO meetings highlighted pupils with low and/or sporadic attendance.</p> <p>Close liaison with the Education Welfare Officer (EWO) will ensure legal requirements are followed.</p> <p>Designated Pastoral Assistants for both Key Stage 3 and 4 can provide contextual information with each pupil's case.</p> <p>Following the Covid 19 pandemic, pupils whom previously had poor attendance were contacted by the EWO and Pastoral Assistants to help facilitate a smooth and timely return in September. .</p> | |
| Staff aware of whom the PP pupils are and the progress they are making in their subjects | Year group PPTs highlight PP pupils, their perceived barriers to learning, progress and attendance data, departments to target | <p>Easy identification of PP pupils encouraged collective responsibility towards their progress, ensured inclusion in all aspects of school life.</p> <p>Funding was provided for PP pupils to cover educational visits and in school activities, such as ingredients for practical food nutrition classes.</p> | <p>A proven effective model that will be replicated for both Key Stage 3 and 4 year groups.</p> <p>To be updated after each data collection with progress measures and latest attendance data.</p> <p>Staff informed of and signposted towards most up to date versions.</p> | |

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| | | <p>Teaching staff were able to track rates of progress from each data collection quickly and easily.</p> <p>Information was shared discretely amongst teaching and pastoral staff.</p> | <p>Fixed agenda item at the following meetings:</p> <ul style="list-style-type: none"> • Department Line Management • Curriculum Leaders • Department • Heads of Year <p>Regular checks to ensure SIMS registers reflect most up to date lists received from the DfE</p> | |
| Positive working relationships developed amongst peers in preparation for the exam season. | Year 11 tutor groups re-designated based on attitude to learning. | The Covid 19 pandemic made it necessary to use of Centre Assessed Grades. The usual exam season build up did not take place. However, pupils were encouraged to continue working and set work remotely to prepare for routes into KS5 courses. | <p>Pupil groups will be rearranged to encourage new conversations and peer support from those with like-minded attitudes to learning.</p> <p>Form tutors will be allocated to a new tutor group based on the skills of the member of staff and the specific needs of the tutor group:</p> <ul style="list-style-type: none"> • Positive relationships encouraged between peers and Form Tutors • Deeper level learning opportunities encouraged and shared • Targeted support implemented to fill gaps in knowledge | |
| Improved rates of progress in Science | Tassomai software licenses acquired for pupils in Years 10 and 11. | <p>Pupils in Year 10 and 11 were provided with a free Tassomai license to be able to access this software via their mobile phones/laptops/ipads both in school and at home. Pupils continued to respond positively to learning via this medium.</p> <p>This was a particularly useful tool during lockdown, supporting the setting and completion of remote learning.</p> | <p>Levels of engagement of individuals will continue to be analysed and support implemented where necessary, both in school if and remotely.</p> <p>Leader board competitions develop enthusiasm, encourage practice and support amongst peers.</p> <p>Once the adaptations to the pupil timetables are no longer necessary because of Covid 19, the Yr 11 pupils will be encouraged to use the PM registration time to access the Tassomai app.</p> | |
| All Year 7 pupils are able to access the curriculum in line with their peers. | <p>Literacy and numeracy booster for underachieving pupils in Yr 7</p> <p>Numeracy focus group</p> | <p>Early morning sessions 8.30-8.55am ensured pupils were able to attend during the normal school day and still attend lessons as usual.</p> <p>Teachers set differentiated literacy and numeracy lessons on Classcharts during lockdown. Pupils also had access to specific SEN resources.</p> <p>Pupils were removed part way through the maths lesson to attend a smaller focus group to complete work recommended for each pupil's</p> | <p>A designated Teaching Assistant will continue to be responsible for the deliverance and monitoring of the literacy and numeracy sessions.</p> <p>Analysis of progress will continue to be closely monitored and over seen by the SENCO.</p> <p>Regular assessments allow for comparison of starting points in order to measure impact and monitor progress.</p> <p>Close liaison with the relevant subject teacher will continue.</p> | |

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| | Mathematics Booster sessions | <p>needs. This feeds into learning completed in class and ensures pupils are able to continue to follow the same curriculum as their peers.</p> <p>Lesson zero maths lessons were available for Yr 11 students on examination technique and to fill gaps in knowledge. Attendance to these sessions was high and reflected in the improved grades obtained.</p> | <p>Once the adaptations to the pupil timetables are no longer necessary because of Covid 19, the Yr 11 and targeted Yr 10 pupils will be encouraged to attend the Yr 11 Maths lesson zero booster sessions.</p> | |
| Pupils have access to all learning materials | Audit of course resources collated from HoDs | <p>Pupils in Yr 11 attended one to one meetings with HoY / Assistant Principal to identify which revision guides and examination resources they needed. This was managed discretely with the pupil concerned.</p> <p>This prescriptive approach ensures money is not wasted textbooks/revision guides are provided where required, whilst simultaneously ensuring they have every opportunity to succeed from the provision of recommended resources.</p> <p>During the Covid 19 lockdown, laptops were loaned to selected Yr 10 pupils to aid the continuation of learning in examination subjects.</p> <p>Hard copies of work were posted home to pupils during lockdown to Individuals in Yrs 7-10 who were unable to access and complete work using technology.</p> | <ul style="list-style-type: none"> Missing resources, such as textbooks, revision guides and software licenses, flashcards and highlighters will continue to be provided. In the event of another lockdown or if a pupil is self-isolating, work will continue to be set online via Classcharts and Google Classroom, or hard copies posted home if required instead. | |

iii. Other Approaches

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? | Lessons learned (and whether you will continue with this approach) | Cost £17,000 |
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| Pupils feel a sense of inclusion; they do not feel left behind. | Awareness and appropriate intervention for pupils' welfare, wellbeing and raising aspiration | <p>An experienced team of HoYs and/or Pastoral Assistants to assisted with any welfare concerns that arose.</p> <p>Pupils were aware of options for their future, the importance of their education now and the impact regular and timely attendance has on this.</p> | Communication links from pastoral teams and teaching staff will continue to strengthen, providing a 'wrap around' awareness and care for the child. | |

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| | <p>One to one meetings provide the opportunity for pupils to discuss what they feel are their barriers to learning...</p> | <p>This information is used appropriately to identify any additional ways in which the school could support and raised awareness of the individual needs of the pupil.</p> <p>Pupils in Yrs 10 and 11 benefited from appropriate Information, advice and guidance (IAG) via careers interviews for future pathways.</p> <p>Pupils were able to attend both compulsory field trips and those recommended for their courses. Pupils offered the opportunity to experience extra-curricular activities such as learning a musical instruments.</p> <p>All pupils were contacted by their HoY or other member of the Pastoral Team during the Covid 19 lockdown to make a welfare check and ensure work was being accessed and completed.</p> <p>Pupils considered vulnerable were contacted every week during lockdown by a member of SLT or other member of the Pastoral Team.</p> <p>Pupils with an EHCP were offered the opportunity to attend school during the Covid lockdown. A collaboration of the SENCO, teachers and teaching assistants worked closely with individuals ensuring learning continued in line with that set by classroom teachers.</p> | <p>Career interviews to continue in Yrs 10 and 11. Career conversations to commence in Year 9 in one to ones with HoY. Teaching staff to be made are of a pupil's career path interests.</p> <p>Field trips and opportunities such as peripatetic music lessons are paid for directly from PP funding.</p> <p>If another lockdown occurs, pupils will be contacted by HoYs, Pastoral Team and/or SLT to carry out a welfare check and ensure work can be accessed and completed.</p> <p>Those deemed vulnerable will be contacted weekly.</p> <p>In the event of another lockdown, pupils with an EHCP will be given the opportunity to attend school and work with a team of teachers and teaching assistants to ensure targeted learning and progress continues.</p> | |
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