

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.

School overview

| Detail | Data |
|---|-----------------------------|
| School name | New Park Academy |
| Number of pupils in school | 117 |
| Proportion (%) of pupil premium eligible pupils | KS2: 88.24% KS3/4:75.26% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 |
| Date this statement was published | |
| Date on which it will be reviewed | |
| Statement authorised by | Advisory Board |
| Pupil premium lead | Almut Bever-Warren |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £89,890 |
| Recovery premium funding allocation this academic year | £30,532 |
| 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 | £120,422 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers and to ensure the funding reaches the pupils who need it most.

At the heart of our approach is high-quality teaching as a crucial element of our holistic offer to meeting the complex needs of some of the most vulnerable children and young people in Salford. The Pupil Premium allows us to target identified barriers to success that impact on a high number of our pupil population. The strategies implemented form part of a wider approach that aims to help pupils narrow their gaps in learning, address their emotional and mental health needs as a result of their often adverse childhood experiences and/or identified difficulties such as ADHD, ODD, ASC, OCD, Attachment Difficulties and/or Communication Difficulties, and prepare them for adulthood in their communities.

Key Objectives 2021/22

1. Improve pupils' functional literacy skills that allows them to access the curriculum increasingly independently, particularly focussing on reading skills across all KSs
2. Identify pupils whose numeracy skills are well below the expected age-related attainment level, and also pupils who are at risk of underachievement, offering specialist support in and out of the classroom to help them close the gap and achieve their potential
3. Identify unmet speech, language and communication needs, provide intervention to support and develop the communication skills and develop staff knowledge and awareness of SLCN, so more children and young people can be reached consistently
4. Improve pupils' readiness to learn in KS2 through structured use of therapeutic provisions
5. Reduce the risk of lost learning on transition from yr 6 to yr 7
6. Improve yr 6 and yr 7s pupils' independent learning skills to allow them to make progress in line with their ability

Clearly, there are many other priorities in our school that we address through other funding streams and therefore, they are not recorded here.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. In 2021/22, we will address those marked in red font from PP resources.

| Challenge number | Detail of challenge |
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| | Possible In-School Barriers |
| 1 a+b | Underdeveloped a) Literacy Skills and b) Numeracy Skills (KS2-4) |
| 2 | Underdeveloped social communication and receptive language skills (KS2-4) |
| | Lack of aspirations and engagement (KS3&4) |
| | Possible External Barriers |
| | Low school attendance (KS2-4) |
| 3 | Experience of Developmental Trauma and lack of Family Support (KS2-4) |
| | Involvement in anti-social behaviour in community and attraction of gang membership (KS 2-4) |
| | Misuse of illegal substances (KS3&4) |
| | Covid Related Catch-Up Premium |
| 4 | risk of lost learning on transition from yr 6 to yr 7 |
| 5 | independent learning skills to allow them to make progress in line with their ability |
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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 |
|--|---|
| <p>Pupils' functional literacy skills will increasingly allow them to access the curriculum independently (KS2-KS4)</p> | <p>Pupils' literacy skills will increase at least by their individual set targets, leading to the expected progress throughout the curriculum</p> <p>Literacy data to be increasingly accurate due to moderation meetings, making it possible to also undertake gap analysis which in turn helps students advance in their learning)</p> <p>Pupils at KS3 will consistently use Tier 3 vocabulary within each subject field.</p> <p>Pupils will be able to provide definition for at least 3 key words in a chosen subject field.</p> |
| <p>Pupils' numeracy skills will increase and interventions will allow pupils to fully grasp new concepts, gradually closing the gap between ability and attainment (KS2-KS4)</p> <p>Less able students will develop a deeper understanding of maths concepts by using manipulatives and pictorial representation</p> <p>Pupils will develop deeper understanding of more abstract topics and higher level concepts by the use of manipulatives and pictorial representations</p> | <p>Pupils' numeracy skills will increase by their individual set targets, leading to the expected progress across all ability ranges</p> <p>Staff feel comfortable setting more challenging targets for next round, as evidenced in lesson observations</p> <p>Staff feel more comfortable teaching students with MLD, as evidenced in lesson observations</p> |
| <p>Unmet speech, language and communication needs of the children and young people are identified</p> <p>Intervention to support and develop the communication skills of the children/young people will be provided.</p> <p>Staff knowledge and awareness of SLCN will be further developed.</p> <p>More staff successfully complete Elklan training course (e.g., S&L support for 11-16s or S&L support for VYP)</p> | <p>Children and young people engage in assessment and intervention process</p> <p>Positive shift in qualitative and quantitative measures taken by SALT.</p> <p>Staff report increased confidence in identifying and supporting children and young people's communication skills.</p> <p>Evidence of successful completion of Elklan training.</p> |

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| <p>School will continue to deliver refresher training to ensure all staff are aware of strategies to support SLCN (in line with requirements for maintaining Elklan Communication Friendly Settings status).</p> | |
| <p>Pupils' emotional, social and mental health needs will be addressed through structured therapeutic interventions, leading to narrowing of gaps between ability and attainment</p> | <p>Reduction in incidents of dysregulation of behaviour as measured in PIFs</p> <p>Improvements evident on emotional resilience monitoring.</p> <p>Gaps between ability and attainment are narrowed</p> |
| <p>Yr 7 students will make progress in line with their ability without any evidence of lost learning on transition</p> | <p>90% of pupils will make progress in line with predicted progress from their KS2 teachers</p> <p>KS2 teachers report increased confidence and reduced anxiety for yr 6 cohort re transition in Sep 2022</p> <p>Staff demonstrate an increased awareness of curr requirements of KS2 and KS3 respectively which is reflected in their planning</p> |
| <p>Pupils make progress in line with their ability and show evidence of increased independent learning skills</p> | <p>90% of pupils will make progress in line with predicted progress from their KS2 teachers</p> <p>Observational evaluation of independent learning skills demonstrates progress for 90% of students in yr 6 and yr 7, with 10% showing marginal but noticeable improvement</p> <p>Staff in High school demonstrate confidence in introducing elements of collaborative learning, ready to introduce it in their teaching in 2022/23</p> |

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: no cost

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Numeracy CPD led by LSS as well as co-teaching focusing on group strategies for children with learning difficulties CPD led by LSS as well as co-teaching focusing on group strategies for children with learning difficulties (Refresher) Training for teaching staff. Training for class based TAS 1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)</p> | <p>Rationale: Based on findings from previous OFSTED inspection In the Ofsted inspection from Dec 2016, inspectors stated that standards in mathematics across the school were not as strong as in English. Whilst a wide range of topics was taught, they felt pupils had restricted opportunities to think more deeply about mathematics or to make sure concepts were fully grasped, or mastered. Since then, with school continuously exploring and developing other maths teaching pedagogy (numicon, Cuisenaire and Bar Modelling Methods) across school, it is pleasing to note that maths results across the KSs have improved greatly over time. The evaluation since the inspection have demonstrated that the approach taken has been of benefit to the students and the Maths Department will continue with the interventions as outlined above. It has also been decided to continue to offer bespoke internal training to non-specialist staff to raise their confidence in teaching maths.</p> | <p>1 b 4</p> |

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

Budgeted cost: £ 80,542

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Literacy 1:1 literacy intervention (HLTA led, supervised by SENCo) Base line assessment and follow up assessment</p> <p>Having bi-annual reading assessments that cover a range of literacy skills enables teaching staff to see areas of need in individual pupils. Targeted packs are to be created and distributed for those pupils who have areas of difficulty that can be addressed during lesson time rather than in a directed intervention. Direct interventions will happen with specialist Literacy SEN TA for those students with areas of difficulty that cannot be addressed solely by work packs.</p> | <p>Rationale: Based on findings from EEF</p> <p>One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching.</p> <p><u>How effective is it?</u></p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Evidence indicates that one to one tuition can be effective</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases, one to one tuition has led to greater improvement, while in others, tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers.</p> | <p>1a 4</p> |
| <p>Literacy The vocabulary of KS3 pupils will be developed, using Tier 3 (subject specific vocabulary) words and opportunities for Oracy within all subjects. Subject leaders will provide key words for their subject that will develop the</p> | <p>As above</p> | <p>1a 4</p> |

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| <p>vocabulary of pupils. The Tier 3 words will be embedded and meaning of words and how they work in that subject will be discussed in lesson. Literacy lead will compile all key words and issue to KS3 tutor teams for weekly spelling and definition work during identified sessions.</p> | | |
| <p>Numeracy 1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)</p> <p>Extension of intervention provision will be continued with a target year 11 group of pupils who underachieved during 2020 -2021</p> <p><i>Steps:</i> Gap analysis assessment will identify areas of weakness or missed learning</p> <p>SEN TA will work/liaise with class teacher/TA and to support reengagement and catch up with focus group either in class , 1:1 or small group</p> | <p>Rationale: Based on findings from EEF Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><u>How effective is it?</u> Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><u>How secure is the evidence?</u> The evidence is limited and mainly relates to low attaining pupils receiving additional support to catch up with their peers. In recent years a growing number of rigorous UK studies have been conducted. In a 2014 evaluation Year 6 and 7 pupils made an additional three months’ progress from Switch-on Reading, a structured programme involving small group tuition. In addition, an intensive coaching programme that involved one to one and small group tuition has an average impact of five additional months' progress. A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one to one basis, or with groups of two or three, with all group sizes making similar amounts of progress.</p> | <p>1b 4</p> |
| <p>36 days of SALT input into High School</p> <p>18 days SALT input in KS2 resource.</p> | <p>Rationale: <i>(Information below has been provided by the Royal College of Speech and Language Therapists (RCSLT))</i> <u>SLTherapists have a unique role in identifying communication difficulties</u> (Pearce et al, 2014). By assessing and profiling a CYP’s communication strengths and needs, SLTs can help others understand them better, thereby contributing to more positive outcomes.</p> | <p>2</p> |

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| <p>5 sessions 1:1 or small group work with TA4</p> <p>Children and young people engage in assessment and intervention process</p> <p>Positive shift in qualitative and quantitative measures taken by SALT.</p> <p>Staff report increased confidence in identifying and supporting children and young people's communication skills.</p> <p>School can show that SLCN training is on staff training agenda and a log of staff who attend.</p> <p>Learning walks are completed by SENCO & SLT to ensure strategies are in place within classrooms.</p> | <p>All children and young people who have SEMH should be assessed for SLCN, ideally by a speech and language therapist. <u>The Department for Education in England says "where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues."</u> (Department for Education, 2016, p.14).</p> <p> </p> <p><u>SLTs can contribute to differential diagnosis in CYP who have SEMH</u> (Im-Bolter and Cohen, 2007). CYP with mental health diagnoses often present with unusual communication profiles that need careful analysis and a detailed case history in order to determine if behaviours are due to an unidentified SLCN or the mental health diagnosis.</p> <p><u>A child's behaviour can influence others' judgments about their communication skills, for example in attention deficit hyperactivity disorder (ADHD) or autism spectrum disorder (ASD).</u> It is therefore important to have a speech, language and communication assessment as part of the diagnosis of SEMH, especially in relation to ADHD (Gooch et al, 2017).</p> <p>The CYP's views of their communication skills and how effectively others communicate with them should be an integral part of any assessment. An assessment may take time, as gaining the trust of the CYP and understanding their communication strengths and needs in different situations is vital for accuracy.</p> <p>Department for Education statistics show that social, emotional and mental health (SEMH) is the most prevalent primary type of special educational need for Children in Need. However research shows that a high proportion of children and young people with SEMH are likely to have co-occurring SLCN, which may not have been identified or supported: in a meta-analysis of 22 studies, 81% of children with emotional and behavioural disorders were found to have communication needs that had not previously been identified. (1)</p> <p>At secondary school, vocabulary skills at age 13 strongly predict both maths and English GCSE results. (2)</p> <p><u>How effective is it?</u></p> <p>By working collaboratively with school staff, young people and their parents/carers the SLTherapist can:</p> <ul style="list-style-type: none"> • Support and teach skills <ul style="list-style-type: none"> ○ enable CYP to integrate socially, learn functional skills, participate in life roles (in a range of education, work and social contexts) and access and benefit from verbally mediated interventions. • Differentiate <ul style="list-style-type: none"> ○ Support staff to ensure materials, resources and meetings are accessible to young people. • Advocate <ul style="list-style-type: none"> ○ Support the young person in having their views heard in education, health and social care decisions. • Train and educate | |
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| | <ul style="list-style-type: none"> ○ Provide training through formal and informal ways to develop knowledge and skills of those people working with the CYP. <p><u>How secure is the evidence?</u></p> <ol style="list-style-type: none"> 1. Hollo A, Wehby J.H, Oliver R.M. (2014) Unidentified Language Deficits in Children with Emotional and Behavioral Disorders: A Meta-Analysis. <i>Exceptional Children</i> 80(2): 169-186 2. Spencer, S., Clegg, J., Stackhouse, J. and Rush, R. (2017), Contribution of spoken language and socio-economic background to adolescents' educational achievement at age 16 years. <i>International Journal of Language & Communication Disorders</i>, 52: 184–196. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39,899

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>A range of holistic and therapeutic activities offered at the Juniors provision.</p> <p>Students' emotional resilience and readiness to learn regularly monitored.</p> <p>Clear rational and guidance for students accessing individualised programmes through re-introduction of IBP.</p> <p>Progress rate measured against rate prior to introduction of interventions</p> <p>Evidence in IBP of reflective practice and progression of targets to be provided.</p> <p>Students will increase the time spent in class and accessing learning, leading to greater progress in attainment.</p> <p>Learning walks will observe calm learning</p> | <p>Rationale: Based on findings from ACAMH</p> <p>Mental health problems in childhood are linked to educational failure, which in turn is associated with increased rates of psychiatric disorder (Trzesniewski et al, 2006). The most common mental health problems in school-age children are conduct and anxiety disorders (Fazel 2014), though attention deficit hyperactivity disorder (ADHD) and autism spectrum disorders can also cause significant difficulties, because children find hard to manage in the school environment (Fazel 2014).</p> <p><u>How effective is it?</u></p> <p>School based interventions are most effective if they are completely and accurately implemented (Weare & Nind, 2011). In statistical terms, the effect of most interventions is small to moderate, but when applied in real world settings, the effects are much larger (Weare & Nind, 2011). The characteristics of the most effective interventions include:</p> <ul style="list-style-type: none"> • focusing on positive mental health • delivering a mix of universal and targeted approaches • starting early with the youngest children | 3 |

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| <p>environments in the classrooms.</p> | <ul style="list-style-type: none"> • long term interventions which embed within the whole school’s approach, including changes to the curriculum and teaching skills, and linking with academic learning, • working with and educating parents • community involvement and coordinated work with outside agencies <p>(Weare and Nind, 2011).</p> <p>There are academic benefits of mental health promotion in schools. Schools with social and emotional learning programmes show an increase in scores in standardised tests, compared with scores from non-intervention schools (Durlak et al, 2011).</p> <ul style="list-style-type: none"> • | |
| <p>Transition: KS2-3</p> <p>KS2 Trainee Teacher will move up with yr 6 in Sep 2021, thus being able to share positive practice from KS2 and enable curriculum continuity</p> <p>All yr 7 students are baseline assessed within first 4 weeks of arrival and reassessed in June/July2022</p> <p>Yr 6 students will be offered early opportunities for shared learning with yr 7s to prepare them for a positive transition in 2022 Pre and post assessments implemented, taking into consideration of what targets yr 6 teachers would have set for the children if they had stayed with them</p> <p>Pupil progress</p> <p>Pupil questionnaires of shared experiences</p> | <p><u>Transition Work</u></p> <p>Ellie Grout and Liz Stevenson state in their article in the TES from 23rd February 2020 ‘ Why schools should focus on transition all year round’ that schools miss out on opportunities if KS2 and KS3 do not learn from each other and use their combined knowledge to minimise any risks of lost learning on transition. They based their article on research published by Ofsted https://www.gov.uk/government/publications/key-stage-3-the-wasted-years.</p> <p>Schools traditionally focus on transition in the autumn term when schools offer open days; March, when parents find out whether their child managed to get into the mainstream school of their choice and then again in the late summer term when schools offer some transition opportunities. For our pupils who have the greatest difficulties in coping with change, this decision is, in many cases, made much later so both parents and children suffer from this uncertainty.</p> <p><i>“However, for children and their parents, too, we have an obligation to heighten the importance of KS2 to KS3 transition in our respective establishments because for them, transition is something they bear the steady weight of throughout the year. Given that it occupies their minds all year round, then surely it makes sense that it should occupy the minds of teachers and leaders too.”</i></p> <p>The two authors make a number of suggestions how it might be of benefit of involving parents from very early on, which is something we will endeavour to start doing in the coming school year.</p> | <p>4 1</p> |

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| | <p>“The national curriculum follows a very clear pattern from KS1 through to KS4. We tend to know the logical progression of learning in our own phases so we need to secure an understanding of the phases that precede and follow our own.</p> <p>More importantly, although primary and secondary education tend to be distinct, we have a duty to ensure that the two major phases of learning are not disparate for children. A quick win here is to have, at the very least, a basic understanding of the KS2 curriculum in your subject. Knowing what the children have been taught for the past four years will inevitably help you to plan more strategically.”</p> <p>Based on this ‘quick win’ scenario, we will go a step further: a member of KS2 will support the transition of their yr 6 pupils into year 7, sharing her experience of the KS2 curriculum with the year 7 staff in the first half term. She will spend more time in KS3 to also get an understanding of the KS3 curriculum, which she will take back to her KS2 class. Throughout the year, opportunities will be created to ensure that year 6 students can benefit from the experiences of their friends who have already moved to the High School, with the aim to reduce their anxieties and have joint learning opportunities.</p> | |
| <p>Independent Learning Skills</p> <p>Observational study of pupils’ ability to work collaboratively and independently in Sep 2021</p> <p>Introduction and embedding of collaborative learning in yr 6 and yr 7 throughout the year</p> <p>Use of Reciprocal Reading</p> <p>Sharing experiences with staff across school to cascade skills and knowledge in dedicated sessions</p> <p>Observational re-assessment of pupils’ ability to work collaboratively and independently in June/July 2022 Pre and</p> | <p><u>Collaborative Learning</u></p> <p>Based on findings from EEF (<i>Teaching and Learning Toolkit</i> <i>An accessible summary of the international evidence on teaching 5-16 year-olds</i>), a collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. Some collaborative learning approaches put mixed ability teams or groups to work in competition with each other in order to drive more effective collaboration.</p> <p><u>How effective is it?</u></p> <p>The impact of collaborative approaches on learning is consistently positive, on average accelerating learning by approximately five additional months’ progress. <i>Evidence based on extensive research indicates that collaborative learning is effective</i></p> <p>Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.</p> | <p>5 1</p> |

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| <p>post assessments implemented</p> <p>Lesson observations</p> <p>Staff questionnaire</p> | <p>Collaborative learning appears to work well for all ages if activities are suitably structured for learners' capabilities and positive evidence.</p> <p>Based on the evidence offered, we will introduce collaborative learning in year 7 with the aim for this to eventually spread throughout school both by the pupils growing older, and staff gaining in expertise.</p> | |
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Total budgeted cost: £ 120,422

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Quality of Teaching for All

| Desired Outcome | Chosen Action/ approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Evaluation July '21 |
|---|--|--|---|---|
| All teaching of the recovery curriculum within a blended-learning framework is consistently good, with evidence of outstanding practice in many areas | Regular access to CPD Lesson observations and learning walks Regular well-being checks and emotional support for staff | Since the Covid-19 crisis, new ways of working have had to be introduced, and it is important to maintain the consistency of the quality of teaching and learning in these new circumstances. | Lesson observations and learning walks, involving deputy and assistant head Regular scrutiny of work Regular item on SLT meeting agenda Quality Assurance process for online learning put in place | All staff received training on delivering lessons remotely, and these were quality assured whilst the recovery curriculum was in place. Learning walks, and the scrutiny of pupils' work and progress, indicate the quality of teaching across the school continued to be consistently good, with clear evidence of outstanding practice in many areas. |
| Maths: consistency of formative and summative assessment by non-specialist teachers across the school as a means of enhancing pupil progress | All teachers of Maths conversant with and confident in the use of the White Rose assessment tools Regular opportunities for Maths lead to meet with all other teachers of Maths Regular work moderation and progress sessions by Maths lead with SLT support | White Rose schemes of work offer consistency of provision across the school, and it is therefore important that subsequent assessment tools are also used consistently across the school | Pupil progress in Maths across the KSs as evidenced by White Rose baseline and progress tests Minutes of maths meetings Regular scrutiny and moderation of pupils' workbooks/portfolios | Effective assessments by maths non-specialists, overseen and moderated by the maths lead, have ensured that pupil progress in maths remains good across the school |
| English: consistency of formative and summative assessment by non-specialist teachers across the school as a means of enhancing pupil progress | All teachers of English conversant with the cross curricular literacy plan Regular opportunities for English lead to meet with all other teachers of English Regular work moderation and progress sessions by English lead with SLT support | As part of the National Literacy Trust's two year training and implementation programme, we have a vision to see the reading and literacy levels of our pupils raised significantly, an end in its own right, but also to allow them to access other curriculum areas more effectively and confidently | Regular scrutiny and moderation of pupils' workbooks/portfolios Minutes of English meetings Regular review of progress against action points in National Literacy Trust plan | Effective assessments by English non-specialists, overseen and moderated by the English lead, have ensured that pupil progress in English remains good across the school |

| Desired Outcomes LITERACY | Chosen action/ approach | How will you know it is implemented well? | Success Criteria | Staff lead | Evaluation July '21 (linked to Success Criteria) |
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| Pupils' functional literacy skills will increasingly allow them to access the curriculum independently (KS2-KS4) | <p>1:1 literacy intervention (HLTA led, supervised by SENCo)</p> <p>To develop the vocabulary of KS3 pupils using Tier 3 (subject specific vocabulary) words and opportunities for Oracy within all subjects.</p> | <p>Base line assessment and follow up assessment</p> <p>Having bi-annual reading assessments that cover a range of literacy skills enables teaching staff to see areas of need in individual pupils. Targeted packs are to be created and distributed for those pupils who have areas of difficulty that can be addressed during lesson time rather than in a directed intervention. Direct interventions will happen with specialist Literacy SEN TA for those students with areas of difficulty that cannot be addressed solely by work packs.</p> <p>Subject leaders to provide key words for their subject that will develop the vocabulary of pupils. The Tier 3 words are to be embedded and meaning of words and how they work in that subject to be discussed in lesson. Literacy lead is to compile all key words and issue to KS3 tutor teams for weekly spelling and definition work during identified sessions.</p> | <p>Pupils' literacy skills will increase at least by their individual set targets, leading to the expected progress throughout the curriculum</p> <p>Literacy data to be increasingly accurate due to moderation meetings, making it possible to also undertake gap analysis which in turn helps students advance in their learning)</p> <p>Pupils at KS3 will consistently use Tier 3 vocabulary within each subject field.</p> <p>Pupils will be able to provide definition for at least 3 key words in a chosen subject field.</p> | PP, NW | <p>Due to Covid, accelerated progress was not as hoped. Students with 80%+ attendance throughout demonstrated expected and in some cases exceeded individual targets in literacy.</p> <p>Due to a change in literacy head of department, new baseline assessments were undertaken in Sept '21. These were used as a benchmark to measure progress across the academic year.</p> <p>Head of department ensured an oversight of all testing for initial moderation purposes. Going forward, these will be conducted with all staff in half termly English development meetings.</p> <p>The literacy strategy has been implemented across the school and staff are showing evidence of key words in their planning. This will be embedded and monitored using learning walks over the next academic year.</p> |

| Desired Outcomes NUMERACY | Chosen action/approach | How will you know it is implemented well? | Success Criteria | Staff lead | Evaluation July '21 (linked to Success Criteria) |
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| Pupils' numeracy skills will increase and interventions will allow pupils to fully grasp new concepts, gradually closing the gap between ability and attainment (KS2-KS4) | <p>Training for teaching staff. Training for class based TAS 1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)</p> <p>CPD led by Ed Psych/LSS as well as co-teaching focusing on group strategies for children with MLD</p> | <p>Subject pedagogy CPD</p> <p>Practical maths and dycalculia training</p> <p>Base line assessments and follow up assessment and assessment for Dyscalculia</p> <p>Pre and post topic assessments</p> <p>Staff evaluation: they feel more comfortable teaching students with MLD</p> <p>Pupil progress</p> | <p>Pupils' numeracy skills will increase by their individual set targets, leading to the expected progress linked to the new KPIs</p> <p>Staff feel comfortable setting more challenging targets for next round</p> | PP/JPe/NW/MH | <p>Subject pedagogy CPD</p> <p>Modelling had been undertaken with HLTA support in year 8 and Junior setting. This was hoped to be rolled out further but due to Covid and lockdown restrictions, groups of staff self-isolating and other unforeseen circumstances it has not yet gone ahead.</p> <p>Contact has been made with LSS to undertake additional training with class based TAs and new teaching staff early in the next autumn term.</p> <p>Assessment</p> <p>Revised assessment procedures where implemented:</p> <ul style="list-style-type: none"> • Baseline tests for all pupils by end of September 2020 • Introduction of pre-tests and post-tests for each unit to provide ongoing formative data. • Summative progress tests in May Years 7 – 10 <p>Intervention staff have been working on identified gaps from baseline testing undertaken in September. Data indicates that 100% of pupils who accessed 1:1 interventions made progress.</p> <p>HOD has been seen to put all infrastructure in place for staff to implement pre and post topic assessments. This was revisited in the half termly staff meetings. Evidence of this being used has been seen inconsistently due to repeated bubble closures but is being re-enforced with staff following highlighting of issue with SLT. HOD modelled this process well with her group and it clearly demonstrated effectively the progress of students.</p> |

| Desired Outcomes COMMUNICATION | Chosen action/ approac h | How will you know it is implemented well? | Success Criteria | Staff lead | Evaluation July '21 (linked to Success Criteria) |
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| <p>Unmet speech, language and communication needs of the children and young people are identified</p> <p>Intervention to support and develop the communication skills of the children/young people will be provided.</p> <p>Staff knowledge and awareness of SLCN will be further developed.</p> <p>More staff successfully complete Elklan training course (e.g., S&L support for 11-16s or S&L support for VYP)</p> <p>School will continue to deliver refresher training to ensure all staff are aware of strategies to support SLCN (in line with requirements for maintaining Elklan Communication Friendly Settings status.</p> | <p>36 days of SALT input into High School</p> <p>18 days SALT input in KS2 resource.</p> <p>5 sessions 1:1 or small group work with TA4</p> | <p>Children and young people engage in assessment and intervention process</p> <p>Positive shift in qualitative and quantitative measures taken by SALT.</p> <p>Staff report increased confidence in identifying and supporting children and young people's communication skills.</p> <p>School can show that SLCN training is on staff training agenda and a log of staff who attend.</p> <p>Learning walks are completed by SENCO & SLT to ensure strategies are in place within classrooms.</p> | <p>Children and young people engage in assessment and intervention process</p> <p>Positive shift in qualitative and quantitative measures taken by SALT.</p> <p>Staff report increased confidence in identifying and supporting children and young people's communication skills.</p> <p>Evidence of successful completion of Elklan training.</p> | <p>Amy Burton (SALT) – High School</p> <p>Fiona Taylor (SALT) - KS2</p> <p>Philippa Peploe (SENCo)</p> | <p>All students identified have had at least 1 session with the school based SALT. From this, students identified as needing further support have accessed this on a weekly basis.</p> <p>The SALT worker has gone into form rooms as well as attended homes to establish relationships with students, enabling this progress.</p> <p>During lockdown, virtual sessions were undertaken with students who had access to a digital platform.</p> <p>Staff have held conversations with the SALT worker following referrals which has increased understanding of needs in the classroom.</p> <p>Additional training sessions were held virtually in lockdown to refresh staff on blank questioning skills.</p> <p>Elkan will be undertaken in the next academic year. Postponed due to Covid.</p> |

| Desired Outcomes | Chosen action/ approach | How will you know it is implemented well? | Success Criteria | Staff lead | Evaluation July '21 (linked to Success Criteria) |
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| THERAPEUTIC INTERVENTIONS KS2 | | | | | |
| Pupils' emotional, social and mental health needs being addressed through structured therapeutic interventions leads to narrowing of gaps between ability and attainment | A range of holistic and therapeutic activities offered at the Juniors provision. Students' emotional resilience and readiness to learn regularly monitored. Clear rational and guidance for students accessing individualised programmes through re-introduction of IBP. Progress rate measured against rate prior to introduction of interventions | Evidence in IBP of reflective practice and progression of targets. Students will increase the time spent in class and accessing learning, leading to greater progress in attainment. Learning walks will observe calm learning environments in the classrooms. | Reduction in incidents of dysregulation of behaviour as measured in PIFs Improvements evident on emotional resilience monitoring. Gaps between ability and attainment are narrowed | LC, NW, NL | Students who attended throughout the lockdown period have all shown improvement in their emotional resilience and a slight reduction in PIFs. These students were also noted to have exceeded their targets in English and Maths, in turn narrowing the GAPs |

| Desired Outcomes | Success Criteria | AUTUMN 2020 | SPRING 2021 | Summer 2021 |
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| COVID CATCH UP 2020/21 | | | | |
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| All pupils make progress in line with their ability | 90% of identified pupils show improved Attendance over time | 8 pupils on intervention caseload Of the 8 students, 5 (62.5%) increased their attendance in school and alternative provision leading to them no longer requiring intensive intervention from attendance officer going forward; hence, new cases have been assigned. | 8 pupils on current intervention caseload <ul style="list-style-type: none"> • 4 students continued from Autumn Term • 4 new students referred • 4 remaining students engaging in school, alternative provision, individualised timetable or shielding due to 3rd Covid Lock-down. Of the 8 students this term, 5 (62.5%) increased their attendance in school and alternative provision since last term. Other 3 students engaged in 1:1 mentoring sessions; however, this is not reflected in official school attendance data. | 8 pupils on caseload: <ul style="list-style-type: none"> • 4 students continued from Spring Term (1 since Autumn Term) • 4 new students referred • 4 students no longer on caseload receiving support from EOTAS team, tutor team and/or safeguarding team (including school based social worker) • 1 student referred to EBSA pathway Of the 8 students this term: <ul style="list-style-type: none"> - 6 students increased their attendance from Spring Term. - 1 student continued to have attendance above 95% and remained on caseload as they were engaging in 1:1 plumbing lessons with Attendance Support Officer in preparation for Post 16. - 1 student's attendance continues to be of concern and has been referred to EBSA pathway |
| | 90% of identified pupils show evidence of accelerated progress by summer in English and maths | Of the 8 pupils on intervention, 6 (75%) have shown improvement in maths and/or English and are working towards their set | Of the 8 on intervention, 2 (25%) have shown improvements in maths or English since last term and 1 has shown improvement since returning from shielding. | Of the 8 on intervention, 2 (25%) are on target for Maths and/or English and 5 (50%) are working towards expected targets in Maths and English. |

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| | | <p>targets. One student is working on target for maths.</p> | <p>2 students have individualised timetables to slowly reintroduce them into school life, engaging in other subjects such as PE, Cooking, and Art to build confidence.</p> | <p>Of the students who have not made progress:</p> <ul style="list-style-type: none"> - 1 student is recently diagnosed as severely dyslexic and is engaging in interventions to support this, instead of formal maths and English sessions. - 1 student has made no progress due to continued non-attendance and has been referred to the EBSA pathway. <p>Additionally, 1 year 11 student has progressed onto an apprenticeship and achieved his CSCS card.</p> |
| <p>Pupils who have not improved school attendance over time show evidence of engagement with staff that indicates progress in their emotional wellbeing</p> | <p>3 students who have not improved attendance have engaged in 1:1 mentoring sessions with Attendance Support Officer, discussing concerns about attendance and issues outside of school being identified. Offers of additional school support for families or referral to additional agencies have been made.</p> | <p>7/8 students consistently engage with interventions and have agreed to individualised timetables or vocational placements. Referrals to other agencies have also been made for children and families where additional support is needed. In the case of 1 student, where engagement has been difficult, referrals have been made to Children's Services and police.</p> | <p>ESBA referrals completed for 1 student on caseload where attendance has not significantly improved despite long-term intervention.</p> <p>1 student, with long-term health needs, has engaged in all practical activities offered where he is required to go outside the house, without his wheelchair.</p> <p>1 student who did make progress in Maths and English has also secured an apprenticeship, which started after official Year 11 leaving date.</p> | |