



SUMMARY INFORMATION

Name of School	Maiden Erlegh School in Reading			Total students on roll	887
Students eligible for PP	Number: 195 (Y8 – Y11, Y7 TBC)	%: 25.6		Number eligible for PP Plus (PLAC)	4
School PP Lead	Ceri Burns		LAB PP Lead	Annie Reeve	
			Total projected spend	£195,966	

COHORT INFORMATION AT SEPT 2020

PP Students	LAP		MAP		HAP		Attendance	Persistent Absentees	
	Number	%	Number	%	Number	%	%	Number	%
7	TBC		TBC		TBC			TBC	
8	23	40%	27	48%	7	12%	77.0%	10	5%
9	20	35%	29	51%	9	15%	76.7%	10	5%
10	15	29%	28	55%	8	16%	78.4%	1	0.5%
11	19	40%	15	31%	14	29%	73.6%	13	7.3%

Non-PP Students	LAP		MAP		HAP		Attendance	Persistent Absentees	
	Number	%	Number	%	Number	%	%	Number	%
7	22	18%	71	58%	30	24%	79.7%	9	5%
8	32	26%	61	50%	31	25%	79.2%	9	5%
9	35	28%	56	44%	34	27%	78.8%	13	7.3%
10	46	35%	53	41%	31	24%	79.3%	11	6.2%
11	12	9%	58	44%	62	47%	78.5%	12	6.8%

TABULATED INFORMATION HERE ABOUT (AND SHOWING GAPS IN) ACADEMIC PROGRESS AND ATTAINMENT OF YEAR GROUPS AS THEY STAND AT START OF NEW ACADEMIC YEAR

BARRIERS TO PROGRESS AND ATTAINMENT	
A	Accessing the required resources and experiences needed for holistic development and subject specific progress
B	Attending school on time, and regularly, above 95%.
C	Low Aspirations, meaning motivation and knowledge about opportunities available to them is limited or not engaged with
D	Pastoral Factors at home, or in school preventing engagement and progress to take place
etc	

DISADVANTAGED PERFORMANCE	RESULTS 2020
Progress 8	0.46
Attainment 8	53% (24 students of which 12 achieved Ebacc)
% Grade 5+ in English and maths	47.57
Ebacc entry	49%

OUR GUIDING VALUE:

DISADVANTAGED STUDENTS SHOULD *ACCESS. ATTEND. ASPIRE* and *ACHIEVE*. IN LINE WITH OTHERS

STRATEGY AIMS FOR DISADVANTAGED PUPILS - ACADEMIC PROGRESS AND ATTAINMENT

Aims	Target date
To close gaps between PP students and non-PP students, ensure achievement is equal to, or above non-PP students.	July 2021
To provide students with resources and experiences in order to promote academic achievement	July 2021

STRATEGY AIMS FOR DISADVANTAGED PUPILS - WIDER OUTCOMES (e.g. participation, cultural capital, behaviour)

Aims	Target date
To provide Alternative Learning Provision/ Alternative Provision for those who are finding the academic demands of the mainstream curriculum too challenging	July 2021
To provide opportunities for all students to develop cultural capital, accessing trips and experiences	July 2021
To provide therapeutic intervention and support for those who need it	July 2021
To provide behaviour intervention and support for those who need it	July 2021

STAFFING COSTS

Role	Rationale	Projected Spend
Pastorally Vulnerable Champion	Supporting the most vulnerable pupils and those who are deemed at most at risk. Offering mentoring sessions, and signposting for further support.	1,961
Breakfast Club	Allowing those that need early access to school to provide a meaningful and safe start to the day, with breakfast, interaction and activities such as reading books and games on offer.	2,192

Homework Club	Providing support for those that need additional support or have no access to facilities to produce or print homework.	2,280
Inclusion support	Providing support and intervention for students in times of crisis. Offering a safe space to ensure education can continue alongside pastoral support.	4,757
Behaviour Support Worker	To continue promoting therapeutic approaches to escalation and restorative practice. Interventions implemented to support students pastorally, allowing education and lessons to continue without disruption.	6,745
PP Champion	Driving academic progress for PP students. Ensuring the 4 A's are covered. Having regular check ins, and triangulated support across subjects.	6,794
Behaviour Support Worker	To continue promoting therapeutic approaches to escalation and restorative practice. Interventions implemented to support students pastorally, allowing education and lessons to continue without disruption.	6,745
HLTA English	To support learning and development in English ensuring skills can be transferred and utilised in other subjects.	8,535
Behaviour Support Worker	To continue promoting therapeutic approaches to escalation and restorative practice. Interventions implemented to support students pastorally, allowing education and lessons to continue without disruption.	6,745
AHT	AHT to coordinate Behaviour, Careers and Transition across the school.	15,662
HLTA English	To support learning and development in English ensuring skills can be transferred and utilised in other subjects.	8,535
HLTA Maths	To support learning and development in Maths ensuring skills can be transferred and utilised in other subjects.	8,535
Inclusion Manager	To bring the Inclusion team together, making clearer systems of support and triage for our most vulnerable students.	10,182
Access and Achievement Mentor	To support all DA students academically, in addition to support for wellbeing. Allowing students to access, aspire and achieve in school	12,482
Family Liaison and outreach worker	To support the most vulnerable students and parents, bringing gaps allowing vulnerable students to reach their full potential in education	13,686
ELSA	ELSA sessions to continue for our most vulnerable, supporting welfare, mental health and wellbeing, ultimately allowing access to education as a result.	14,658

Attendance Officer	High proportion of time spent on DA students ensuring they can attend school, and therefore access education	7,297
SAHT	SAHT to coordinate Inclusion and provision for all students, particularly those deemed as most vulnerable.	16,100
GRAND TOTAL	£153,891	

TEACHING PRIORITIES FOR THE CURRENT ACADEMIC YEAR							
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review	Final Review
1. Quality First Teaching – Staff Training where needed for improved and sustain subject delivery		Contribution to staff training Staff are able to demonstrate impact of this training in the teaching of their subject. Implementation of Teaching for Excellence programme	£1,000 QFT	July 2021	EN/ SHD	<p>TfE programme started strong in the Autumn term but has had to be adapted due to our COVID response.</p> <p>The TfE focus for the first half term was on behaviour and relationships and two thirds of observation reported on positive relationships evident between the teacher and students</p> <p>However, there is still some inconsistencies with high expectations of behaviour across classes – especially with MPS teachers</p>	<p>TfE 2 Whole Staff CPD session on Questioning and Feedback went ahead, to develop knowledge and understanding about the Teaching WalkThrus pedagogical strategies</p> <p>This was followed up by the TfE 2 Seminar - Questioning and Feedback. This gave staff the opportunity to reflect and review on personal progress</p> <p>Finally, TfE 3 Seminar – End of Year Review</p>

						<p>Most lessons were reported to be well planned with half of these stating that the teacher had high expectations with regards to progress and attitudes to learning</p> <p>Focus in the 2nd half of Autumn term has been around further preparations for remote learning – including developing skills using Ed Tech, as well as developing pedagogical practice.</p> <p>Continue training ELTs on effective coaching, observation, and feedback.</p> <p>Ensure observers are meeting with teachers before the observation to discuss areas of focus related to the TfE programme.</p>	<p>Review TfE 2 - Questioning and Feedback allowed staff to further reflect and identify common issues that students' face in order to plan areas for focus next year</p> <p>Analysis from learning walks shows that effective questioning has increased as a strength observed in lessons.</p>
2. Targeted intervention by external agencies		To close gaps in attainment and progress – to see acceleration of progress to pupils who fall below their expected target grade	£1,000 <i>QFT</i>	July 2021	GB	Launch of GCSEpod with years 9-11. Over 1300 pods watched in first two months.	Since the start of usage of GCSEpod, 17,924 pods have been watched by students in years 9-11.
GRAND TOTAL			£2,000				

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR							
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review	Final Review
<p>1. Software implementation to enable PP students to develop in key skills</p> <p><i>Lexia (£4429, 3 yr subs), Rapid Plus, Reading Plus (£4500, 3 yr subs), Lucid Lass, Hegarty Maths (partial contribution)</i></p>		Improvement in DCP Data Round Robin feedback showing higher engagement in lessons and developed understanding	<p>Lexia £1,498 Rapid Plus £490 Reading Plus £1,500 Lucid Lass £200 Hegarty Maths (£360) TOTAL - £4,048 <i>Interventions</i></p>	July 2021	CA/ BUR	<p>Hegarty Maths – feedback from D Nemeth 6.1.21 – “ Hegarty Maths is more widely used with KS4 students and higher ability KS3 students. We have used it in Purple Pathway groups as well, but some of the task we found were too hard for them. In general, I could say that students are actively engaged with hegarty maths. Not as much in the lessons but more as part of their home learning and revision/practice. And during the January lock down, also as part of their online learning.</p> <p>Numerical value:</p> <p>From yr 7 to yr 11: there are 301 students who completed at least 10 tasks during the online learning in January/February 2021.</p> <p>However, there were 162 students who didn't engage with hegarty maths during the online learning at all. 69 of them are pupil premium.</p>	<p>Feedback from D Nemeth August 2021-“Since January on average students solved 200 questions on HegartyMaths and spent 5.3 hours on it.</p> <p>The student, who solved the most questions correctly (3007 questions answered correctly) spent more than 60 hours on HegartyMaths. This student is a pupil premium student.</p> <p>From the data (including some students who are no longer our students but are still on HegartyMaths) 27% of the students are PP</p> <p>There were 8 students who solved more than 1000 questions correctly (12% PP)</p> <p>23 students solved more than 600 questions correctly (21%PP)</p>

					<p>R:\MERAdmin\ACHIEVEMENT CENTRE\Interventions\Hegarty Maths\COPY of use of hegartymaths.xlsx</p> <p>Lexia</p> <p>Online literacy programme - the View Strand provides a report on each section (word study, grammar, comprehension), and we can view accuracy and rate of completion. Reports are sent home termly. Purple Pathway y7 & y8 pupils can access during HLTA lessons AND at home. Also used in Inclusion & Special Provision. We can measure rate of work and accuracy too.</p> <p>While not all pupils have accessed equally, some of our highest need SEN pupils have really engaged with the programme.</p> <p>Student 1 - 17h 49m</p> <p>Student 2 - 7h 53m</p> <p>Student 3 - 11h 7m</p> <p>In Lockdown 1 Senior TA emailed all parents of Purple Pathway pupils with information about logons and passwords so pupils could access from home. Senior TA also rang home to Deep Purple y7 Senior TA monitored usage and progress and sent SENCO weekly reports. Found here:</p>	<p>112 students solved more than 300 questions correctly (14% PP)</p> <p>233 students solved more than the average 200 questions correctly (20%PP)</p> <p>(this is above cumulative data)</p> <p>There were 74 students, however, who didn't complete any questions on HegartyMaths during the Spring and Summer term. (38%PP)</p> <p>32% of all these students (not just PP) were in yr 11, and most of them in set 3 or 4.</p> <p>This is something we will need to be aware of and try to find solutions to motivate yr 11 students to use this tool for revision and to aid their learning.</p> <p>And be mindful of students who are PP and might not have access to internet/devices or need extra support/motivation so they could benefit from this tool as well.</p>
--	--	--	--	--	---	---

						<p>R:\MERAdmin\ACHIEVEMENT CENTRE\Interventions\Lexia\LEXIA 2019-2020</p> <p>In current Lockdown Spring 2021 HLTAs are directed to set Lexia and Rapid Plus work during asynchronous lessons, and for HLTAs to monitor more closely the pupils' usage and progress and report back. In addition, Mrs Hameed & Mrs Rajput will assist pupils in Special Provision logging in and working on Lexia. Pupils can then access this independently, or maybe in a small Lexia group.</p> <p>Consideration to be given to extending the number of licences so that other pupils with weak literacy skills/ EAL pupils could access this programme. We currently have 50 licences.</p> <p>Rapid Plus</p> <p>Rapid Plus is a graded reading support programme which pupils can access in HLTA Purple Pathway lessons and at home. It has proven particularly useful in Lockdown in Special Provision – image at this link shows progress by particular high need SEN pupils</p>	<p>Lexia</p> <p>Lexia is overseen by HLTAs in Purple Pathway classes; and TA Asha Rajput, and Senior TA, Sejal Hameed, have an overview of all pupil usage and progress.</p> <p>In addition to the 50 Purple Pathway pupils accessing Lexia, during Lockdown 3 we have added 25 additional licences. These students were selected based on feedback from the English department and Jane Batts, (EAL). These students are expected to access Lexia at home. We have sent e-mails with information and log ins home and also shown these students at school how to log on. The following students have regularly engaged at home since March 2021:</p> <p>Year 7: SM– 973 units in 132 minutes</p> <p>VS – 1753 units in 353 minutes</p> <p>DY – 2866 units in 345 minutes</p> <p>Year 10: YY– 3113 units in 525 minutes (please see printed copy of his report I</p>
--	--	--	--	--	--	--	---

						<p>in Lockdown 1. We have limitless licences.</p> <p>\\MEA-STAFF\CA\My Pictures\Rapid Plus usage.png</p> <p>In current Lockdown Spring 2021 HLTAs are directed to set Lexia and Rapid Plus work during asynchronous lessons, and for HLTAs to monitor more closely the pupils' usage and progress and report back. In addition, more Rapid Plus licences can be set up by SENCO as need dictates.</p>	<p>gave you). He has progressed to advanced levels for grammar and word study.</p> <p>Rapid Plus</p> <p>Rapid Plus is a graded reading support programme which pupils can access in HLTA Purple Pathway lessons and at home. It has proven particularly useful in Lockdown in Special Provision. We have limitless licences.</p> <p>HLTAs set Lexia and Rapid Plus work during lessons. for HLTAs monitor pupils' usage and progress. In addition, more Rapid Plus licences can be set up by SENCO as need dictates.</p>
2. Access to supplementary resources to support access and learning		Students can engage and learn more around a subject or topic allowing another way of learning, and accessing the work	£1,500 <i>Pers. budgets</i>		CL's/ PP Champs/ BUR	PP Champions have supported department in ordering resources/ revision for students to access – this has increased over lockdown.	All Pupil Premium Champions have been engaging with all PP students across the year ensuring the new process is following and those needing resources allowing access have been granted a contribution towards their required items

		Attainment and progress to be seen in DCP data					
3. Access to resources and equipment to support learning and access		Engagement and the ability to partake in activity. DCP data. Feedback from staff	£1,500 <i>Teacher Premium</i>		BUR	Study packs for devised by J Teale for students to loan should they have forgotten equipment – consisted of all key equipment for lessons, calculator, compass, pens, pencils, ruler, pencil case. This has worked very well when the students were in school.	Study packs were created to loan to students in need, however BUR has also purchased exam packs for all to access on the date of exams – as vulnerable can be in all sorts of capacity's and therefore for the next academic year 60 exam packs have been created including black pens, pencils, protractor, rubber and ruler. This will be delivered by the induction team on exam days.
4. Literacy Development		Increased access to literature	£1,200 <i>Interventions</i>		EN	Access/ aspire/ achieve: Tutor time reading programme introduced with year 7 & 8 students reading fiction at least once per week with their class and tutor so that tutors help with vocab development and act as a role model for reading. 2 new sets of books purchased with subject matter also chosen with PSMSC themes in mind eg refugees/ foreign conflict etc. Books chosen by BAME authors to improve cultural diversity & relevance of reading material. This has also allowed foundation years students to always have a reading book with them on loan for a term so that they	At least 2 books read by y7& 8 tutor groups – one an online title due to lockdown. This widened into a Readathon, Book Fair – where £600 of books were bought for PP students using a voucher system – a 'Drop Everything & Read' session (which will be repeated regularly next year) & various fun activities around reading. Tutors have said the reading programme has been enjoyable and useful and it also helps with acquisition of cultural capital as well as improving reading & vocab skills. There has been a

						can read at home and in quiet periods of the school day.	significant move forward in the climate in the school around reading for pleasure and emphasising the importance of this.
GRAND TOTAL			£8,248				

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR							
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review	Final Review
1. WPS – Education Welfare Service employed – 1 day a week.		Improved attendance and punctuality of PP students, in line with non-PP students To close gaps in punctuality and attendance in key sub groups, SEN, PP, FSM, Vulnerable Increased engagement with parents Awareness of underlying issues, signposting parents for support	£10,400 (3yr strategy) <i>External</i>	Nov 2020	BUR <i>Attendance Officer</i>	Kellie Hinton has been allocated MER. This has proven very successful so far and has supported the already good work of the AO. KH has done multiple outreach work and has supported families in overcoming barriers and has led tight reporting on monitoring of poor attendance. Attendance is improving for those students.	Kellie has liaised well with the schools Attendance Officer, and has supported and led numerous home visits, parents meetings and close monitoring of students of concern. Reports are sent fortnightly and a significant improvement has been seen in most of the students of concern. Those not improving are receiving intervention should this be required.

2. Implementation of Classcharts Attendance Module and Provision Maps		<p>Clear monitoring and sharing interventions i.e. IBP/ PSP/ CSP's</p> <p>For staff to be able to complete these with ease, with quick and clear access</p> <p>To have a central platform for teachers – attendance to be recorded via Classcharts</p> <p>Quick, clear and robust reporting allowing analysis and intervention as a result</p> <p>For clear and accurate records to be kept</p>	£2,677 <i>Other</i>	Nov 2020	BUR/ CA/ HD	<p>Provision Map</p> <p><u>Round Robins</u> – easily accessible way to give and seek information from staff. Responses can be downloaded in highly presentable format to share with parents/ keep as evidence. Very impressive.</p> <p><u>Plans</u> – SEN Support Plans & EHCP Support Plans – so far initiated process with 12 SEN pupils:</p> <ul style="list-style-type: none"> • Test/ assess pupil • Draft plan • Meet with pupil - amend, add teachers • Meet with parent, share plan • Finish plan • Issue to teachers named email • Upload to Class Charts • Issue to all teachers • Send home <p>Progress to date on roll-out of Plans is being monitored and recorded here (green means whole process completed, red still to do; now paused while pupils learning from home) : R:\MERAdmin\ACHIEVEMENT CENTRE\PROVISION MAP\Provision Map actions.xlsx</p>	<p>Provision Map</p> <p>Round Robins – easily accessible way to give and seek information from staff. Responses can be downloaded in highly presentable format to share with parents/ keep as evidence. Very impressive. Also used to give staff information about strategies for supporting pupils. Then copy sent home to parents as evidence of support set in place.</p> <p>Plans – SEN Support Plans & EHCP Support Plans – so far initiated process with 24 K SEN Support pupils and 13 EHCP pupils:</p> <ul style="list-style-type: none"> • Test/ assess pupil/ Pupil voice • Elicit feedback from staff – 4 areas of need form sent out via Robins • Draft plan • Meet with pupil - amend, add teachers • Meet with parent, share plan • Finish plan • Issue to teachers named via email • Upload to Class Charts
---	--	---	------------------------	----------	----------------	---	--

						<p>Parental feedback from the 3 parents I have met with was very positive. Pupils also are very involved in this process – we discuss wording of the Targets/ support. They can identify teachers where issues occur/ particular support needed – this is a very powerful tool for pupil engagement in the process of support they receive.</p> <p>Staff feedback from staff who are named in plans positive – “Just read through this and think it’s a great idea to have had key staff identified so they can be making sure they are looking for these types of behaviours and mental notes” WM re Student 4; “I have read the plan. As you are aware I have flagged concerns re C and feel extremely positive that this plan is being introduced. I believe C can improve in so many ways. He just needs the types of support and strategies detailed.” N Allsop re CT</p> <p><u>Reviews of Plans</u> – none yet as insufficient time elapsed. But the format is teacher friendly and progress towards targets can be numerically quantified – very useful.</p>	<ul style="list-style-type: none"> • Issue to all teachers • Send copy home • Review <p>Parental feedback is very positive. Pupils also are very involved in this process – we discuss wording of the Targets/ support. They can identify teachers where issues occur/ particular support needed – this is a very powerful tool for pupil engagement in the process of support they receive.</p> <p>Staff feedback from staff who are named in plans positive</p> <p>Reviews of Plans –The format is teacher friendly and progress towards targets can be numerically quantified – very useful. I am finding it easier to speak to staff 1:1 to get numerical feedback – response not great via round robin.</p> <p>Pupil/ staff/ parent involved. Copies of review sent home for pupil and parent signature.</p> <p>Provisions – we input Interventions – any inputted now pull through on pupil’s</p>
--	--	--	--	--	--	---	--

						<p><u>Provisions</u> – training on 15.12.20 on how to input Interventions – any inputted now pull through on pupil's page in Class Charts – INFO section - very useful for all staff to be able to see.</p> <p>Access Arrangements- training received 15.12.20- any inputted now pull through on pupil's page in Class Charts – NOTES section – I now still need clarification on how this pulls through as a custom field for teachers when accessing/ printing off class lists</p> <p>Staff informed by HD in Staff Briefing 26.11.20; Information in Staff bulletin by CA w/c 30.11.20 re accessing SEN information via Class Charts; specific reference to issued SEN and EHCP SEN plans in emails and round robins to staff</p>	<p>page in Class Charts – INFO section - very useful for all staff to be able to see.</p> <p>Access Arrangements- inputted now pull through on pupil's page in Class Charts – NOTES section</p> <p>Staff informed via specific reference to issued SEN and EHCP SEN plans and reviews in emails and round robins to staff</p>
--	--	--	--	--	--	--	---

3. Interventions implemented for students who struggle to access mainstream education or those who needs support with Behaviour, Medical or SEMH issues.		Improvement in attendance, both school and individual lessons Improvement in engagement in lessons – BfL codes in DCP data Reduction in individual behaviour incidents Continuation of education for those most at risk or unable to attend school	£5,500 <i>Interventions</i>	July 2021	BUR	Many students have had access to AP. Including Autoskills, Just Around the Corner, Cranbury College Intervention and Reading Football Club. This provision is being developed to form a more robust STEPS programme for students of most concern. Improvements have been seen in most students, or this has triggered further intervention referrals such as CAMHS or EP Assessments.	Intervention has increased again following a full return since covid-19. This has been incredibly supportive for those who struggle with mainstream – this has resulted in reducing FTE's, minimising behaviours when in school and supporting access to a pathways that is more suited for some. The first intake of the STEPS programme was carried out with great success. With some tweaking, the second intake will commence in October 2021
4. External Support		Contribution to awareness raising via external organisations Impact Log in sims for intervention based sessions	£2.000 <i>External</i>	July 2021	BUR/ HOY	This has been on hold due to CV 19.	Berkshire Youth has continued, and has been very successful – the funding for this has been lost for the next academic year, however we have increased hours for another source of support for students in house to cover this loss. Cranbury has been used for a large amount of external support for student – both individual, group and as a part of the STEPS programme. This was seen via youth style sessions as well as Maths and English small group tutoring to those being affected due to disengagement with school

5. Access to Cultural Capital		Encourage and allow students access to trips and experiences	£4.000 <i>Trips and Enrichment</i>	July 2021	HD/ HOY/ CL	This has been on hold due to CV 19. Money here will be used this year for developing ALP resources for the STEPS programme.	The Bronze Duke of Edinburgh took place this year for the first intake with great success. To continue this next year, and introduce the silver award. The Ski Trip is also taking place in February next year, and student were able to use PP to support some funding for this,
6. Hardship Fund		Allow students to access school and necessary items to support the 4 A's. Attendance Record Wellbeing Log DCP data	£6.000 <i>Per Allowance</i>	July 2021	BUR <i>PP Champion/ HOY/ Access and Achievement Mentor</i>	This has been used mostly at present for school uniform. This has also in some instances funding home items i.e. contribution to a bed for a vulnerable student/ alarm clocks.	This has continued to take place, and has been used following covid for the most needy – including supporting with bus passes to access school.
7. Continuation of CPOMS Subscription		To monitor safeguarding and child protection concerns centrally, allowing clear auditing and correspondence logging.	£1,250 <i>Other</i>	July 2021	BUR	Continue to use – Incredibly helpful in logging all contact of welfare calls during Lockdown. Continues to be the main platform for staff reporting safeguarding or CP concerns.	As previous. To continue.
GRAND TOTAL			£31,827				

TEACHING PRIORITIES FOR THE NEXT THREE/FIVE YEARS							
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review	Final Review

Quality First Teaching – Staff Training where needed for improved and sustain subject delivery		Contribution to staff training Staff are able to demonstrate impact of this training in the teaching of their subject. Implementation of Teaching for Excellence programme	£3,000	July 2023	EN/SHD	As detailed in the one-year plan above.	<p>Areas for focus in the next year:</p> <ul style="list-style-type: none"> • Scheduling of TfE CPD sessions, seminars and learning walks to coincide with one another and support a cycle of review, feedback and actions to be identified. • Rebranding of 'Learning Walks' term to 'TfE Walks' to promote connection from learning pedagogical skills and developing practice. • Changing the number of participants in TfE seminars from 8/9 to 6 members max to ensure more active participation between members. • Staff to take lead in recording evidence of practice, review and development in their TfE workbooks • Consolidate each TfE strategy with an article in the weekly Bulletin. • Re-design Quality Assurance Feedback forms to support TfE cycle, QA process and the new appraisal system. • Support CL with ensuring curriculum meeting time focuses on subject / department specific pedagogy
--	--	--	--------	-----------	--------	---	--

							<ul style="list-style-type: none"> o Share subject specific teaching and learning resources with CL o Regular reminders and advice in ELT meetings o Agenda item at LM Meetings <ul style="list-style-type: none"> • Tighten up process to completing TfE Walks Feedback form and submitting evidence to SHD • Training for ELT on how to complete TfE Walks Feedback form and support their observee with completing their TfE workbook • Areas of QA development o Learning & Progress Over Time: b) Tightly planned and, where necessary, adapted lessons which meet the needs of all students (including DA/SEND/HAP) o 'Making it Stick – Recall': 'Regular opportunities for making connections between underlying concepts' o 'Making it Stick – Recall': 'Learning is reinforced regularly, including hands down questioning/targeted questioning.
--	--	--	--	--	--	--	--

Targeted intervention by external agencies		To close gaps in attainment and progress – to see acceleration of progress to pupils who fall below their expected target grade	£3,000	July 2023	GB	Review of impact of 1-year GCSEpod usage.	
--	--	---	--------	-----------	----	---	--

TARGETED ACADEMIC SUPPORT FOR THE NEXT THREE/FIVE YEARS							
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review	Final Review
Software implementation to enable PP students to develop in key skills <i>Lexia (£4429, 3 yr subs), Rapid Plus, Reading Plus (£4500, 3 yr subs), Lucid Lass, Hegarty Maths (partial contribution)</i>		Improvement in DCP Data Round Robin feedback showing higher engagement in lessons and developed understanding	£12,144 <i>Interventions</i>	July 2023	CA/ BUR	Review indicates need for better staff supervision of pupil progress in Rapid Plus and Lexia in order to maximise pupil engagement. In addition, HLTAs will set both as asynchronous lessons for their Purple Pathway classes. Roll-out of Rapid Plus can be extended in Special Provision, and to other pupils struggling with literacy during home learning.	
Access to supplementary resources to support access and learning		Students can engage and learn more around a subject or topic allowing another way of learning, and accessing the work Attainment and progress to be seen in DCP data	£4,500 <i>Pers. budgets</i>	July 2023	BUR CL	As detailed in the one year plan above.	As previous

Access to resources and equipment to support learning and access		Engagement and the ability to partake in activity. DCP data. Feedback from staff	£4,500 <i>Teacher Premium</i>	July 2023	BUR	As detailed in the one year plan above.	As previous
Literacy Development		Increased access to literature Improved literacy skills for SEND students	£3,600 <i>Interventions</i>	July 2023	EN	Access/ achieve: HLTAs have provided support with reading/ general writing skills to targeted students withdrawn from an English lesson on a weekly basis. HLTAs also teach SEND/ purple pathway students literacy skills which complement & reinforce the mainstream English curriculum. The students concerned also read additional fiction to boost reading competency. Y11 ASDAN students are completing the Edexcel ELC course to support & reinforce their GCSE Eng Lang course with HLTAs, to provide an additional but appropriate level qualification for LAP students.	4 students completed the ELC course in English at either level 3 or 2. HLTAs helped Y11 LAP GCSE students achieve their spoken language endorsement to ensure they received an English grade. KS3 literacy intervention classes were held to assist less able students in addition to the least able having HLTA lessons to help with literacy skills generally. In lockdown, this took the form of reinforcing the SOW the mainstream classes were doing to ensure students did not fall behind.

WIDER STRATEGIES FOR THE NEXT THREE/FIVE YEARS

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review	Final Review
WPS – Education Welfare Service employed – 1 day a week.		Improved attendance and punctuality of PP students, in line with non-PP students To close gaps in punctuality and attendance in key sub groups, SEN, PP, FSM, Vulnerable Increased engagement with parents Awareness of underlying issues, signposting parents for support	£31,200 (3yr strategy) <i>External</i>	Nov 2020	BUR <i>Attendance Officer</i>	As detailed in the one year plan above.	As previous
Implementation of Classcharts Attendance Module and Provision Maps		Clear monitoring and sharing interventions i.e. IBP/ PSP/ CSP's For staff to be able to complete these with ease, with quick and clear access To have a central platform for teachers – attendance to be recorded via Classcharts Quick, clear and robust reporting allowing analysis and intervention as a result For clear and accurate records to be kept	£8,031 <i>Other</i>	Nov 2020	BUR/ CA/ HD	Attendance module has started and provision Map is in the early stages of roll out – test group with limited staff access to ensure this is rolled out correctly. This will ensure clear communication to staff on pupils needs alongside	Provision map has been successfully used by the trial group (pastoral team) to closely monitor and review impact of behaviour interventions, ALP and AP. To continue using this software.
Interventions implemented for students who struggle to access mainstream education or those who needs support with Behaviour, Medical or SEMH issues.		Improvement in attendance, both school and individual lessons Improvement in engagement in lessons – BfL codes in DCP data	£16,500 <i>Interventions</i>	July 2021	BUR	As detailed above – to continue this on a bespoke basis as the AP/ALP and STEPS programme develops further.	As previous

		Reduction in individual behaviour incidents Continuation of education for those most at risk or unable to attend school					
External Support		Contribution to awareness raising via from external organisations Impact Log in sims for intervention based sessions	£6,000 <i>External</i>	July 2021	BUR/ HOY	As detailed in one year plan.	As previous
Access to Cultural Capital		Encourage and allow students access to trips and experiences	£12,000 <i>Trips and Enrichment</i>	July 2021	HD/ HOY/ CL	Once Covid settles this will restart	To continue using as detailed in review above – now AP's an doff site education has restarted to continue using this to support the most vulnerable, disengaged and those struggling to regulate their behaviour.
Hardship Fund		Allow students to access school and necessary items to support the 4 A's. Attendance Record Wellbeing Log DCP data	£18,000 <i>Per Allowance</i>	July 2021	BUR <i>PP Champion/ HOY/ Access and Achievement Mentor</i>	To continue as detailed for year one plan.	As previous
Continuation of CPOMS Subscription		To monitor safeguarding and child protection concerns centrally, allowing clear auditing and correspondence logging.	£3,750 <i>Other</i>	July 2021	BUR	As detailed in year one plan	As previous

PP PLUS – ADDITIONAL SUPPORT FOR POST LOOKED AFTER STUDENTS						
Action	KPIs	Projected Spend	Date	Staff lead	Interim Review	Final Review
In House PEP System implemented – PEP Style Booklets	Engagement in school Behaviour Log House Points and Rewards Log	£200	July 2021	BUR, JF	FCLA Booklets now in place, and in house PEPs have been held for these students with great success.	This is continuing – a new CLA champion has been appointed and will continue this next academic year.
Access to resources, equipment and trips	Improvement in engagement Consistent and sustained attendance and punctuality	£2,000	July 2021	BUR/ JF	This is discussed during PEPs and mentoring session throughout the year with students.	CLA Champion has regular meeting s with students, ensuring that all items and access needed is written in the child's PEP to ensure funding is received. This has been incredibly successful this year for the 4 CLA Year 11 students.
Access to academic tutoring/ 1:1/ Mentoring session as needed	Improved progress and attainment Engagement in school and lessons Staff Feedback	£1,500	July 2021	BUR	This is discussed during PEPs and mentoring session throughout the year with students.	As previous
SEMH/ Behaviour support, or Alternative Curriculum offer where needed and necessary	Improvement in behaviour or mental health Engagement in school Attendance	£3,000	July 2021	BUR	This is discussed during PEPs and mentoring session throughout the year with students.	As previous
CLA Champion	Support, mentoring and coordination of in-house PEPs for PLAC students	£1,961	July 2021	BUR	Continuation of CLA champion who takes lead responsibility for CLA and FCLA students.	New CLA Champion appointed as explained above. Training has taken place prior to Summer.

**Please note some of this funding also contributes to staffing – ELSA/ DA support role (£1400 per head allocated to PLAC children)*

	Challenge(s)	Mitigating action
Teaching	Consistency of teaching	Training scheduled– Teaching for Excellence Programme rolled out Set 2020 - enough time for CPD and training courses where needed
Targeted support	Ensure DA pupils have access to support in core subjects	Offer intervention in subjects to bridge learning gaps.
Wider strategies	To develop further cultural capital To improve parent engagement	Offer more opportunities within subject areas for learning and progress Further opportunities for parents to engage; focus groups/ opportunities to contribute and come in to school for positive reasons.